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Secondary Mathematics Teacher Recruitment Campaign

Module 9: Evaluation

Produced for and by the
Marketing to **A**ttract **T**eacher **H**opefuls (**MATH**)
Research Action Cluster

Jeff Ranta, Lead Author
Ed Dickey, Editor and RAC Leader

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Module 9: Lessons Learned/Evaluation

Welcome to 9th and final module of the MATH RAC Secondary Mathematics Teacher Recruitment Campaign Implementation Guide.

This module is designed to provide guidance for evaluating the success of a teacher recruitment campaign. If you have implemented any of the ideas or suggestions from Modules 1 through 8, whether using free or low cost tactics or hiring a firm to assist in your recruitment efforts, best practice suggests that you must now review data gathered throughout the campaign and evaluate the impact of the campaign on the goals you set.

Post campaign evaluation allows you to examine what tactics work and what might not have worked. It will help you determine whether the campaign was successful or not, and whether or how to continue your efforts. A solid evaluation can not only explain what worked but, as importantly, provide insights on what did not work. Ancillary to this, an evaluation can also provide pathways to improvements, which will ensure increasingly positive outcomes as time goes by. Finally, a solid evaluation can be used to inform the field of best practices and increase the overall success of future recruitment efforts across the education spectrum.

The module will begin with two sections that address campaign evaluation in general including the importance of data gathering, then focus on suggestions for evaluating secondary mathematics teacher recruitment campaigns in particular. Ideas for determining cost effectiveness through budget review and evaluation as well as producing recommendations for improvement based on lessons learned from the campaign are also offered.

To that end, this module is divided into the following sections:

Section 9.1: Best Practices for Evaluating the Success of a Campaign

Quantifiable objectives and tactics: Any campaign becomes more valuable when it is evaluated against its planned outcomes. Module 2 of this guide addresses in detail how to set quantifiable objectives and tactics. When the campaign is evaluated against these metrics, it is easier to assess whether or not it was successful and then to plan for future campaigns.

As explained in Module 2, the first step in planning a campaign is to ensure quantifiable objectives are set. For example:

This campaign will be designed and implemented to encourage a 10 percent increase in queries about the XYZ University Mathematics Teacher Education programs in the next calendar year.

This quantifiable objective can be easily measured by comparing the number of program queries from the prior year (pre-campaign) to those at the end of the next year (post-campaign). Besides stating a measurable variable, specifically setting a time in which the objective will be assessed is also important.

In addition to having quantifiable objectives with a specified timeline, there should also be associated, quantifiable tactics. If the objectives are the "what" in a campaign, then the tactics are the "how." An example of a measureable tactic might be:

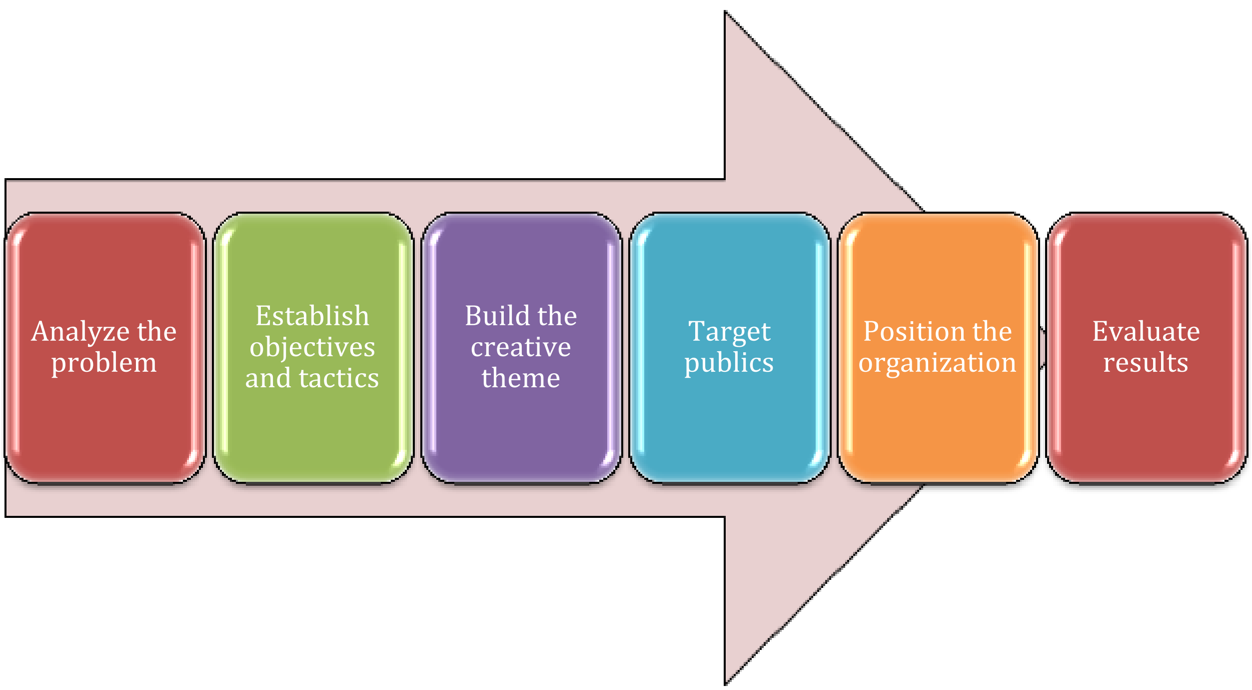
Participate in three career fairs on campus this fall.

or

Get three stories in local media about XYZ University's Mathematics Teacher Education Program over the next year.

In these examples, both the objective (increased queries) and tactics (fair and media) are easily measureable and within a specified timeframe. Such output evaluations help track progress of a campaign and answer simple questions like: "Did we do what we said we were going to do?" and "Is it working?" If the Plan, Do, Study, Act (PDSA) model is adopted as part of a campaign arrangement, then the measurable objectives and timeline are all the more important.

The following diagram illustrates and summarizes the process used to plan for a campaign, accommodating for evaluation:



By using this method and planning for evaluation early on, it is a much simpler matter to capture the necessary data before implementing the campaign. One of the simplest and often the most requested metrics for evaluating a campaign is the Return On Investment or ROI. The ROI informs the practitioner whether the monies spent on a particular campaign were effective and what the actual costs were to deliver a specific outcome.

Return On Investment: In terms of an objective or tactic, simple Return On Investment (ROI) calculations can be accomplished using the results of those campaign efforts. Consider the following example:

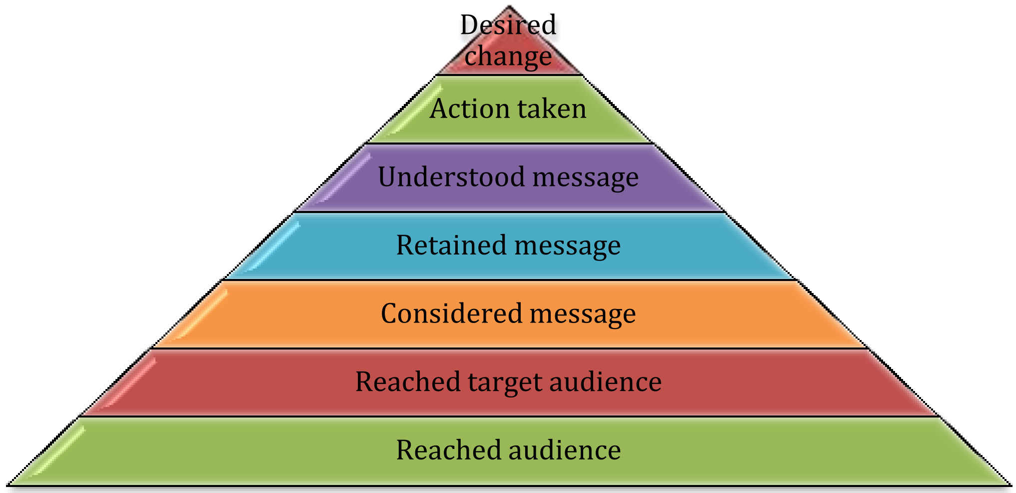
ROI = Total $ spent on the campaign/Number of new inquiries obtained

Say $1,500 was spent on the campaign and the net result was 100 more queries than the prior year. The ROI for the campaign would be computed as $15 to 1, or the cost of each new query was $15. This may or may not be cost effective based on other costing figures. For example, if in the prior year there were typically 700 queries and the campaign net yielded 800 (100 new), then the cost effectiveness is not as great than if the prior year had only 25 queries and the $15 per query increase yield a 400% growth in queries.

Obviously all metrics used to evaluate a campaign are not this simple. In fact many are quite difficult to pin down and not all result in the desired call to action or change of behavior. However, the following are some other meaningful measurements that can be taken:

- Key Audience Exposure: did the right audience see your message? In the case of a mathematics teacher recruitment campaign, did you reach those who were considering embarking on this career path (new students, transferring students, those individuals seeking a career change, or those seeking to re-enter the work force)? Also, did you reach influencers like high school guidance counselors, high school math teachers, parents of high school-aged children, etc.?
- Key Message Pickup (message penetration): was the message seen or heard by the desired audience(s) and was it picked up or understood? Did the future mathematics teachers understand the message and the opportunities available to them? Did the guidance counselors or parents of teens considering college receive the message?
- Key Message recall (aided and unaided): after asking some brief questions, can members of the target audience remember your message without prompting? How about with some prompting? Was your program or your university prominently featured in a memorable way so students or other members of the target audience are open to it and remember your name in a positive way as it pertains to opportunities for education?
- Measurement of effects (instead of results): Can you see a change in opinion or effect of your message among the target audience? Do you see a rise in the number of queries for your program? Do you see an increase in the number of website visits to your program's site?

The Behavior Change/Call to Action Pyramid: Not all teacher recruitment campaign messages will be about change in behavior. In some cases they will be about changing attitudes, call for an action, or in other cases, simply developing association with informed options (top-of-mind awareness). A good example of top-of-mind awareness might be described as the first thing you think of when someone mentions breakfast restaurants. You may say Denny's, which would mean Denny's has top-of-mind awareness for you when it comes to breakfast restaurants. To illustrate this process, consider the change pyramid illustration below:

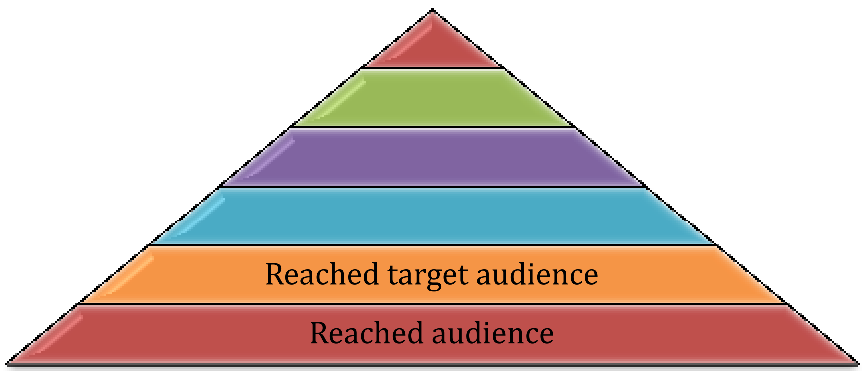


In this illustration, we can see the steps necessary to produce a change in behavior or a call to action. In order for a change to take place, (i.e. a potential teacher candidate reaches out to XYZ University to get more information about its mathematics teacher education program.) the desired audience member must not only be reached, but also must consider the message provided, retain the message in a way that is understood, undergo a change about the opportunity, and ultimately act on the message.

To simplify the campaign process leading to a call to action or behavior change, the pyramid can be broken into three manageable phases:

- Key audience exposure (target audience exposure),
- Key message pickup and recall (message penetration), and
- Measuring effects (instead of results).

Key audience exposure: The base of the pyramid addresses key audience exposure. Also known as target audience exposure, a campaign's success can be evaluated by answering the question: Did the right person hear or receive the desired message?



- When using mass media (television, radio, magazines) as part of a campaign, there are other metrics used to measure outcomes. In terms of sheer numbers, viewership, listenership, and readership statistics are usually released with terms like total reach and total impressions.

Total reach reflects how many people were reached with the campaign's message. Typically reach is measured at the mass media level with circulation numbers or ratings numbers for television and radio. Module 7 explains ratings in more depth. Ratings or reach are one way to analyze the effectiveness of a campaign but it is important to note they only provide general information. Particular message penetrations must be measured using additional survey techniques. Depending upon the degree of precision desired, additional research may need to be conducted to address more than simple exposure to a message. Retention and comprehension of the desired message should also be measured.

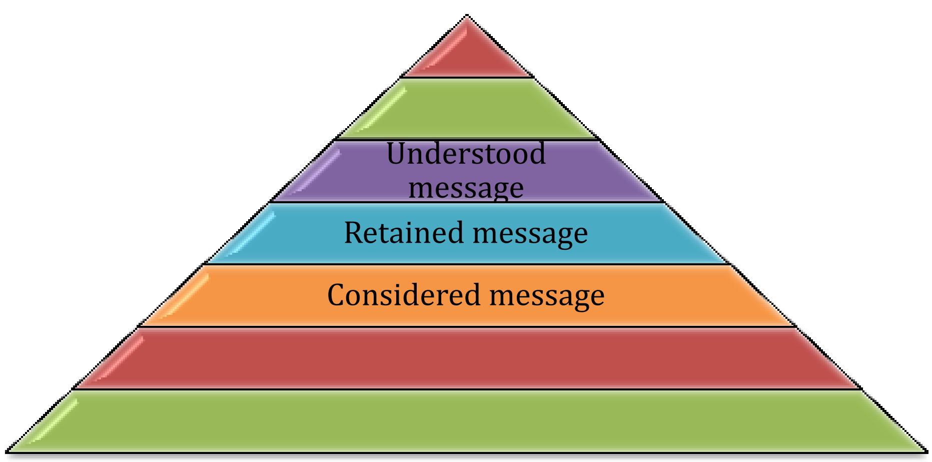
- In the case of digital media through web presence, reach also can be calculated based on website hits for example, which is explained in Module 8. Again, however, reach does not equal retention or comprehension.

  One of the advantages of website analytics is the ability to see how long someone spent on a portion of a site, as well as where they came from and where they want after they left your site. These facts can prove helpful when determining where to make changes/improve a campaign.

- In the case of social media, reach can be calculated by the number of likes, reposts, re-pins, etc. Module 5 goes into more detail of how to track and analyze social media. However the nature of social media is somewhat encouraging in that typically reposts, re-pins, likes, etc. involve some level of comprehension by the reader. This provides some assurances if the message is retransmitted: it is a safe bet that the original recipients who did the reposting, liking, or retweeting understood the message.

To Summarize: Reach is the least informative measure in terms of effectiveness. Just because someone was exposed to a message does not automatically mean that s/he understood it, remembered it, or knew how to act on that information.

Key message pick-up and recall. A more detailed measurement of campaign effectiveness is the middle realm of our pyramid that is also described by marketing campaign professionals as message penetration. Once audiences, and ideally a target audience, are reached or exposed to a message, the questions of whether the message is considered, retained, and understood should be addressed. Just because a message is seen or read one time does not mean it is considered,



retained, or even understood.

Advertising agencies know that it takes three to five exposures to a single message before an audience member makes a decision to act or change. This is called frequency and the idea of frequency is addressed in both Modules 1 and 2.

Clearly, not every member of a target audience will reach the top of the pyramid by the end of a particular campaign. Nor will they make a life changing decision resulting from the exposure to one message, but the accumulation of messages over time may impact the desired effect in convincing someone to act (in this case, sign up to become a student and train to become a mathematics teacher.).

This question can be answered post-implementation once a campaign is implemented through a deliberate testing of target audience members in a focus group or a survey. It can also be measured through reviewing published information: fliers, posters, articles, television coverage, etc.

For example, say XYZ University launched a campaign to reach out to veterans, encouraging them to attend XYZ for their chance to become a mathematics teacher. One of the particular parts of the message might be that XYZ University has expertise in managing veteran education compensation (GI bill etc.). By testing members of that target audience via a focus group or survey, one can determine if the message: "Choose XYZ University for your math teacher opportunities because they are experts in managing VA education benefits," can be tested. If agreement with the message tests positively, then it is obvious that message element was positively received and remembered.

An important strategy for addressing key or target audience exposure involves using focus groups and was discussed in detail within Module 3 of this guide. Some resources for creating focus group questions and assembling focus groups include:

http://www.focusgrouptips.com/focus-group-questionnaire.html
http://psu.uidaho.edu/focusgroup/evaluation/02.html
http://www.yorku.ca/act/CBR/GoodQuestions.pdf

Surveys as an evaluation tool: A technique for evaluating message penetration involves the use of surveys. A survey can be administered to an audience, identified members of the target audience, or a focus group to gather data about the messaging. This portion of the campaign evaluation involves not only identifying who was exposed to the message but also whether the message was considered, retained, and ultimately understood.

For example, a survey can be administered to a group of guidance counselors (the target audience) to determine if the latest guidance counselor outreach campaign reached them. Furthermore, a test of their propensity to recommend XYZ University as a solution for those students seeking to be educated in the methods of becoming a high school mathematics teacher can be measured. This is a specialized survey technique and is used to measure aided and unaided recall.

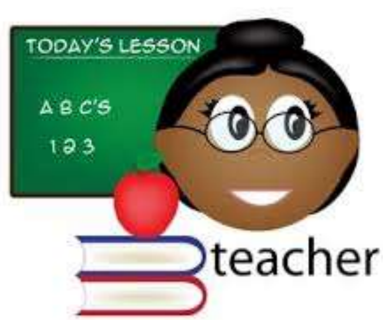
Aided and unaided recall is when past target audience members are contacted and asked their preferences for certain products or services. Three important variables in this approach are: message consideration, message retention, and message understanding. Data about these three variables can be tied simply to incorrect language used in the message or as complicated as improper symbology or mismatched words and actions.

A humorous example of mixed messaging in a campaign can be seen around a popular electrolyte replacement drink, Pocari Sweat. The grapefruit-flavored beverage is manufactured in Japan by Otsuka Pharmaceutical Company and is designed for use by those involved in athletic training. An equivalent English version would be the modern sports drink(s) that advertises the replacement of essential electrolytes lost through perspiration.

In explaining the utility of the drink, the company chose the name Pocari Sweat. To an English-speaking audience, however, the Pocari Sweat imagery of athletes sweating as part of their workout and drinking a clear liquid at the end was one that could easily be misunderstood. Was that athlete drinking an electrolyte replacement beverage or were they drinking someone's perspiration. Who really wants to drink someone's sweat?

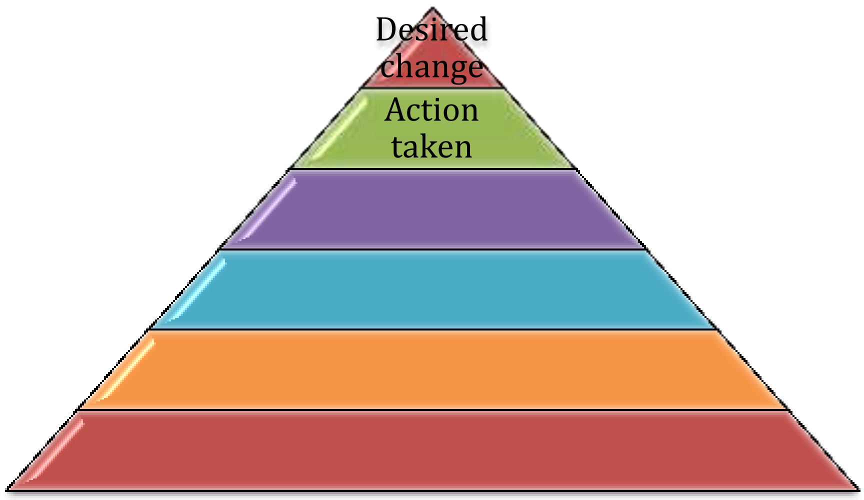
Another example tied to cultural sensitivity can be found in the name of the Chevrolet car, the Nova, which in English or Latin connotes newness or stars, but in Spanish and in the context of cars, the Spanish words *no va* mean won't go, far from the message Chevy wanted to send to its Latin American audience of buyers.

In terms of mathematics teacher recruitment, early testing has revealed images associated with teaching remain somewhat outdated with examples like blackboards, older women as teachers, etc. These images might be a negative connotation to younger Millennials and many other targeted groups who may consider embarking on a teaching career. So if these messages are used as part of a campaign that stresses the newness and contemporary nature of a teaching, the symbol confusion could turn off the desired target audience and compromise the integrity of the message.

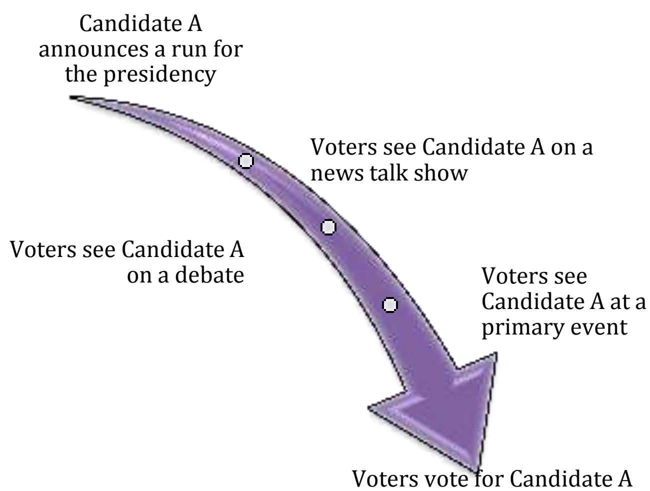


These images are contradictory to the modern classroom reality and the desired experience most potential students want—a career that is technology-friendly, young, and vibrant. Therefore it is important to evaluate, before and after release, the images associated with your campaign.

Measuring effects. Finally, at the top of our evaluation pyramid is the need to measure the effects or impact of the campaign. Some of the most difficult variables to measure, but arguably the most important, are changed attitudes or behaviors as well as the calls to action. These two concepts are critical to inspire anyone to do what you are asking him/her to do.



IMPORTANT: Measuring results are not necessarily the same as measuring effects. It is easy to think of effects as a subset of results. Not all results of a campaign will equal an effect or create a triggering response to demonstrate action. However, the result of a campaign may be to prime or prepare the target audience(s) for future action. Consider the illustration of a political campaign:



In this example, one must be convinced (changed attitude) before one can change behavior. Repeated exposure to Candidate A over the campaign season makes a voter more prepared and ready for the triggering event—the election—to cast a vote (action). Measurement of change (analytics) involves variables such as bias, circumstances, opportunities, and other intangibles not necessarily perceivable or controllable in a recruitment campaign.

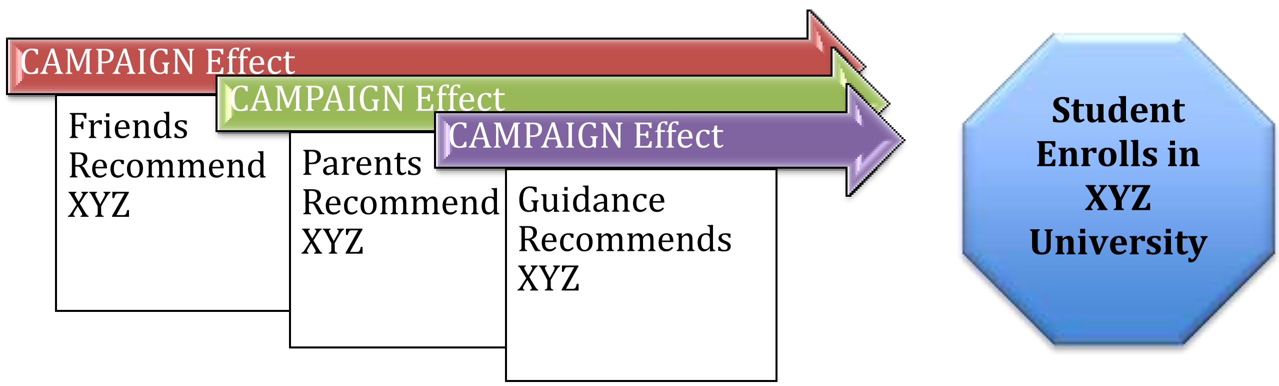
Our Candidate A may have a great message, for example, but s/he may not be seen as the best person for the job. Or, Candidate A may be seen lacking some important characteristic required for being presidential. Or Candidate A may have a solid resume in the eyes of the voter, but Candidate B may be seen as more qualified for the position, etc.

Similarly, a recruitment campaign should be limited to effects on some target audiences and actions for others. Consider the diagram below. A teacher recruitment campaign may legitimately seek to effect some audience members (friends or parents) who might influence a different target audience (mathematics majors) while that same target is being spoken to directly by the campaign.

Objective 1: Create a referral effect among guidance counselors so 50 percent of the time they recommend XYZ University as a viable university for their school's graduates interested in mathematics teacher education.

Objective 2: Create a referral effect among parents of high school students to recommend their child investigate XYZ University as a potential university to enroll in when considering preparation as a mathematics teacher.

Objective 3: Create a behavior change (enroll in XYZ University) among high school students seeking to become high school mathematics teachers.



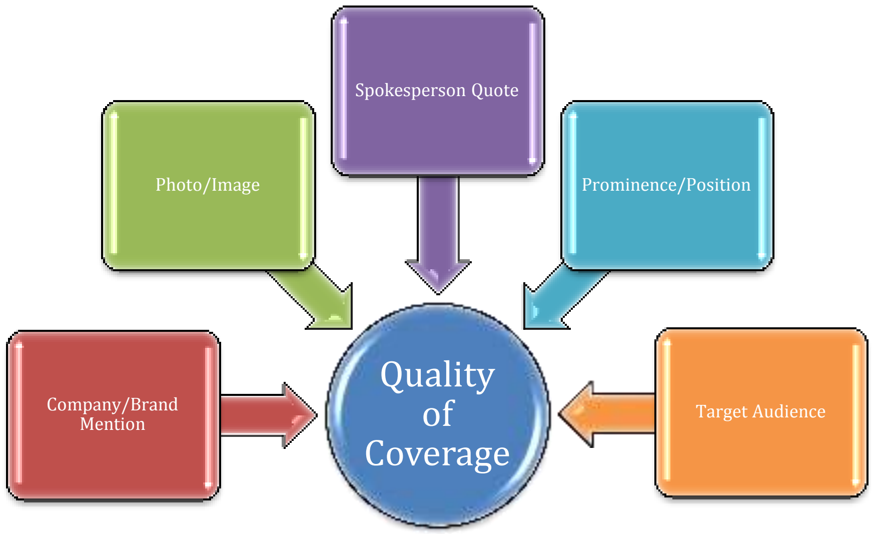
Mass Media: Quality vs. Quantity: In addition to reach, frequency, message penetration, and comprehension, one other useful analytic for measuring impact is that of message reproduction or dissemination via mass media. In short, what are they saying about you in the news? In many cases, one of the best ways to reach a larger target audience is through the use of mass media, either in an advertising or public relations capacity. And while the difference between advertising and PR are addressed in Modules 6 and 7, it is useful to reiterate that in contrast to advertising where the advertiser has total control of the message, public relations does not offer the same depth of control. Therefore it is imperative certain items in a public relations campaign be addressed like:

- Quality of the messages
- Quantity of the messages

- Attainment (output)

Following are some things to review when evaluating the effectiveness of PR campaigns. In the illustrations, both PR campaigns have the shared goal of covering a target audience with a high quality message. In Illustration A, the story was about a single entity (i.e. XYZ University) and its attempts to recruit more high school mathematics students to its program. In this case the media did a single story, using XYZ University as a primary source for the need.

Illustration A, Exclusive Coverage of XYZ University



By checking for the elements of branding, images, a spokesperson quote, where the story was placed, and if it was positioned to appeal to the target audience, the quality of the story can be judged. To elaborate, consider the bullets below:

- **Company Brand/Mention**: Was the tag line used? Was the logo used? Did the company/university (XYZ University) receive a favorable mention?
- **Photos/Images**: Were there photos or images accompanying the story? Were they positive or negative or neutral?
- **Spokesperson Quote**: Was your spokesperson quoted? Was s/he quoted accurately? If paraphrased, were his or her words paraphrased correctly? Were key messages repeated?
- **Prominence/Position**: Where did the story appear within the media? Prominence usually signifies importance in both digital media and print media. The more prominent the story (assuming it is positive) the more influential it can be and the more people will see it.
- **Target Audience**: Was the story appropriate for appealing to the desired audience? Did the media company that eventually ran the story have appeal to the desired demographics you wish to reach?

All of these observations can be used to rate a story and determine if it was an effective piece, a mediocre piece, or a negative piece.

Illustration B, Non-exclusive coverage of XYZ University as part of a larger story.

In Illustration B, XYZ University was one a group of sources for a story about the need for more high school mathematics teachers.

Because XYZ University may be one of several sources cited in the story, there are some additional metrics that could be applied.

- Key Messages: Were the desired key messages for XYZ University repeated and incorporated in the story?
- Exclusivity: Was XYZ University in any way treated as an exclusive source or solution for this story? Was XYZ University portrayed as a subject matter expert in a specific area?
- Competitive/Peer Inclusion: Were your peers or peer aspirants included in the story? If so, how was XYZ University compared to them?
- Were there other pieces of information included in the story that could help facilitate a dialogue/contact between XYZ and the target audiences?
- Was there a specific call to action in the story that could be exploited by XYZ University?

By reviewing the elements of coverage in the two different illustrated approaches, judgments can be made as to the overall quality of the coverage.

For example, if a story runs about opportunities to become a mathematics teacher, but XYZ University is only one of several programs mentioned, then the quality of coverage may not be as strong as if XYZ University's program is the only one mentioned in the story. So while the overall story may be good, in Illustration B, there is also the problem of competing interests.

However, typically when there is a wrap-up story, it involves a larger reach/greater circulation of information. So being part of a larger story is not necessarily a negative, it can be a strong positive if XYZ University is displayed well against its competition.

Indirect benefits of a campaign: In addition to the direct benefits of a campaign, there are also indirect benefits associated with launching a campaign. Some of these are less tangible in terms of boosting recruiting but can pay off big dividends.

For example a campaign could:

- Raise the profiles of the school/college within the parent university organization,
- Generate positive stakeholder relations with past alumni,
- Create positive feelings among current students and faculty,
- Uncover partnerships of value with other universities,
- Provide tangible recognition for future referrals from guidance counselors, etc.

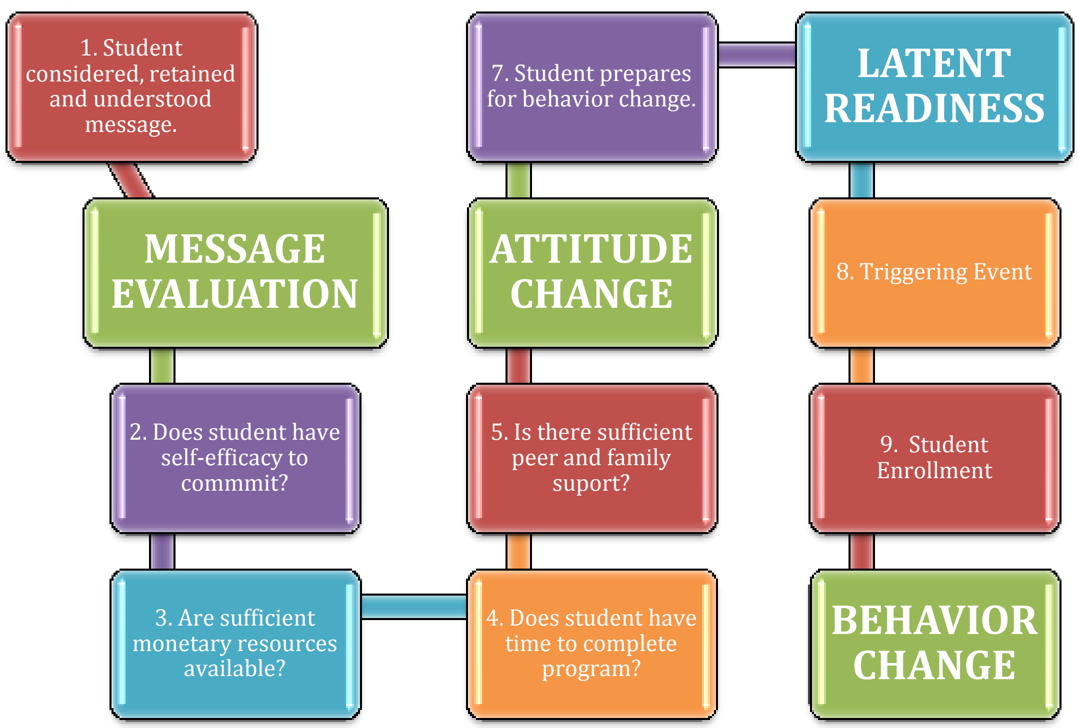
Section 9.2: Misconceptions of Campaign Effectiveness

The call to action or behavior change process: As mentioned earlier, it is very difficult to tie specific outcomes (like 15 more students at XYZ University enrolling to become mathematics teachers this year than last year) to changes in attitudes or behaviors caused specifically by a campaign.

Changes in attitude must precede changes in behavior and it is expected that a change of attitude is more likely to occur than a change of behavior as a result of a campaign. So, the question arises, should the changes in attitude also be counted as a result of the campaign or should changes in behavior be the only metric counted?

Common wisdom would say count both because you never know when there will be a triggering event with the strength to convert a target audience member from favorably disposed toward changing their behavior to actually performing the desired behavior.

Following is a simplified flow chart that illustrates some of the many factors involved in a change in attitude and eventually, action or behavior. And while the steps in this diagram follow a linear pattern, the actual decision process at each step often is not. Each of the factors at each step contributes to a change in behavior and many of the factors are out of the control of the recruiter, therefore it is unrealistic to expect the actual success of a campaign to be attributable solely to a change of behavior.



Moreover as described earlier, for some target audiences, having a positive effect may not ultimately result in a change of behavior but rather an awareness or a recommendation that may then lead someone else to influence or cause a decision to change a behavior.

To elaborate on this illustration:

Message Comprehension: In the first step, a message cannot be acted upon unless it is understood and retained, evaluated, and finally a triggering event happens that moves the decision maker from latent readiness to behavior change.

Message Evaluation: Once the message is seen or heard and understood, the recipient goes through his or her own evaluation process to determine if s/he wishes to answer a call to action or respond to the message.

This evaluation may occur within a few seconds or minutes or after several years depending upon the information available, the clarity of the message, the perceived ability to adapt to the requirements of the message, and a myriad of other factors specific to the hearer and the call to action. In these cases, the desire to change behavior may be the ultimate goal, but the positive effects leading up to that change in behavior may be the only measureable effect.

Attitude Change: As illustrated by steps 2 through 5, there are several variables including self-efficacy, monetary resources, time, and peer/family support that impact the decision to change an attitude about attending XYZ University. Obviously there would be additional gateways and circumstances that would have to align before an attitude change would take place. However, once an attitude change takes place, the next step is to generate Latent Readiness.

Latent Readiness: Latent Readiness is the cocking of the trigger, the settling in at the starting blocks before the big race. Latent Readiness is the step before the actual behavior change. In this case a triggering event could be a new relationship or a new year, etc. In any event, the trigger releases the student/subject to move on to the next and final step, behavior change.

Section 9.3: Sample Evaluation Research

As a way to begin the evaluation process, this section offers insights and a selection of suggested questions for evaluating the success of a secondary mathematics teacher recruitment campaign.

There are many types of questions that can be asked in a post-campaign evaluation. The most popular is the survey that might be conducted by email, telephone, focus group, or through social media.

Any post-campaign survey should be conducted in an open and ethical manner consistent with standards for human-subject research and reviewed by an Institutional Review Board (IRB) to ensure the protocols address the rights of the participants.

Care should be taken to preserve confidentiality of respondent answers, to ensure participants are informed of their rights to participate or not to participate, and to avoid any potential for harm. Surveys about recruitment are very unlikely to be harmful in any manner.

In addition to IRB factors, there are other best practices to be used in constructing surveys to yield valid and reliable results. Best practices in survey construction include using primarily close-ended questions, avoiding ambiguity in the topic of inquiry, and avoiding leading or multi-faceted questions.

In addition, surveys should be designed to maximize utility of available statistical analysis programs and tools. For social science research, one excellent resource is *The Practice of Social Research* by Earl Babbie (Babbie, E. (2007). *The practice of social research 11th edition.* Belmont, CA: Thomson Wadsworth.).

Some of the best practices for survey design from that book include:
- Avoid open-ended questions as much as possible.
- Make items clear—avoid ambiguity.
- Questions should be relevant.
- Short answers are the best answers.
- Avoid negative items.
- Avoid biased items and terms.

Sample Size: When it comes to sample size and statistical calculations, bigger is better. For quantitative analysis survey results to be assessed as statistically significant, the power of the statistic, or what is called the effect size, is a function of the sample size as well as the determination of type II error and the significance criterion.

For example, if you had a sample of $N = 100$ and expected to find an effect size equivalent to $r = .30$, a quick calculation would reveal that you would have a 57% chance of obtaining a statistically significant result using a two-tailed test with alpha set at the conventional level of .05. If you had a sample twice as large, the probability that the results will be statistically significant would be 86%. More information on calculating effect size based on sample size can be found at http://effectsizefaq.com/2010/05/31/how-do-i-calculate-statistical-power/.

Qualitative data gathering: Another valuable tool for post-campaign evaluation is the focus group. Focus groups allow for the administration of open-ended questions and the collection of many different types of answers or responses providing a more nuanced measure of campaign impact. The following are sample open-ended focus group questions tied to teacher recruitment:

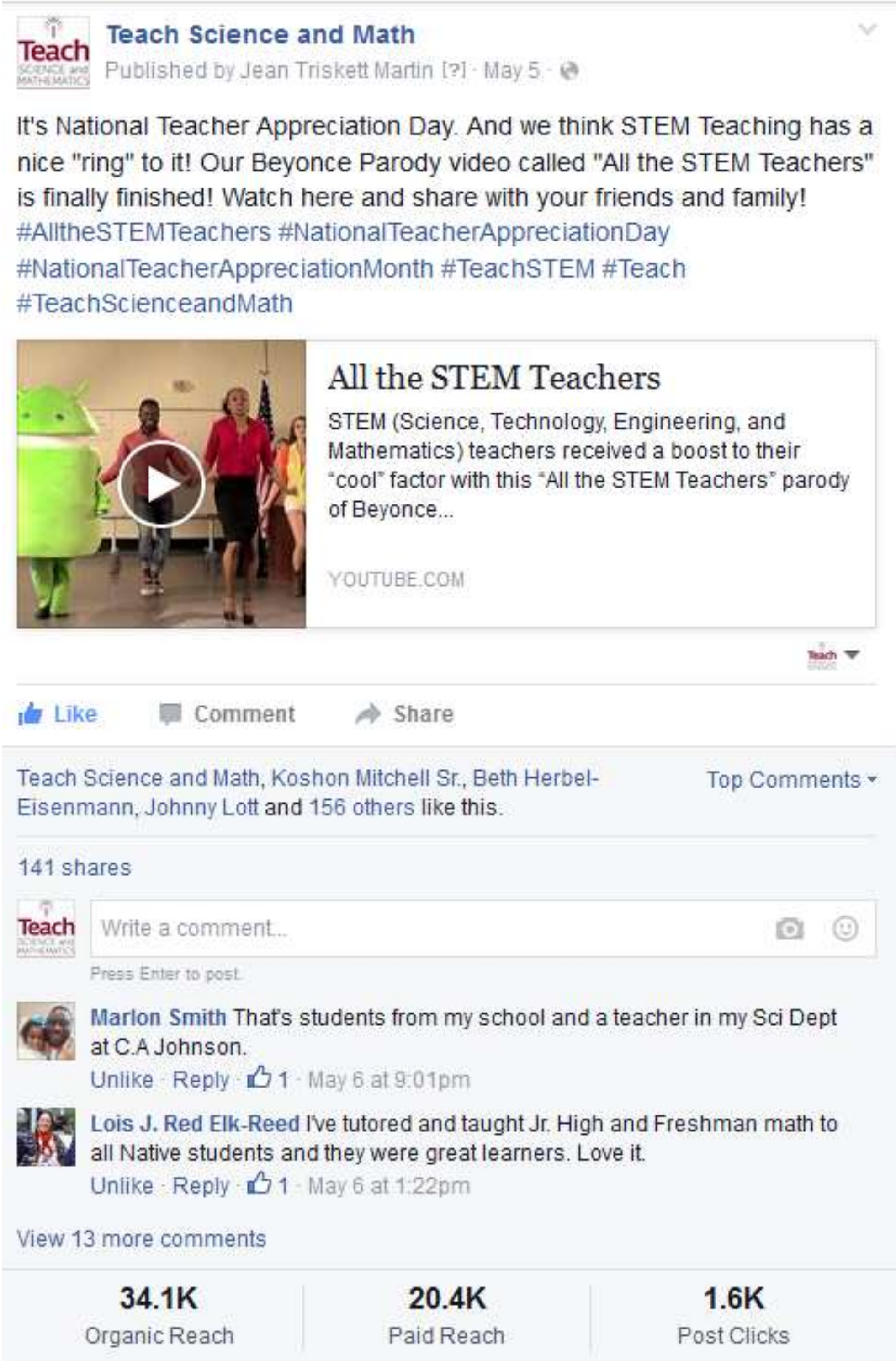
- **Q1. Do you remember hearing about opportunities for studying mathematics at XYZ University?**
- **Q2. Do you remember hearing about opportunities for training to be a teacher of mathematics at XYZ University?**
- **Q3. What do you remember about the opportunities for studying mathematics or becoming a mathematics teacher at XYZ University?**
- **Q4. What part of the message of studying mathematics or education at XYZ University appealed to you the most?**
- **Q5. What did you think about the opportunities at XYZ University for your career plans?**
- **Q6. What questions do you have about the opportunities for studying mathematics or training to become a teacher at XYZ University?**

- **Q7. Would you recommend to a friend the opportunity to train to become a mathematics teacher at XYZ University, why or why not?**

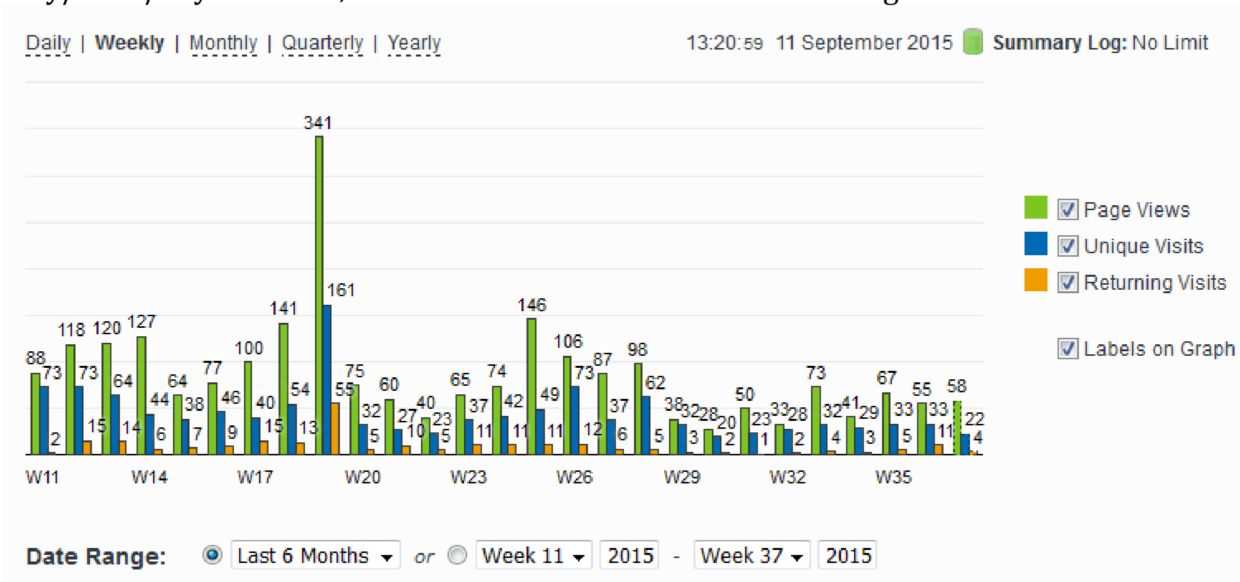
Depending upon campaign goals, answers to these questions may impact or influence someone toward a behavioral change without necessarily resulting in an immediate change in behavior. These results should be added to (or perhaps even substituted for) changes of behavior when measuring the overall effectiveness of the campaign against goals set at the outset of the campaign.

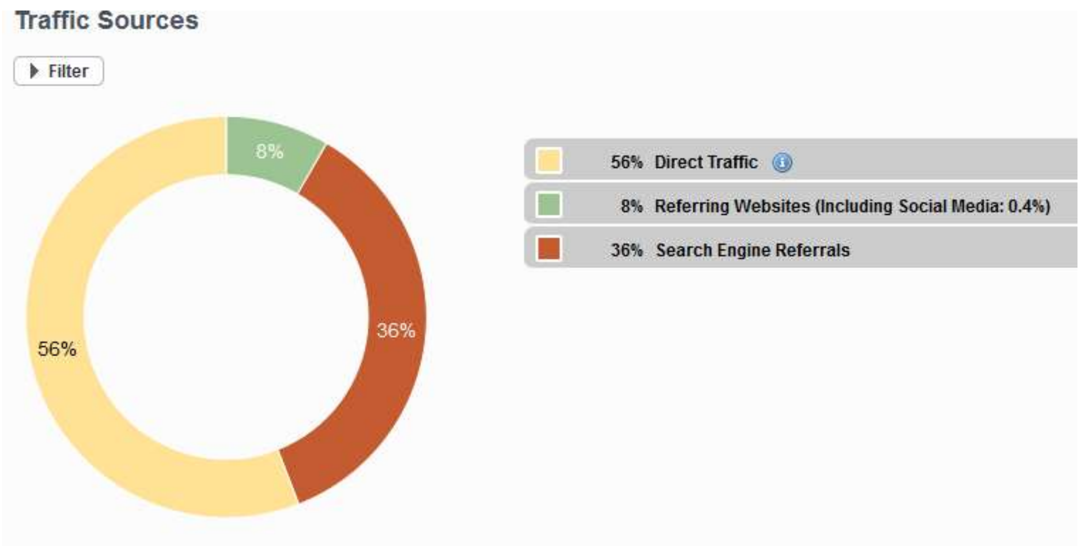
Social Media Metrics: As discussed in Module 5, social media metrics are extremely varied and evolving. The advantage of social media is that nearly every move made on the Internet or in social media apps is recorded and most are available for review and analysis. For example, Google Analytics for websites can tell a reviewer where a visitor came from, which page they landed on, how long they stayed on that page, how long they stayed on the site, what page they exited on, and finally, where the surfer went after leaving your site.

In addition, another popular social media site, Facebook, has its own analytics, which include number of likes, number of reposts, number of new visitors, and progress over time. Using these key metrics, the health, stickiness, and popularity of the Facebook site can be measured at any time and trends can be analyzed addressing whether a Facebook site is growing or declining. The University of South Carolina and University of Kentucky collaborated to produce a video that promoted STEM teaching and was released in May as part of Teacher Appreciation Month. Below are Facebook Analytics on the video and a PDSA Report on the effort can be accessed by clicking HERE (pdf PDSA Report).

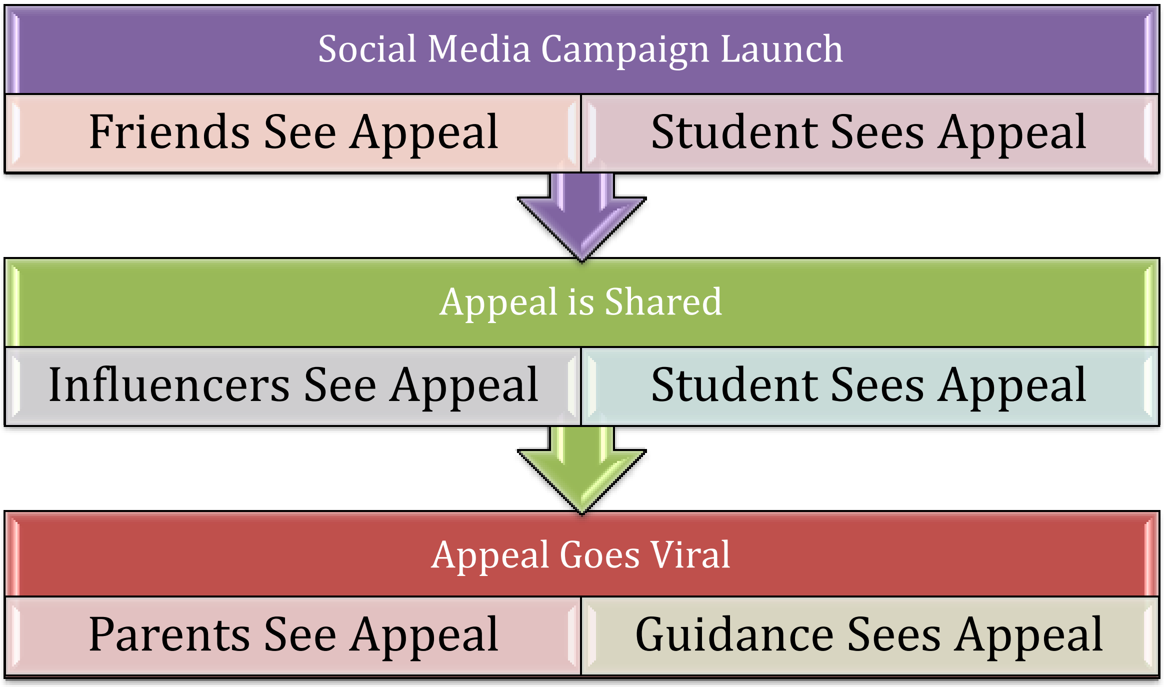


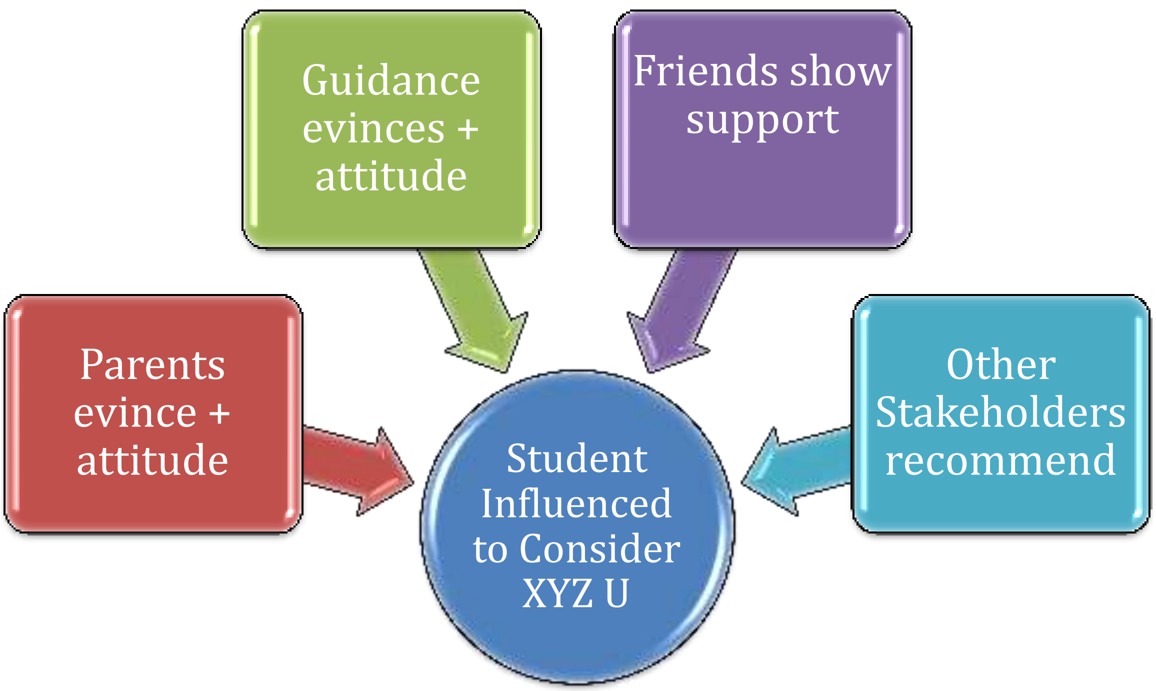
SEO--Shortening the Search: As discussed in Module 8, the acronym SEO stands for Search Engine Optimization and provides opportunities to ensure web surfers find your site first. SEO is a complex formula based on key words and phrases as well as website infrastructure that help to initiate interest and ensure the site is prominently displayed to those using search engines to find your site. Module 8 addressed the use of SEO to maximize website exposure. When evaluating the success of a campaign, the effectiveness of SEO should be measured. Below are samples from the TeachScienceandMath.org website using a service called Statcounter.com. One illustrates page visits over a six month period and the other the source of the visit (direct using address, from referring site, or from a search engine). Options also include data on length of visit, IP address, country/state/city of visitor, and where the visitor went after leaving.





In these evaluations, change of behavior is not even contemplated but rather the viewing of the content is considered an end in itself and is an acceptable objective for some social media campaigns. The overall objective of the campaign may still be to change behavior, but the social media portion of the campaign may simply be to raise awareness or create a positive effect of building positive attitudes or dispositions toward an institution so that a campaign with behavior change dividends might follow.





Section 9.4: Budget Review

Another area of campaign evaluation is the campaign budget review. Budgets and timing are two things critical for the health of a campaign. When reviewing a budget and analyzing your campaign effectiveness, evaluators should review all aspects of the campaign expenses from costs like materials and venue rentals, server space, food, production costs, talent costs, media purchasing (commercial time), etc.

The budget should also contain soft costs like labor, transit, and other operating functions. Another way to do this analysis is to adopt the integrated approach and deconstruct the budget per media method. For example:

In a recruitment effort by XYZ University, the following expenditures were made by category with a planned budget of $64,000. The budget is broken down by the following items:

Television Commercial • Production • Talent • Air time • Other budget items	$25,000
Events • Venue rental • Catering • Premiums/Giveaways • Printing and misc. costs	$10,500

Social Media
• Labor for:
    o Maintaining Facebook
    o Photography for Instagram site
    o Twitter feed
    o Pinterest postings
• Prizes/Giveaways
	$10,500

Website Development • Hosting • Server rental • Photography licensing • Content • Graphics	$15,000
Misc./Contingency Fees • Travel • Permits • Printing • Etc.	$3,000

The above table is important when engaging in the campaign evaluation process and questions asked of target audience members include: "Where/how did you hear of us?" By adding the answers to this question to the list of evaluation items, it will be easier to streamline the budget for next year based in part on the information obtained.

For example, if social media is a popular way to reach students, do more of that. If guidance counselors relate the event you planned and hosted as what convinced them, make it an annual event. In contrast, if TV ads are not cited by many as a driving recruitment force, cut it back or curtail it altogether in next year's planning.

In addition, by taking an organized look at budgets at the beginning and the end of the campaign, projections can be made for the next year's efforts. The more precise the budget, the more effective the campaign. Sample budgets are included for review in Module 2.

A timeline is also very important in campaign planning and evaluation. Marrying timeline data with budget data gives the reviewer a better opportunity to improve accuracy for next year's projection.

This is important for ensuring maximum effectiveness in a campaign. Proper prior planning helps eliminate cost overruns, rush fees, becoming overextended on credit, and allows for maximum flexibility in a campaign.

Section 9.5: Writing Recommendations for Improvement

Using a Plan, Do, Study, and Act approach, campaign project members are in a near-perpetual state of evaluation and occasional reinvention to ensure maximum efficiency. Embracing this PDSA approach demands evaluation is performed as part of the study phase of a campaign. To that end, recommendations should be:

- Truthful
- Positive
- Aimed at solving problems

Common complaints in campaign evaluations and recommendations include:

- Insufficient time
- Insufficient support
- Insufficient funds

Following is an example of a campaign evaluation:

Our campaign at XYZ University was a success in terms of reaching our target audience. By planning deliberately and comprehensively, the XYZ Teacher Recruitment campaign was able to increase traffic to our program website by 50 percent over the course of one academic year.

This application of the campaign discipline to the urgent goal of finding and enrolling more individuals to become secondary mathematics teachers was met with enthusiasm by our target audience and exceeded our enrollment expectations by 25 percent over last year's enrollment numbers.

With respect to recommendations, following is an example:

One recommendation for improvement is to schedule our student career fair in the first two weeks of school while students are still eligible to change majors for that semester. We estimate that changing our time to earlier in the term will provide between 3 and 6 new candidates to tour our program and consider enrollment.

Section 9.6: Wrap-up

To conclude this Module and the *Guide*, a recruitment campaign is an important approach to solving problems. By adopting a structured approach with stated objectives, strategic tactics, and meaningful evaluation, teacher recruiters can successfully seek solutions to address the need for more college students enrolling in mathematics teacher education programs.

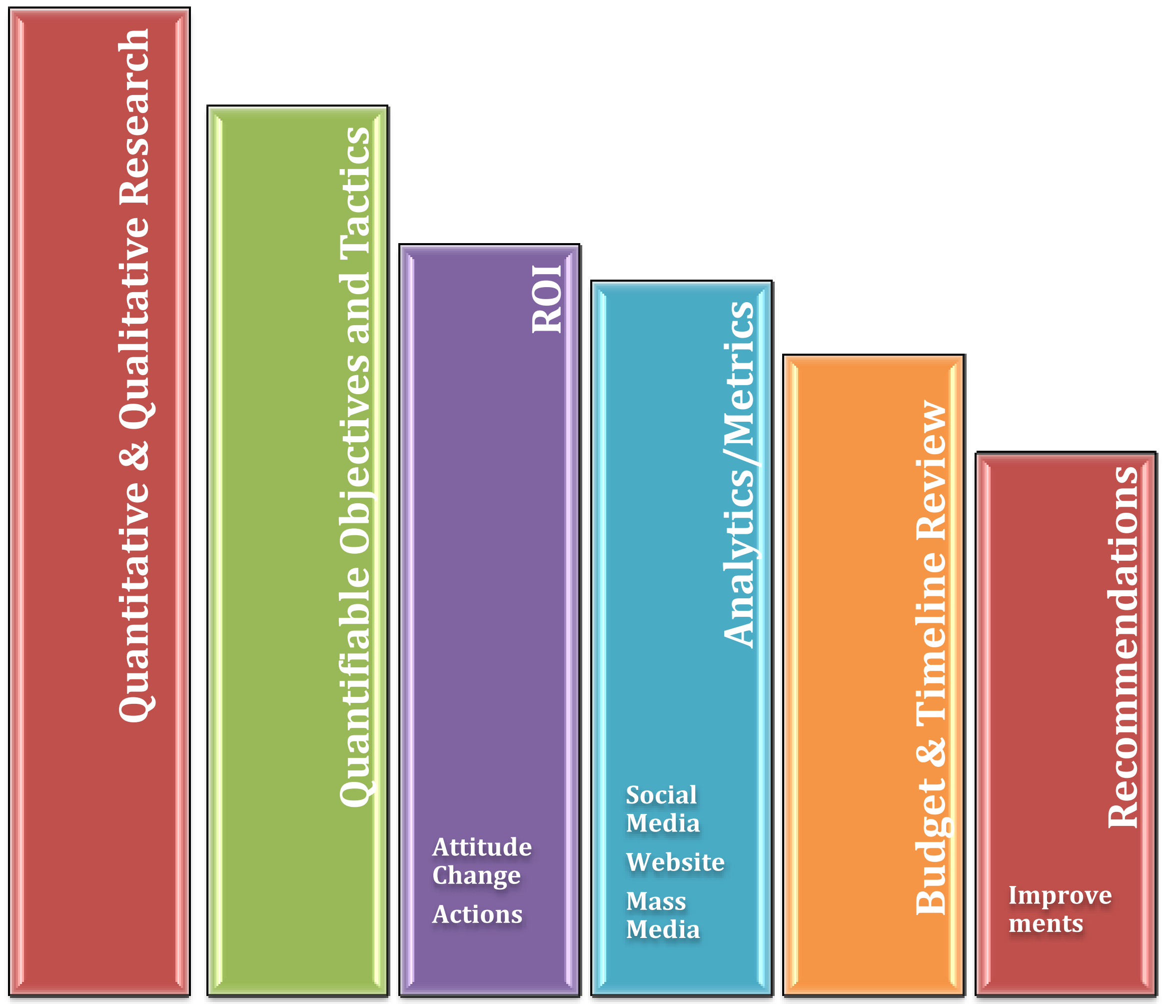
The key to a successful campaign is multi-staged: based on research, guided by objectives and tactics, implemented on a specific timeline, and ultimately evaluated for effectiveness.

By following those steps, as illustrated below, quantifiable results can be ensured and overall findings determined and replicated.

As it pertains to evaluation, there are many opportunities to evaluate a campaign. All of these elements can be used together or separately to determine the best way to create a campaign, implement it, evaluate it, and learn from it.

By diligently applying evaluative techniques, results can be fine-tuned and in the case of a PDSA approach, improved consistently throughout the extent of the campaign.

The following diagram illustrates and summarizes key steps and evaluation touch points for a communications campaign:



Using the evaluation suggestions from this module along with the planning and implementation ideas offered within the other modules, you have the tools necessary to effectively manage a secondary mathematics teacher recruitment campaign, evaluate its effectiveness, and improve enrollments in your program.