

**Report to the Joint Legislative Education Oversight  
Committee of the General Assembly  
Regarding Teacher Education Enrollment Plans**

**May 2007**

**University of North Carolina General Administration**

**Executive Summary**  
**Report on UNC Production of Teachers based on**  
**the Plan to Address the Shortage of Teachers in North Carolina,**  
**and including the system Teacher Recruitment Plan**

Following the directions of the UNC Board of Governors, UNC General Administration developed a plan to increase the production of teachers in UNC institutions with teacher preparation programs. This plan developed targets for five years for each campus. Targets were set for both traditional teacher education graduates and for alternative completers including lateral entry teachers. With a base year of 2002-03, the first year of targets was for 2005-06. Appendix B contains the initial Plan to Address the Shortage of Teachers in North Carolina.

The *Plan to Address the Shortage of Teachers in North Carolina* attempted to determine the number of new teachers needed each year based on turnover and student growth. The Plan also attempted to determine the impact of improved retention of teachers on the number of new teachers each year. As the report showed, a 0.5% improvement in retention of teachers each year from 2004-05 through 2009-10 would reduce the number of new teachers needed from 11,144 to 8,768.

UNC has seen a growth of over 25% in the number of traditional teacher education graduates produced in 2005-06 over the base year of 2002-03 which is an increase of 513 traditional graduates. (See Table 1, Page 2) There were 1,442 alternative completers in 2005-06. If traditional teacher education graduates and alternative completers are combined there were a total of 3,969 produced in 2005-06. (See Tables 3 and 4, Page 4) High need areas were tracked and for mathematics 242 combined traditional graduates and alternative completers were produced, and for science the number was 216.

Because of a tradition of Colleges of Education reporting some data directly to the state and federal governments, data was difficult to track when the *Plan* was first developed. UNC has devoted considerable attention to improving data collections and verification so that now the data about students completing UNC programs is reliable and verifiable. There were some mistakes in the data for the base year of the *Plan*, which have now been corrected as documented in the report.

The most important initiative in the past few months is the development, with the help of outside consultants, of a state-wide and campus by campus teacher education recruitment plans. The state-wide recruitment plan is included in the report as Appendix C. The campuses are just completing their individual recruitment plans which have broadly involved the whole campus including the admissions office, arts and sciences, and teacher education. The campus-based recruitment plans will be reviewed at UNC General Administration and will be part of the basis for the next steps including a review of the targets with the goal of adding two years of targets to the plan and, where at all possible, increasing the targets. When completed, each campus will have targets for traditional teacher education graduates and alternative completers, including for high need areas, through 2011-12.

**The University of North Carolina**

**Report on UNC Production  
of Teacher Education Graduates  
and Alternative Licensure Completers  
2005-2006**

**March 2007**

## **Report on UNC Production of Teacher Education Graduates and Alternative Licensure Completers for 2005-06**

### **Introduction**

In 2004 the University of North Carolina (UNC) devoted considerable attention and effort to examining the teacher shortage in North Carolina (NC) and formulating a plan to address it. This work resulted in a report, *A Plan to Address the Shortage of Teachers in North Carolina*, which was issued in December 2004. When the analysis began, graduation and licensure completion data from 2002-03 were the most current data available, so that year was made the baseline for measuring future increases in productivity. In preparing the report, a model was developed for projecting the annual need for new teachers in NC based on current and future class sizes at various grade levels and the ratio of teachers to students in NC public schools. The model factored in growth, turnover, and changes in employment within public schools to project the number of new classroom teachers needed. The need ranged from 11,164 teachers in 2005-06 to 11,566 teachers in 2010-11. The model projected that by 2014-15 NC would need more than 12,000 new teachers. These projections were based on the State's five-year average turnover rate of 12.97%. The Report made it very clear that the production of more teachers was only part of the solution to NC's teacher shortage. The other major factor was improving the retention of teachers employed in the public schools in NC. As the report showed, a 0.5% improvement in retention of teachers each year from 2004-05 through 2009-10 would result in reducing the need for new teachers for 2009-10 from 11,144 to 8,768. This would be accomplished if the turnover rate could be reduced from just under 13% to just under 10% which would require a half percent reduction each year.

The report separated traditional teacher education graduates and those individuals completing an alternative path to licensure. The terms "Alternative Entry" and "Alternative Entry Completer" are used to describe, first, those enrolled in an alternative path, and, second, those who complete all requirements at the university so they could be recommended to the North Carolina Department of Public Instruction (DPI) for teacher licensure. Traditional graduates are those who enroll in a regular teacher education program to seek a bachelor's degree and meet the campus's requirements for a recommendation for teacher licensure.

The Department of Public Instruction (DPI) identified four areas as high-need licensure areas – mathematic education, science education, middle grades education, and special education. The decision was made to track these areas in addition to the overall production of teacher education graduates and alternative completers at the system and campus levels.

Each campus proposed the targets for traditional graduates, alternative completers, and high-need licensure areas. These were discussed and eventually, in a conference call with the Dean of Education and the Provost at each campus targets were set for producing more teachers. The targets are documented in *A Plan to Address the Shortage of Teachers in North Carolina*.

The data for monitoring enrollment and graduation from teacher education programs, and for monitoring enrollment in and completion of alternative entry programs were less than optimal at the beginning of the project. Significant improvements in understanding and defining the data

have occurred and the UNC General Administration is in a much better position to provide accurate data.

There were some errors in setting the campus baselines and targets and as the quality of the data collections and analysis has improved we have identified and corrected those problems. For example, all physical education majors at some campuses were included in the teacher education data for 2003-04, when only a portion of those majors were actually in a teacher education program of study. Fortunately these types of errors have been eliminated and adjustments to the baseline have been made. The net effect is that the baseline was lowered overall so it required a larger effort to meet the targets.

Setting targets in 2004 for the year 2005-06 using the baseline of 2002-03 did not give the campuses much time to increase the pipeline to produce larger numbers of teacher education graduates and license completers, but the magnitude of the problem required immediate action.

UNC teacher education programs vary widely from campus to campus, particularly in the size of the programs and the areas of licensure for which they are approved by DPI. For example, for the base-year 2002-03 the number of traditional graduates ranged from 2 to 368. It is important to understand in reviewing the data presented in this report that campuses were at different places with different capacities to quickly increase the number of teacher education graduates and licensure completers. The targets were set prior to an opportunity to assess the recruitment capacity for bring more people into teacher education. ***Note:** To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.*

## Growth in Traditional Teacher Education Graduates

Based on accurate and revised data for the baseline year, UNC teacher education programs together increased the number of traditional teacher education graduates by 513 between 2002-03 and 2005-06, a 25.5% increase over three years (Table 1). All but three programs increased their traditional graduate numbers. The largest increases were at UNCG (158), ASU (114), and ECU (73). ASU produced the most traditional teacher education graduates in 2005-06, 482. Another measure of growth is the percentage of increase and that varies widely by campus as well, reflecting their starting point and their capacity to rapidly increase enrollment and the number of graduates.

<b>Campus</b>	<b>Base Year 2002-03</b>	<b>2005-06</b>	<b>Change Headcount</b>	<b>% Change</b>
ASU	368	482	114	31.0%
ECU	354	427	73	20.6%
ECSU	28	26	-2	-7.1%
FSU	73	94	21	28.8%
NCA&T	39	34	-5	-12.8%
NCCU	53	46	-7	-13.2%
NCSU	115	155	40	34.8%
UNCA	27	41	14	51.9%
UNC-CH	83	83	0	0.0%
UNCC	213	250	37	17.4%
UNCG	218	376	158	72.5%
UNCP	78	87	9	11.5%
UNCW	252	255	3	1.2%
WCU	111	150	39	35.1%
WSSU	*	21	19	950.0%
<b>UNC Total</b>	<b>2,014</b>	<b>2,527</b>	<b>513</b>	<b>25.5%</b>

## Targets and Traditional Graduates of Teacher Education Programs

The targets for increasing the number of teacher education graduates were set in consultation with the Provosts and Deans of Education. The year 2005-06 was the first planned “measure up” year for the targets and the base was set at 2003-04. After carefully analysis it has become clear that the problems identified earlier resulted in the baseline (2002-03) being reported at an overall inflated level of 299 above the number of actual teacher education graduates. (See Appendix A). However the planned enrollment increase in traditional teacher education graduates was 341.

The planned targets are displayed in three ways: against the original targets, against as adjustment of the targets to reflect the correction of the base for 2003-04, and in terms of the planned number of additional teachers that would be produced.

UNC fell 127 students or 4.8% below the planned targets (Table 2), but if the targets are adjusted to reflect the adjustment of the base, the number of teacher education graduates is 217 above the target. In addition, while UNC initially planned to add 341 more traditional teacher education graduates, 513 were actually added.

<b>Table 2. Targets and Graduates of Traditional Teacher Education Programs: 2005-06</b>				
	<b>Original Target 2005-06</b>	<b>Actual 2005-06</b>	<b>Above/ Below Target</b>	<b>% Above/ Below</b>
<b>UNC Totals</b>	2,654	2,527	-127	-4.8%
	<b>Adjusted Target 2005-06</b>	<b>Actual 2005-06</b>	<b>Above/ Below Target</b>	<b>% Above/ Below</b>
<b>UNC Totals</b>	2,355	2,527	172	7.3%
	<b>Planned Increase 2005-06</b>	<b>Actual Increase 2005-06</b>	<b>Above/ Below Planned</b>	<b>% Above/ Below</b>
<b>UNC Totals</b>	341	513	172	50.4%

## Alternative Completers

Alternative completers represent another source of teachers in NC. As a rule alternative completers are individuals with a baccalaureate degree who would complete the necessary licensure requirements to be a fully qualified teacher. School districts in NC can hire teachers who have not met the State’s licensure requirements. DPI allows these individuals three years to complete all the work needed to fully meet the requirements. UNC teacher education programs write programs of study and enroll students to complete alternative licensure programs. At the same time, the DPI Regional Alternative Licensure Centers in NC also write programs of study for individuals to complete in order to qualify for teacher licensure in a particular field. Tracking these individuals who are usually part-time students is not an easy task; however the University is continuing to make progress in capturing and analyzing this data. UNC General Administration can now track students enrolled in programs approved by our campuses, but it remains a challenge to track students whose programs are prepared by the Regional Alternative Licensure Centers.

Of those enrolled as alternative entry teacher education students in 2005-06, 1,442 of them completed their programs (Table 3). ECU (323) and UNCC (262) led the campuses in the number of completers. The campuses producing over 100 alternative completers were NCCU (119), NCSU (114), UNC-CH (103), and UNCW (103).

It has been very difficult to establish a relationship between the number of alternative entry students enrolled and the number completing programs on an annual basis in part because programs of study vary in the number of credit hours needed based on an individuals prior coursework and degree program. This ratio varies widely among the campuses and the overall estimate of 25% appears to be too high as we have looked at additional data. The conversion from overall alternative enrollment to number of completers appears to be closer to 20% for 2005-06. UNC General Administration and the campuses will continue to improve its ability to track prospective teachers who are matriculating through alternative entry routes.

### **Total of Traditional Graduates and Alternative Licensure Completers**

When traditional graduates from teacher education programs are combined with alternative licensure completers, UNC produced 3,969 graduates and completers (Table 4). The magnitude of results varied widely across the campuses. Leading all campuses was ECU with a combined total of 750. Two campuses produced more than 500: ASU (528) and UNCC (512). Others among the largest producers of graduates and completers were UNCG (470), UNCW (358), NCSU (269), and WCU (229).

### **High-Need Areas**

Campuses developed targets for high-need licensure areas and exerted effort not only to increase overall production of teacher education graduates and alternative completers but also worked to increase the number of prospective teachers who were in high-need areas as designated by DPI. The designated high-need areas were and are mathematics education, science education, middle grades education, and special education. In middle grades teacher education there is an overlap with individuals who have a concentration in mathematics or science. In the next four tables there will be some duplication to show graduates or completers in middle grades education that had a concentration in mathematics or science or both. As the pressure mounts to have students ready for a higher level of learning when they enter high school, the pressure is also growing to improve and strengthen the middle grades

<b>Table 3. Alternative Completers: 2005-06</b>	
<b>Campus</b>	<b>Actual 2005-06</b>
ASU	46
ECU	323
ECSU	16
FSU	39
NCA&T	42
NCCU	119
NCSU	114
UNCA	36
UNC-CH	103
UNCC	262
UNCG	94
UNCP	58
UNCW	103
WCU	79
WSSU	8
<b>UNC Total</b>	<b>1,442</b>

<b>Table 4. Traditional Graduates and Alternative Completers: 2005-06</b>			
<b>Campus</b>	<b>Traditional Graduates</b>	<b>Alternative Completers</b>	<b>Total</b>
ASU	482	46	528
ECU	427	323	750
ECSU	26	16	42
FSU	94	39	133
NCA&T	34	42	76
NCCU	46	119	165
NCSU	155	114	269
UNCA	41	36	77
UNC-CH	83	103	186
UNCC	250	262	512
UNCG	376	94	470
UNCP	87	58	145
UNCW	255	103	358
WCU	150	79	229
WSSU	21	8	29
<b>UNC Total</b>	<b>2,527</b>	<b>1,442</b>	<b>3,969</b>

education preparation experience. This is especially true in the mathematics and science middle grades concentrations.

In order, Tables 5-8 show productivity in mathematics education, science education, middle grades education, and special education. Following those four tables, Table 9 shows the total non-duplicated number of high-need graduates and licensure completers produced. Note NCA&T does not offer Middle Grades licensure and UNCA does not offer special education licensure.

**Table 5. UNC System Traditional Undergraduate Degrees Conferred<sup>1</sup> and Alternative<sup>2</sup> Completers in Mathematics Education**

<b>Campus</b>	<b>Traditional Secondary Mathematics (9-12)</b>	<b>Traditional Middle Grades Mathematics (6-9)</b>	<b>Traditional Combination Math &amp; Science (6-9)</b>	<b>Alternative Secondary Mathematics (9-12)</b>	<b>Alternative Middle Grade Mathematics (6-9)</b>	<b>Alternative Combination Math &amp; Science (6-9)</b>	<b>Total Mathematics Completers</b>
ASU	16	5	7	*	*	0	31
ECU	11	5	4	6	10	*	39
ECSU	0	0	0	0	0	0	0
FSU	10	*	0	0	0	0	12
NCA&T	*	0	0	*	0	0	4
NCCU	*	*	0	0	0	0	*
NCSU	33	0	*	*	*	0	38
UNCA	5	*	*	*	0	0	8
UNC-CH	0	5	*	13	*	0	22
UNCC	9	6	7	8	12	0	42
UNCG	10	0	0	0	0	*	11
UNCP	*	*	0	*	*	0	6
UNCW	5	*	0	0	10	4	20
WCU	*	*	0	0	0	0	5
WSSU	0	0	0	0	*	0	*
<b>UNC Total</b>	<b>109</b>	<b>30</b>	<b>22</b>	<b>34</b>	<b>39</b>	<b>8</b>	<b>242</b>

**Table 6. UNC System Traditional Undergraduate Degrees Conferred<sup>1</sup> and Alternative<sup>2</sup> Completers in Science Education**

<b>Campus</b>	<b>Traditional Secondary Science (9-12)</b>	<b>Traditional Middle Grades Science (6-9)</b>	<b>Traditional Combination Math &amp; Science (6-9)</b>	<b>Alternative Secondary Science (9-12)</b>	<b>Alternative Middle Grade Science (6-9)</b>	<b>Alternative Combination Math &amp; Science (6-9)</b>	<b>Total Science Completers</b>
ASU	4	*	7	*	0	0	15
ECU	11	9	4	9	9	*	45
ECSU	0	0	0	*	0	0	*
FSU	0	*	0	0	4	0	6
NCA&T	0	0	0	*	0	0	*
NCCU	0	0	0	*	*	0	4
NCSU	9	0	*	11	0	0	21
UNCA	*	0	*	*	0	0	5
UNC-CH	0	*	*	12	*	0	17
UNCC	*	*	7	12	13	0	36
UNCG	4	0	0	*	0	*	7
UNCP	0	*	0	*	*	0	4
UNCW	6	9	0	9	5	4	33
WCU	9	0	0	5	5	0	19
WSSU	0	0	0	0	0	0	0
<b>UNC Total</b>	<b>46</b>	<b>27</b>	<b>22</b>	<b>71</b>	<b>42</b>	<b>8</b>	<b>216</b>

<sup>1</sup> Using certification flags on student data files for traditional graduates.

<sup>2</sup> Includes licensure only, lateral entry, & MAT (UNCG MED).



It should be noted that UNCC produced the most mathematics education graduates or completers (42), with ECU (39), NCSU (38), and ASU (31) not far behind. ECU produced the most science education graduates or completers with a total of 45. UNCC (36) and UNCW (33) were not far behind. ECU (70) and UNCC (68) lead the other campuses in producing middle grades education graduates and completers. They are followed by UNCW (44), FSU (37), and ASU (32). In special education UNCC (83) sets the pace, ahead of ECU (64), UNCG (61), WCU (47), and NCCU (38). Again, not all campuses are approved to offer teacher licensure in all identified high-need areas.

<b>Table 7. Traditional Undergraduate Degrees Conferred<sup>3</sup> and Alternative Completers<sup>4</sup> in Middle Grades Education: 2005-06</b>			
<b>Campus</b>	<b>Traditional Graduates</b>	<b>Alternative Completers</b>	<b>Total</b>
ASU	28	4	32
ECU	33	37	70
ECSU	0	0	0
FSU	13	24	37
NCA&T	0	0	0
NCCU	6	13	19
NCSU	22	*	24
UNCA	4	*	5
UNC-CH	17	7	24
UNCC	23	45	68
UNCG	17	5	22
UNCP	4	7	11
UNCW	21	23	44
WCU	4	9	13
WSSU	0	*	*
<b>UNC Total</b>	<b>192</b>	<b>180</b>	<b>372</b>

<b>Table 8. Traditional Undergraduate Degrees Conferred<sup>3</sup> and Alternative Completers<sup>4</sup> in Special Education: 2005-06</b>			
<b>Campus</b>	<b>Traditional Graduates</b>	<b>Alternative Completers</b>	<b>Total</b>
ASU	20	4	24
ECU	16	48	64
ECSU	*	*	5
FSU	0	24	24
NCA&T	*	5	6
NCCU	0	38	38
NCSU	0	0	0
UNCA	0	0	0
UNC-CH	0	10	10
UNCC	19	64	83
UNCG	25	36	61
UNCP	6	10	16
UNCW	10	9	19
WCU	9	38	47
WSSU	*	*	*
<b>UNC Total</b>	<b>109</b>	<b>290</b>	<b>399</b>

### **Total Non-duplicated Traditional Graduates and Alternative Completers in High-Need Areas**

UNC produced 1,031 traditional graduates and alternative licensure completers in 2005-06 in the high-need areas (Table 9). This represents an increase of 157 more traditional graduates and alternative licensure completers overall, which is an 18% growth rate over the 2002-03 base year for the combined high-need areas (Table 10).

<b>Table 9. Traditional and Alternative Completers in High-Need Areas: 2005-06</b>			
<b>Area</b>	<b>Traditional Graduates</b>	<b>Alternative Completers</b>	<b>Total</b>
Mathematics <sup>5</sup>	150	77	227
Science <sup>5</sup>	84	117	201
Middle Grades <sup>6</sup>	113	91	204
Special Education	109	290	399
<b>Total</b>	<b>456</b>	<b>575</b>	<b>1,031</b>

<sup>3</sup> Using certification flags on student data files for traditional graduates.

<sup>4</sup> Includes licensure only, lateral entry, & MAT (UNCG MEd).

<sup>5</sup> Combination of Math & Science equally divided between categories.

<sup>6</sup> Middle Grades Math & Science numbers included in Mathematics and Science categories: Total=170.

<b>Table 10. Traditional and Alternative Completers in High-Need Areas* – Improvement over Base Year 2002-03</b>			
<b>2002-03</b>	<b>2005-06</b>	<b>Change</b>	<b>% Change</b>
<b>874</b>	<b>1,031</b>	<b>157</b>	<b>18.0%</b>
* Math education, science education, middle grades education, special education			

### Upper Division Enrollment in Traditional Teacher Education Programs

Obviously recruitment and enrollment must increase if graduates and completers are to increase. From the base year 2002-03, upper division enrollment has grown overall for UNC teacher education programs from 6,477 for fall 2003 to 8,329 for fall 2006, an increase of 1,852 enrolled students, which is an increase for this period of 28.6% (Table 11). Increase in enrollment should parallel increase in productivity. ECU shows an enrollment growth of 440 students in this period, with three other schools showing growth exceeding 200: UNCC (244), UNCG (217), and NCSU (207). It should be noted that this does not include growth in alternative entry students, and some schools may grow that area more than the traditional area.

<b>Table 11. Enrollment Change in Traditional Teacher Education Students: 2002-06</b>				
<b>Campus</b>	<b>Base Fall 2002</b>	<b>Actual for Fall 2006</b>	<b>Change in Headcount</b>	<b>% Change</b>
ASU	1,221	1,356	135	11.1%
ECU	960	1,400	440	45.8%
ECSU	137	236	99	72.3%
FSU	280	278	-2	-0.7%
NCA&T	204	187	-17	-8.3%
NCCU	215	300	85	39.5%
NCSU	358	565	207	57.8%
UNCA	39	69	30	76.9%
UNC-CH	180	193	13	7.2%
UNCC	647	891	244	37.7%
UNCG	683	900	217	31.8%
UNCP	326	481	155	47.5%
UNCW	545	529	-16	-2.9%
WCU	534	694	160	30.0%
WSSU	148	250	102	68.9%
<b>UNC Total</b>	<b>6,477</b>	<b>8,329</b>	<b>1,852</b>	<b>28.6%</b>

However, if one compares fall 2005 to fall 2006, the growth in enrollment appears to be stalling with an almost 2% drop in traditional teacher education enrollment (Table 12).

While teacher education programs recruited students, the targets and enrollment plans were developed with no coordinated systematic recruitment plan. A variety of recruitment efforts were taking place and they appear to have had an effect. The urgency of the situation gave the University no luxury to delay the teacher education growth plan until having a systematic recruitment plan. That aspect has now been addressed and all of the campuses are working on recruitment plans in coordination with UNC-GA. In

<b>Table 12. Enrollment Change in Traditional Teacher Education Students: 2005-06*</b>				
<b>Campus</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Change in Headcount</b>	<b>% Change</b>
ASU	1,401	1,356	-45	-3.2%
ECU	1,400	1,400	0	0.0%
ECSU	186	236	50	26.9%
FSU	423	278	-145	-34.3%
NCA&T	214	187	-27	-12.6%
NCCU	339	300	-39	-11.5%
NCSU	500	565	65	13.0%
UNCA	57	69	12	21.1%
UNC-CH	183	193	10	5.5%
UNCC	822	891	69	8.4%
UNCG	958	900	-58	-6.1%
UNCP	433	481	48	11.1%
UNCW	577	529	-48	-8.3%
WCU	793	694	-99	-12.5%
WSSU	207	250	43	20.8%
<b>UNC Total</b>	<b>8,493</b>	<b>8,329</b>	<b>-164</b>	<b>-1.9%</b>

fact the campuses will have students in the freshmen and sophomore years that are taking courses, being advised, and being prepared to enter a teacher education major, but enrollment data in this report covers only students who have been admitted to an upper division teacher education program as reported by the campuses in the fall 2006 enrollment report. \*College tracking in some programs may report a different number of students enrolled.

### **Developing Teacher Education Recruitment Plans**

The University of North Carolina initiated the development of a strategic plan to coordinate teacher recruitment efforts within the University in the fall of 2006. To accomplish the task we partnered with Noel-Levitz, a leading authority in the United States in optimizing enrollment management on higher education campuses. The purpose of the overarching UNC Teacher Recruitment Initiative is to consider perceptions of the teaching profession in developing a system-wide plan for teacher recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan. The study has two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that will translate initial finding into actionable strategies to meet North Carolina's teacher supply and demand needs. The research question addressed through the study was targeted directly at recruitment to the teaching profession: *What are the attitudes, motivations, and primary sources of influence of prospective teachers that are behind North Carolina's teacher supply and demand data and trends?*

Results from the study were used to identify critical strategies for inclusion in a comprehensive plan for teacher recruitment. Each UNC institution will prepare a campus-based plan that is aligned to the overarching system recruitment plan and also aligned to the enrollment growth targets for their respective campus. Analysis of results from the market research, which are based on reliable data, have provided greater insight into how the University can better coordinate and streamline teacher recruitment efforts across the University.

The research question was addressed in the assessment phase of the study through market research targeted at six specific population segments: college-bound high school juniors and seniors, bachelor's and advanced degreed adult populations in North Carolina (i.e., mid-career professionals who could transition into the teaching profession), community college students, all undergraduate students on UNC campuses, high school guidance counselors, and military personnel and their spouses. The assessment phase also included focus sessions conducted with campus representatives from teacher education and enrollment/admissions offices, financial aid offices, K-12 representatives (teachers, principals, and superintendents), and other educational representatives in North Carolina.

The planning phase of study has directed the development of a strategic teacher recruitment plan for the University and campus-based plans for each institution. Development of the plans is based on the market research conducted and the results from an institutional self-inquiry survey that asked the campuses to reflect upon their current approaches to marketing and recruitment as it relates to teacher recruitment, including specific enrollment funnel data for each of the campus's market segments (e.g., high school, community college, and alternative entry). These data have been analyzed and compiled to assist in building a better understanding of the current

approach to recruiting teachers at the campus level. Campus-based plans are to be completed and shared with General Administration by the end of March 2007.

The UNC Teacher Recruitment Initiative will strategically enhance the University's ability to respond to the State's teacher supply and demand needs. Working parallel to the UNC Teacher Education Enrollment Growth Plan, the recruitment plan(s) will help to ensure that the enrollment pipeline in teacher education is sufficient to meet the campus-based targets which are measured on an annual basis and reported to the UNC Board of Governors and the North Carolina General Assembly.

### **Retention of Teachers Once Employed**

It is widely recognized in North Carolina that a major part of the teacher supply and demand problem lies in the failure to retain teachers at a high enough rate. While parts of this problem involve issues of salary and working conditions which will require a systematic state response in order to be solved, the UNC teacher education programs have identified new ways to induct teachers and support them through their first three years of teaching that can improve teacher retention.

A critical need exists for beginning teacher support aimed at retention. New teacher success is an attainable goal if we collectively make every effort to improve the support, evaluation, and mentoring of initially licensed teachers and if we build quality systems of support for K-12 and a framework to address the critical links between employment and new teacher induction. While individual UNC teacher education programs have been providing some measure of services to graduates and to alternative licensure program completers (who obtain teacher education degrees, complete licensure and begin the initial licensure process), the University is prepared to do more to systematize support during the initial three-year induction period.

To this end, the University of North Carolina has initiated the development of a formal program of support, focused on retention, for beginning teachers for all new graduates and licensure completers of UNC teacher education programs. The UNC Plan for New Teacher Induction will be developed in collaboration with North Carolina public schools and will ensure that graduates of UNC teacher education programs teaching in North Carolina are supported, monitored, and mentored in the first three years of service until a continuing license is issued. The planning phase for this initiative is being organized at the state level by General Administration and the UNC Deans' Council on Teacher Education, and will be implemented at a regional level to assist school districts in hiring, retaining, and developing high-quality teachers. It is anticipated that system-level and campus-based plans will be in place by fall 2007. UNC General Administration has a request before the General Assembly to fund this initiative.

### **Next Steps**

The results of the production of graduates and completers in 2005-06 will be carefully reviewed with each campus and the consequences for revision to the plan will be explored. With the recruitment plans to be in place by late spring, our programs will have a much better basis for planning. Through the spring and early summer, UNC General Administration, working in tandem with the campus leadership, will add two additional years to the goals for addressing the

teacher shortage, so for the first revision of the plan the targets for increasing graduates and completers will cover 2007-08 through 2011-12.

### **Conclusion**

The data for 2005-06 show that UNC teacher education programs have made progress, with the productivity level of traditional graduates and alternative completers at 3,969. With an enrollment plan soon to be backed with a recruitment plan UNC expects to continue to push the overall production of teachers up. UNC is also very focused on the high-need areas, especially mathematics and science, both to produce more graduates in these areas and to help address the problem of attracting high-quality teachers into mathematics and science teaching.

## Appendix A

### Correction of Base Year

Overall, several considerations led to inaccuracies in establishing the base year. Some flags in the data system were not set correctly for some campuses, and non-teacher education physical education majors were included in teacher education graduates on some campuses, particularly at UNC-CH and UNCW. In the case of WCU, they run a teacher education program for Jamaican students that is independent of their preparation of teachers for North Carolina.

<b>Table 13. Difference between actual in base year versus number in plan for base year</b>			
<b>Campus</b>	<b>Actual in Base Year 2002-03</b>	<b>No. in Plan Document</b>	<b>Difference</b>
ASU	368	372	-4
ECU	354	330	24
ECSU	28	26	2
FSU	73	65	8
NCA&T	39	60	-21
NCCU	53	74	-21
NCSU	115	133	-18
UNCA	27	27	0
UNC-CH	83	194	-111
UNCC	213	236	-23
UNCG	218	199	19
UNCP	78	84	-6
UNCW	252	314	-62
WCU	111	179	-68
WSSU	*	20	-18
<b>UNC Total</b>	<b>2,014</b>	<b>2,313</b>	<b>-299</b>

## Appendix B:

### A Plan to Address the Shortage of Teachers in North Carolina

# **THE UNIVERSITY OF NORTH CAROLINA**

## **A Plan to Address the Shortage of Teachers in North Carolina**

**December 14, 2004**



**The University of North Carolina Office of the President**



## **The University of North Carolina**

### **A Plan to Address the Shortage of Teachers in North Carolina**

#### **Introduction**

It is evident that North Carolina has a problem hiring and retaining teachers for its public schools. This results in a heavier dependence on teachers from out of state than is ideal and many classrooms that do not have a fully qualified teacher. High teacher turnover results in an unstable learning environment where many new teachers do not have adequate guidance in their early years or an excessive amount of continuing teachers' time will be devoted to guidance of new teachers. This is a problem that can be solved. More qualified teachers need to be prepared through our higher education system and the retention of current teachers must be significantly improved. Both tasks are complex and require careful analysis, the development of plans to achieve these goals, and the resources to implement the plans.

The University of North Carolina graduated 2,313 students in teacher education in 2002-03 and had over 5,000 alternative entry students who already had a bachelor's degree in some field taking teacher education courses to qualify for teacher certification. That is clearly not enough to meet the current need for teachers in North Carolina. UNC has developed a plan to significantly increase the number of teachers it produces. Its plan addresses both traditionally trained teachers and those who already have at least a bachelor's degree and seek teacher certification in a particular field. The goal of the plan is to produce more teacher education graduates, more completers of alternative certification programs, and more teachers for the high-need areas of math, science, middle school, and exceptional children thereby reducing the teacher shortage, reducing dependence on teachers from out of state, and reducing the number of classrooms without fully qualified teachers especially in the high-need areas.

#### **How Many Teachers Are Needed?**

The usual estimate based on recent experience is that North Carolina needs 10,000 to 12,000 new teachers each year. The projection of need is complicated by different ways of looking at the need. From the school district level, due to movement of teachers within the state each year, the problem may seem more severe than from the state level. The method adopted to attempt to get a handle on the number of teachers needed is to use DPI data on final average daily membership and the number of teachers employed to establish a student to teacher ratio, then based on projections by DPI of final average daily membership to use the student-teacher ratio to establish the number of teachers needed each year. Based on the overall number of teachers needed, the new teachers needed each year is a combination of the number of additional teachers needed for growth that year and the number of replacements needed in response to teacher turnover. We track the overall number of teachers needed and the number needed adjusted for those who change school districts within the state. The student-teacher ratio has been decreasing due in part to programs to reduce class size in early grades. These projections assume a stable student-teacher ratio after the completion of the most recent class-size reduction program. Additional planned changes in the student-teacher ratio either up or down would affect the number of teachers needed as would variations in the actual number of students enrolled. As the chart shows, North Carolina will need 94,625 teachers in 2009-10 and 100,777 in 2014-15. According to the projection for new teachers,

11,144 will be needed in North Carolina in 2009-10 and 12,165 will be needed in 2014-15 assuming no improvement in retention, the number of students projected to be served is accurate, and the student-teacher ratio remains the same.

**Table 1. Projected Teachers Needed: 2004-05 through 2014-15**

Year	Final Average Daily Membership		Total Teachers		Ratio S-T
	Actual	Projected by DPI	Actual	Projected by OP	
1998-99	1,221,746		78,627		15.54
1999-00	1,237,794		80,390		15.40
2000-01	1,253,507		82,158		15.26
2001-02	1,271,995		83,907		15.16
2002-03	1,289,594		85,557		15.07
2003-04*		1,307,537		87,461	14.95
2004-05		1,325,024		89,348	14.83
2005-06		1,345,420		90,723	14.83
2006-07		1,363,660		91,953	14.83
2007-08		1,377,156		92,863	14.83
2008-09		1,390,346		93,752	14.83
2009-10		1,403,292		94,625	14.83
2010-11		**1,421,081		95,824	14.83
2011-12		1,439,097		97,040	14.83
2012-13		1,457,340		98,270	14.83
2013-14		1,475,815		99,515	14.83
2014-15		1,494,524		100,777	14.83

\* Based on average drop in student-teacher ratio between 1998-99 and 2002-03; assumes state decrease in class size for K-3 is completed in 04-05.

\*\* Extends DPI projections by average percent increase in students 1998-99 - 2009-10.

**Table 2. Total New Teachers Needed in NC by Year**

School Year	Teachers Projected in NC <sup>1</sup>	Increase over previous year <sup>2</sup>	Turnover Replace Number <sup>3</sup>	Total New Positions <sup>4</sup>	Number Change LEA in NC <sup>5</sup>	Total New Teachers Needed	Rate <sup>6</sup>
2004-2005	89,347	1,887	11,344	13,230	1,762	11,469	0.1297
2005-2006	90,722	1,375	11,588	12,963	1,800	11,164	0.1297
2006-2007	91,952	1,230	11,767	12,996	1,827	11,169	0.1297
2007-2008	92,862	910	11,926	12,836	1,852	10,984	0.1297
2008-2009	93,751	889	12,044	12,934	1,870	11,063	0.1297
2009-2010	94,624	873	12,160	13,033	1,888	11,144	0.1297
2010-2011	95,824	1,199	12,273	13,472	1,906	11,566	0.1297
2011-2012	97,040	1,216	12,428	13,644	1,930	11,714	0.1297
2012-2013	98,270	1,230	12,586	13,816	1,955	11,861	0.1297
2013-2014	99,515	1,246	12,746	13,992	1,979	12,012	0.1297
2014-2015	100,777	1,262	12,907	14,169	2,004	12,165	0.1297

1. From Projection Model.
2. Addition of teachers needed to maintain the Student-Teacher Ratio.
3. Derived multiplying projected teachers from previous year by turnover rate.
4. Sum of increased need and turnover replacements.
5. Number of teachers included in the turnover numbers who migrate to another LEA in NC; percent of (15.53%) derived from 2003-04 Teacher Turnover Report.
6. Rate is the percent of failure to retain: based on five-year average turnover rate (12.97%) in NC from 2003-04 Teacher Turnover Report.

### **The University of North Carolina's Response**

UNC produced two reports in the past year that addressed the issue of teacher shortages and alternative ways to address them. The first was *Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers*, issued in October 2003, and the other was a *Report from the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand*, in March 2004. The first report identified the issues with alternative entry and summarized the efforts of the UNC campuses. The second report concluded with several recommendations including one that the President "develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina." That plan has been developed and is presented in this report. The UNC plan is a combination of expansion of the number of graduates of traditional teacher education programs and the expansion of service to alternative entry students who already hold a bachelor's degree but need additional course work in teacher training or in a substantive certification area. While in the near term the campuses are expanding both the number of graduates of traditional teacher education programs and the number of completers of alternative entry programs, the exact mix of the two will need to be carefully tracked and assessed over time. Not all graduates decide to enter teaching in North Carolina whether they came through a traditional program or an alternative route. As part of the annual analysis of these issues, UNC will attempt to track the number that enter and their longevity in teaching. Improvements to retain teachers will also likely make teaching more attractive to teaching education graduates in North Carolina, so it is difficult to project the number who will actually be employed.

In order to track progress in meeting the plan's targets, it will be necessary to have a more detailed data system for the various avenues through which students now proceed to prepare themselves for teacher certification. A group of deans and institutional research officers along with appropriate staff in the Office of the President have developed a plan for more detailed data collection. This data collection plan will be implemented in the 2004-05 academic year.

### ***Increase Graduates from Traditional Teacher Education Programs***

The Office of the President, in close collaboration with deans and chief academic officers, spearheaded the development of targets for increasing the number of graduates of traditional teacher education programs from each campus. For the plans and projections the base year of 2002-2003 was used since that was the latest data available when this project began. A detail set of targets have been developed and agreed to for each campus for the period 2005-06 through 2009-10, and the campuses have agreed to ten-year targets for UNC but the exact contribution of each campus is yet to be determined. The chief academic officer and the dean of the college of education agreed to the targets for their campus.

In the first five years of the plan, UNC will increase the number of graduates of traditional teacher education programs from the base in 2002-03 of 2,313 to 3,710 an increase of 60 percent. For the ten-year plan the number of traditional teacher education graduates will more than double going from the base of 2,313 to 5,010. This is a major undertaking and will require significant new support if the plan is to be met.

**Table 3. Projected Increase in Traditional Teacher Education Graduates for 2005-06 through 2009-10**

	Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10
ASU	372	451	547	635	662	659
ECU	330	340	360	380	410	430
ECSU	26	30	37	48	58	68
FSU	65	100	110	121	133	146
NCA&T	60	75	110	120	130	140
NCCU	74	90	105	125	140	155
NCSU	133	140	144	178	205	225
UNCA	27	33	35	37	39	41
UNC CH	194	214	224	235	247	260
UNCC	236	253	271	295	315	335
UNCG	199	265	292	321	353	388
UNCP	84	100	115	130	150	165
UNCW	314	328	357	378	395	413
WCU	179	200	210	217	226	235
WSSU	20	35	40	42	44	50
<b>UNC Total</b>	<b>2313</b>	<b>2654</b>	<b>2957</b>	<b>3262</b>	<b>3507</b>	<b>3710</b>
<b>Increase</b>		341	303	305	245	203
<b>Cumulative Increase</b>		341	644	949	1194	1397
<b>% Increase over base</b>		14.7%	27.8%	41.0%	51.6%	60.4%

**Table 4. Projected Traditional Teacher Education Graduates for 2005-15 (UNC Total)**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Traditional Graduates</b>	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
Increase	341	303	305	245	203	260	260	260	260	260
Cumulative Increase	341	644	949	1194	1397	1657	1917	2177	2437	2697
% Increase over base	14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%

***Increase Completers of Alternative Enrollment Programs***

The nature of alternative entry students makes them difficult to track, but UNC campuses are working to more accurately identify and track these students. In our base year of 2002-03 the campuses determined they had 5,199 alternative entry students taking courses. In the first five years, the plan is for the number of enrolled students in some type of alternative entry program to grow to 8,792. This will be an increase in enrollment of 69% percent over the base year of 2002-03. It is important for alternative enrollees to complete their programs and be fully certified to teach in North Carolina. Our campuses estimate that about 25 % of the number enrolled will complete their programs in a given year. The expectation is that by the fifth year of the plan approximately 2,198 alternative entry students will complete their programs and be available to qualify for certification and to be hired as a fully qualified teacher. UNC campuses are following the lead of the NC TEACH program and are designing high quality programs for alternative entry and are planning to track the results with an expectation that a higher percent will remain employed in teaching than is typically the case for alternative entry teachers.

**Table 5. Projected Alternative Enrollment in Teacher Education for UNC: 2005-10**

	<b>Alt. Enroll*</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
ASU	175	185	195	205	215	225
ECU	649	750	800	850	900	950
ECSU	115	122	129	136	140	145
FSU	217	249	287	330	379	436
NCA&T	153	110	120	135	145	160
NCCU	628	895	1020	1045	1070	1095
NCSU	213	305	310	315	320	325
UNCA	56	72	74	76	78	80
UNC CH	142	162	178	196	216	237
UNCC	1370	1397	1425	1454	1483	1513
UNCG	571	1357	1493	1642	1807	1987
UNCP	337	415	465	490	520	560
UNCW	369	441	485	533	586	644
WCU	151	165	175	185	190	195
WSSU	53	200	210	220	230	240
<b>UNC Total</b>	<b>5199</b>	<b>6825</b>	<b>7366</b>	<b>7812</b>	<b>8279</b>	<b>8792</b>

\* Based on Lateral Entry Report, October 2003, adjusted for ASU.

### Combined Five- and Ten-Year Plans

If the number of traditional graduates and the number of alternative completers are combined, at the end of five years UNC will be producing 5,908 potential teachers and at the ten-year mark, 7,208 potential teachers in North Carolina.

**Table 6. Combined Traditional Teacher Education Graduates and Alternative Entry Completers for UNC: 2005-15**

	<b>2002-03</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Traditional Graduates</b>											
<b>UNC Total</b>	2313	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
<b>Alt. Entry Enrollments</b>											
<b>UNC Total</b>	5199	6825	7366	7812	8279	8792					
<b>Estimated Completers at 25%</b>		1706	1842	1953	2070	2198	2198**	2198	2198	2198	2198
<b>Projected UNC Total</b>		4360	4799	5215	5577	5908	6168	6428	6688	6948	7208

\*\* After 2009-10, the same level of productivity is assumed for alternative completers.

As indicated above, it is difficult to document the exact number of completers of alternative entry programs in UNC for the base year 2002-03, but if the same 25% estimate is used to estimate completers of alternative entry programs, the combined increase in traditional graduates and alternative completers for 2009-10 would be 64%, and for 2014-15 the combined number would be double the base year.

## Retention

It is widely recognized that there are at least two sides to the teacher shortage, one is the production of enough teachers, and the other is the retention of teachers in the schools in North Carolina. Ultimately the solution to the teacher shortage will be some combination of an increase in the production of teachers and improvement in retaining teachers who are employed in North Carolina schools. A statewide taskforce established by the General Assembly is addressing the issues of retention. Both teacher preparation and the work environment are factors in whether teachers are retained in the workforce. It is far from clear exactly how much each can contribute and this is not the place to explore this issue in detail.

***The Role of the Colleges of Education in Retention.*** Teacher preparation and a mentoring program that extends into the early phase of employment can be factors that ease the transition to teaching and provide support and advice for difficult situations encountered in the early years of teaching.

***The Role of the Employer in Retention.*** Many factors in the workplace ranging from salary to the quality of the process for socializing a new teacher into the teaching environment at the school, to school leadership, to the quality of discipline in the school are relevant to retention. It is expected that the statewide task force will provide a detailed account of what needs to be done to improve retention.

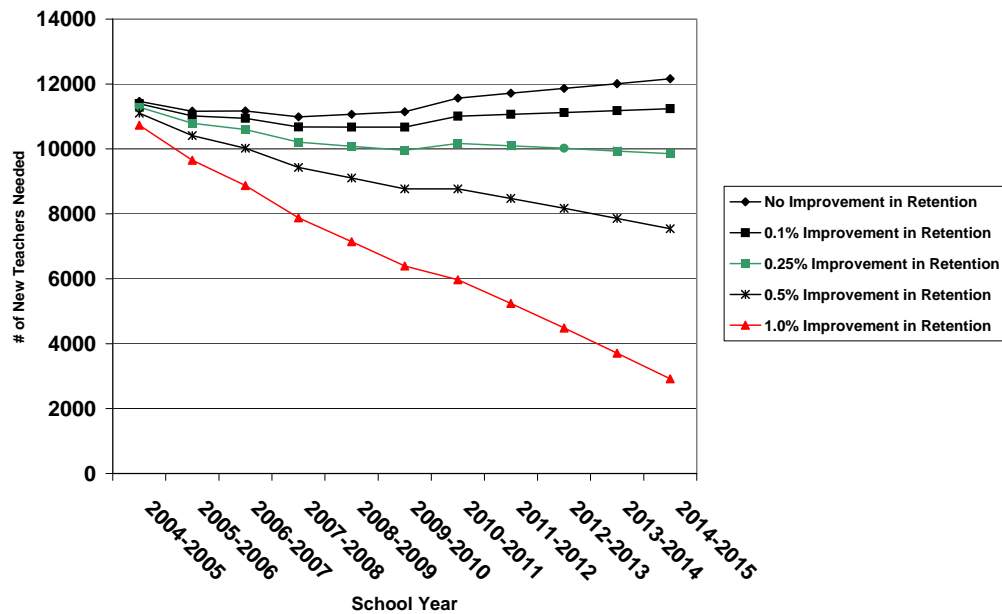
## The Impact of Improvement in Retention

What is very clear is that if there is significant improvement in retention of teachers, it will have a significant impact on the teacher shortage. For example, if there is one-half percent improvement in retention each year for the first five-years of the plan, North Carolina would need 2,376 fewer new teachers in 2009-10 than would be the case if there were no improvement. If the improvement were 1% per year for the five-year period, 4,751 fewer teachers would be needed in 2009-10. Combining this reduction of needs with UNC's production of 5,908 in 2009-10 demonstrates the importance of improvement in retention and its role in addressing the teacher shortage. Appendix C provides details for retention improvements of 0.01%, 0.25%, 0.5% and 1.0%.

**Table 7. Number of Teachers Retained with an Improved Retention Rate Each Year for 2004-05 to 2014-15**

School Year	Teachers Projected in NC	Retention Improved 0.1%	Retention Improved 0.25%	Retention Improved 0.5%	Retention Improved 1.0%
2004-2005	89,347	74	185	370	739
2005-2006	90,722	151	377	755	1,509
2006-2007	91,952	230	575	1,149	2,299
2007-2008	92,862	311	777	1,553	3,107
2008-2009	93,751	392	981	1,961	3,922
2009-2010	94,624	475	1,188	2,376	4,751
2010-2011	95,824	559	1,398	2,797	5,594
2011-2012	97,040	648	1,619	3,238	6,475
2012-2013	98,270	738	1,844	3,689	7,377
2013-2014	99,515	831	2,076	4,151	8,302
2014-2015	100,777	925	2,312	4,623	9,247

**Figure 1. Projection of New Teachers Needed Based on Improvement in Retention**



### **The Relation of Increased Production in UNC to Other NC Sources of Teachers**

While this plan has focused on UNC's contributions in the areas of traditional teacher education programs and in alternative entry programs, there are a number of other sources for teachers in North Carolina. The number of new out-of-state teachers hired each year in North Carolina in recent years has ranged from 3,576 to 4,191. The number of teachers who have taught previously in North Carolina but who return after an absence has ranged from 2,000 to 2,400 per year in recent years. Private colleges and universities in North Carolina are also a source for new teachers.

UNC welcomes private colleges and universities increasing the production of new teachers. Teachers will leave teaching for short periods of time for a variety of reasons and will want to return at a later date. This is a good source of qualified teachers and with better retention programs even more of these teachers may return. The UNC plan is meant, when combined with an effective retention program and the other traditional sources of teachers in North Carolina, to address the shortage, to make the state less dependent on out-of-state teachers, and to have substantially more fully qualified teachers in the classroom.

### **High-Need Areas**

The Department of Public Instruction has identified four high-need areas: math, science, middle grades and exceptional children. As part of the planned overall targets, UNC campuses have also developed plans for addressing shortage areas. For example, for math, the number of traditional graduates is to grow from 76 in 2002-03 to 192 in 2009-10 and the number of alternative completers in math is to grow from a base of 37 in 2002-03 to 174 in 2009-10. Together this is a growth from 109 to 366, a 236% improvement. This number of potential math teachers produced on an annual basis will have a significant impact on the supply of math teacher for our schools. As the projections indicate, similar increases are to be found in the other high-need areas.

**Table 8. High-Need Areas: Traditional Enrollment and Graduates**

UNC TOTALS	High-Need Teacher Education Subject Areas			
	Math	Science	Middle School	Exceptional Children
<b>Traditional Enrollment</b>				
<i>Actual</i>				
2002-03	331	210	568	620
2003-04	389	220	629	648
<i>Projected</i>				
2004-05	425	250	708	807
2005-06	472	277	750	839
2006-07	511	307	813	870
2007-08	537	333	852	913
2008-09	575	366	931	964
2009-10	605	408	986	1007
<b>Traditional Graduates</b>				
<i>Actual</i>				
2002-03	76	61	126	183
2003-04	84	59	174	212
<i>Projected</i>				
2004-05	105	79	209	250
2005-06	123	95	221	251
2006-07	144	111	262	278
2007-08	161	122	269	330
2008-09	177	142	276	327
2009-10	192	157	353	329

**Table 9. High-Need Areas: Alternative Enrollment and Completers**

UNC TOTALS	High-Need Teacher Education Subject Areas			
	Math	Science	Middle School	Exceptional Children
<b>Alternative Enrollment</b>				
<i>Actual</i>				
2002-03	283	382	552	771
2003-04	315	414	833	1223
<i>Projected</i>				
2004-05	368	439	857	1301
2005-06	403	466	895	1355
2006-07	437	501	935	1409
2007-08	457	525	973	1472
2008-09	476	550	1021	1535
2009-10	491	570	1066	1605
<b>Alternative Completers</b>				
<i>Actual</i>				
2002-03	37	62	137	212
2003-04	49	76	165	243
<i>Projected</i>				
2004-05	86	116	231	350
2005-06	101	129	259	385
2006-07	127	148	295	429
2007-08	144	166	324	463
2008-09	164	189	361	510
2009-10	174	200	401	558



**Table 10. Projected Increase in Teacher Education Graduates and Completers for High-Need Areas from 2002-03 to 2009-10**

	<b>Targets in High-Need Subject Areas for 2009-10</b>			
	<i>Math</i>	<i>Science</i>	<i>Middle School</i>	<i>Exceptional Children</i>
Traditional Graduates	192	157	353	329
Alternative Completers	174	200	401	558
Total Target	366	357	754	887
Combined 2002-03 Base	109	119	262	384
<b>Percent Increase (Target over Base)</b>	<b>236%</b>	<b>200%</b>	<b>188%</b>	<b>131%</b>

To build to this level of production of teacher education graduates and completers for the high-need areas, especially in math and science, and to sustain this level for several years, combined with improved retention, will have a major impact on meeting the State's need for qualified teachers in these areas.

### **Addressing the Employment of Teachers Who Are Not Fully Certified**

The most difficult aspect of the teacher shortage is that some classrooms are staffed with teachers who are not fully qualified or if certified, teaching out of their area of certification. This increase in the production of teachers by UNC combined with other traditional sources of teachers along with improvement in retention should bring North Carolina much closer to staffing every classroom with a qualified teacher. The projections in the high-need areas are especially meant to move the level of production of teachers in those fields to a much higher level.

Based on DPI data, estimates are that approximately 15% of teachers may not be fully qualified for the area they are teaching in. For the first five years of the UNC plan (2005-10), over 16,000 graduates would be produced through traditional teacher education programs, and over 9,000 completers of alternative entry program would be produced, for a total of potentially 25,000 new fully qualified teachers for North Carolina schools. This level of production, combined with improved retention, would appear to successfully address the problem of having to hire teachers lacking full qualifications.

### **Recruiting Teachers through Community College Transfer Programs**

Clearly one source of entrants into traditional teacher education programs will be students who do all or part of their first two years at a community college. Along with the general articulation agreement, pre-major agreements are in place in several areas and additional ones will be finalized based on new certification standards from DPI. In accord with the General Articulation Agreement between NCCCS and UNC, the following pre-major agreements are in effect to aid the transfer from the community college to the university:

- Art Education
- Business and Marketing Education
- Elementary Education
- English Education
- Health Education

Physical Education  
Social Science Secondary Education  
Biology Education  
Chemistry Education  
Math Education

A pre-major in Special Education is in progress and the pre-major in Middle Grades Education is awaiting DPI's completion of the revision of licensure requirements.

### **Continuing Process of Analysis**

One of the difficulties is access to information about all aspects of teacher preparation, employment, and continued development. UNC has worked with deans and institutional researchers to develop a tracking system for all forms of teacher education, traditional as well as alternative. With this system in place, graduates and completers will be identified and tracked into their employment and beyond to help determine the best preparation for longevity and quality teaching in the workplace.

UNC's overall analysis of teacher shortages and the increases needed to address that shortage will be repeated each year, and a rolling five-year plan will be updated each year. As the efforts to build greater access among the Department of Public Instruction, the North Carolina Community College System and the University of North Carolina to each other's data through data warehouses, this process may evolve to a joint endeavor of the three systems. For this first iteration, DPI has been very helpful in providing data and reviewing projections.

### **Conclusion**

The plan for increasing the production of teachers developed by UNC is an attempt to have a major impact on reducing the shortage of teachers in North Carolina. Production alone cannot solve the problem. Together, a major effort to improve retention and produce higher numbers of graduates of traditional teacher education programs and higher numbers of completers of alternative enrollment programs can successfully address the shortage.

## Appendix A. Plan to Increase Teacher Education Graduates and Alternative Enrollments for 2005-06 through 2014-15

	Traditional Teach. Ed. Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
ASU	372	451	547	635	662	659					
ECU	330	340	360	380	410	430					
ECSU	26	30	37	48	58	68					
FSU	65	100	110	121	133	146					
NCA&T	60	75	110	120	130	140					
NCCU	74	90	105	125	140	155					
NCSU	133	140	144	178	205	225					
UNCA	27	33	35	37	39	41					
UNC CH	194	214	224	235	247	260					
UNCC	236	253	271	295	315	335					
UNCG	199	265	292	321	353	388					
UNCP	84	100	115	130	150	165					
UNCW	314	328	357	378	395	413					
WCU	179	200	210	217	226	235					
WSSU	20	35	40	42	44	50					
UNC Total	2313	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
	<b>Increase</b>	341	303	305	245	203	260	260	260	260	260
	<b>Cumulative Increase</b>	341	644	949	1194	1397	1657	1917	2177	2437	2697
	<b>% Increase Over Base</b>	14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%
	<b>Alternative Enrollments* Oct. 2003</b>										
ASU	175	185	195	205	215	225					
ECU	649	750	800	850	900	950					
ECSU	115	122	129	136	140	145					
FSU	217	249	287	330	379	436					
NCA&T	153	110	120	135	145	160					
NCCU	628	895	1020	1045	1070	1095					
NCSU	213	305	310	315	320	325					
UNCA	56	72	74	76	78	80					
UNC CH	142	162	178	196	216	237					
UNCC	1370	1397	1425	1454	1483	1513					
UNCG	571	1357	1493	1642	1807	1987					
UNCP	337	415	465	490	520	560					
UNCW	369	441	485	533	586	644					
WCU	151	165	175	185	190	195					
WSSU	53	200	210	220	230	240					
UNC Total	5199	6825	7366	7812	8279	8792					
	<b>Increase</b>	1,626	541	446	467	513					
	<b>Cumulative Increase</b>	1,626	2,167	2,613	3,080	3,593					
	<b>% Increase Over Base</b>	31.3%	41.7%	50.3%	59.2%	69.1%					

\* Based On Lateral Entry Report, October 2003, adjusted for ASU

## Appendix B. Projection of Increased Teacher Education Graduates and Alternative Enrollment Completers for 2005-06 through 2014-15

	Traditional Teach. Ed. Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>UNC Total</b>	<b>2,313</b>	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
	<b>Increase</b>	341	303	305	245	203	260	260	260	260	260
<b>Cumulative Increase</b>		341	644	949	1194	1397	1657	1917	2177	2437	2697
<b>% Increase Over Base</b>		14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%
	<b>Alternative Enrollments* Oct. 2003</b>										
<b>UNC Total</b>	<b>5,199</b>	6825	7366	7812	8279	8792					
	<b>Increase</b>	1,626	541	446	467	513					
<b>Cumulative Increase</b>		1,626	2,167	2,613	3,080	3,593					
<b>% Increase Over Base</b>		31.3%	41.7%	50.3%	59.2%	69.1%					
<b>Est. Alt. Completers Rate: 25%</b>		1,706	1,842	1,953	2,070	2,198	2,198	2,198	2,198	2,198	2,198
<b>Total: Trad. Grads &amp; Alt. Completers</b>		4,360	4,799	5,215	5,577	5,908	6,168	6,428	6,688	6,948	7,208

## Appendix C. Comparison of Retention Improvement Outcomes for 2004-05 through 2014-15

No Improvement in Retention							
School Year	Teachers Projected in NC <sup>1</sup>	Increase over previous year <sup>2</sup>	Turnover Replace Number <sup>3</sup>	Total New Positions <sup>4</sup>	Number Change LEA in NC <sup>5</sup>	Total New Teachers Needed	Rate <sup>6</sup>
2004-2005	89,347	1,887	11,344	13,230	1,762	11,469	0.1297
2005-2006	90,722	1,375	11,588	12,963	1,800	11,164	0.1297
2006-2007	91,952	1,230	11,767	12,996	1,827	11,169	0.1297
2007-2008	92,862	910	11,926	12,836	1,852	10,984	0.1297
2008-2009	93,751	889	12,044	12,934	1,870	11,063	0.1297
2009-2010	94,624	873	12,160	13,033	1,888	11,144	0.1297
2010-2011	95,824	1,199	12,273	13,472	1,906	11,566	0.1297
2011-2012	97,040	1,216	12,428	13,644	1,930	11,714	0.1297
2012-2013	98,270	1,230	12,586	13,816	1,955	11,861	0.1297
2013-2014	99,515	1,246	12,746	13,992	1,979	12,012	0.1297
2014-2015	100,777	1,262	12,907	14,169	2,004	12,165	0.1297

0.25% Improvement in Retention Each Year							
School Year	Teachers Projected in NC <sup>1</sup>	Increase over previous year <sup>2</sup>	Turnover Replace Number <sup>3</sup>	Total New Positions <sup>4</sup>	Number Change LEA in NC <sup>5</sup>	Total New Teachers Needed	Rate <sup>6</sup>
2004-2005	89,347	1,886	11,125	13,011	1,728	11,284	0.1272
2005-2006	90,722	1,375	11,142	12,517	1,730	10,786	0.1247
2006-2007	91,952	1,230	11,086	12,316	1,722	10,594	0.1222
2007-2008	92,862	910	11,007	11,916	1,709	10,207	0.1197
2008-2009	93,751	889	10,883	11,773	1,690	10,083	0.1172
2009-2010	94,624	873	10,753	11,626	1,670	9,956	0.1147
2010-2011	95,824	1,200	10,617	11,817	1,649	10,168	0.1122
2011-2012	97,040	1,216	10,512	11,728	1,632	10,095	0.1097
2012-2013	98,270	1,230	10,403	11,633	1,616	10,017	0.1072
2013-2014	99,515	1,245	10,289	11,534	1,598	9,936	0.1047
2014-2015	100,777	1,262	10,170	11,432	1,579	9,853	0.1022

1.0% Improvement in Retention Each Year							
School Year	Teachers Projected in NC <sup>1</sup>	Increase over previous year <sup>2</sup>	Turnover Replace Number <sup>3</sup>	Total New Positions <sup>4</sup>	Number Change LEA in NC <sup>5</sup>	Total New Teachers Needed	Rate <sup>6</sup>
2004-2005	89,347	1,886	10,469	12,355	1,626	10,730	0.1197
2005-2006	90,722	1,375	9,801	11,176	1,522	9,654	0.1097
2006-2007	91,952	1,230	9,045	10,275	1,405	8,870	0.0997
2007-2008	92,862	910	8,248	9,158	1,281	7,877	0.0897
2008-2009	93,751	889	7,401	8,290	1,149	7,141	0.0797
2009-2010	94,624	873	6,534	7,408	1,015	6,393	0.0697
2010-2011	95,824	1,200	5,649	6,849	877	5,972	0.0597
2011-2012	97,040	1,216	4,762	5,978	740	5,239	0.0497
2012-2013	98,270	1,230	3,852	5,082	598	4,484	0.0397
2013-2014	99,515	1,245	2,919	4,164	453	3,710	0.0297
2014-2015	100,777	1,262	1,960	3,222	304	2,918	0.0197

0.1% Improvement in Retention Each Year							
School Year	Teachers Projected in NC <sup>1</sup>	Increase over previous year <sup>2</sup>	Turnover Replace Number <sup>3</sup>	Total New Positions <sup>4</sup>	Number Change LEA in NC <sup>5</sup>	Total New Teachers Needed	Rate <sup>6</sup>
2004-2005	89,347	1,886	11,256	13,143	1,748	11,394	0.1287
2005-2006	90,722	1,375	11,410	12,785	1,772	11,013	0.1277
2006-2007	91,952	1,230	11,495	12,724	1,785	10,939	0.1267
2007-2008	92,862	910	11,558	12,468	1,795	10,673	0.1257
2008-2009	93,751	889	11,580	12,469	1,798	10,671	0.1247
2009-2010	94,624	873	11,597	12,470	1,801	10,669	0.1237
2010-2011	95,824	1,200	11,610	12,810	1,803	11,007	0.1227
2011-2012	97,040	1,216	11,662	12,878	1,811	11,067	0.1217
2012-2013	98,270	1,230	11,713	12,943	1,819	11,124	0.1207
2013-2014	99,515	1,245	11,763	13,008	1,827	11,181	0.1197
2014-2015	100,777	1,262	11,812	13,074	1,834	11,240	0.1187

0.5% Improvement in Retention Each Year							
School Year	Teachers Projected in NC <sup>1</sup>	Increase over previous year <sup>2</sup>	Turnover Replace Number <sup>3</sup>	Total New Positions <sup>4</sup>	Number Change LEA in NC <sup>5</sup>	Total New Teachers Needed	Rate <sup>6</sup>
2004-2005	89,347	1,886	10,906	12,793	1,694	11,099	0.1247
2005-2006	90,722	1,375	10,695	12,070	1,661	10,409	0.1197
2006-2007	91,952	1,230	10,406	11,635	1,616	10,019	0.1147
2007-2008	92,862	910	10,087	10,997	1,567	9,430	0.1097
2008-2009	93,751	889	9,723	10,612	1,510	9,102	0.1047
2009-2010	94,624	873	9,347	10,220	1,452	8,769	0.0997
2010-2011	95,824	1,200	8,961	10,161	1,392	8,769	0.0947
2011-2012	97,040	1,216	8,595	9,811	1,335	8,477	0.0897
2012-2013	98,270	1,230	8,219	9,449	1,276	8,173	0.0847
2013-2014	99,515	1,245	7,832	9,077	1,216	7,861	0.0797
2014-2015	100,777	1,262	7,434	8,696	1,154	7,541	0.0747

Number of Teachers Retained with Improved Retention Rate						
School Year	Teachers Projected in NC <sup>1</sup>	Retention Improved 0.1%	Retention Improved 0.25%	Retention Improved 0.5%	Retention Improved 1.0%	
2004-2005	89,347	74	185	370	739	
2005-2006	90,722	151	377	755	1,509	
2006-2007	91,952	230	575	1,149	2,299	
2007-2008	92,862	311	777	1,553	3,107	
2008-2009	93,751	392	981	1,961	3,922	
2009-2010	94,624	475	1,188	2,376	4,751	
2010-2011	95,824	559	1,398	2,797	5,594	
2011-2012	97,040	648	1,619	3,238	6,475	
2012-2013	98,270	738	1,844	3,689	7,377	
2013-2014	99,515	831	2,076	4,151	8,302	
2014-2015	100,777	925	2,312	4,623	9,247	

1. From Projection Model.
2. Addition of teachers needed to maintain the Student-Teacher Ratio.
3. Derived multiplying projected teachers from previous year by turnover rate.
4. Sum of increased need and turnover replacements.
5. Number of teachers included in the turnover numbers who migrate to another LEA in NC; percent of (15.53%) derived from 2003-04 Teacher Turnover Report.
6. Rate is the percent of failure to retain; based on five-year average turnover rate in NC from 2003-04 Teacher Turnover Report; percent improvement each year is cumulative.

## Appendix D (Part 1 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

ASU	High-Need Teacher				ECU	High-Need Teacher				ECSU	High-Need Teacher				FSU	High-Need Teacher					
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas					
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		
Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						
	84	50	104	96		22	25	82	96		2002-03	1	0	5		5	2002-03	16	5	32	16
	90	38	99	92		24	27	86	95		2003-04	2	1	4		4	2003-04	18	4	36	7
	90	41	146	141		25	28	90	108		2004-05	3	3	6		6	2004-05	19	6	38	13
	95	46	147	142		28	28	95	113		2005-06	3	3	6		6	2005-06	21	7	41	14
	95	47	163	143		31	29	100	116		2006-07	4	4	7		7	2006-07	23	8	45	15
	96	51	154	148		33	29	105	123		2007-08	4	4	7		7	2007-08	25	9	50	17
	96	56	187	160		35	29	111	129		2008-09	5	5	7		8	2008-09	27	10	55	19
	96	64	203	165		37	31	112	135		2009-10	5	6	7		8	2009-10	29	11	61	20
	Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10		
15		9	18	23	7	5		24	17	2002-03	0	0		0	3	2002-03	4	0		10	10
18		7	20	23	7	3		22	28	2003-04	2	0		1	3	2003-04	5	1		19	8
14		12	32	34	9	6		30	30	2004-05	2	1		3	5	2004-05	5	2		10	8
20		13	30	24	9	7		32	32	2005-06	2	1		3	5	2005-06	5	2		10	9
22		13	50	25	10	7		33	42	2006-07	3	2		4	6	2006-07	6	2		11	10
24		14	43	58	11	7		35	52	2007-08	3	2		4	6	2007-08	6	2		13	11
25		17	30	41	12	7		37	54	2008-09	3	3		5	7	2008-09	7	3		14	12
27		19	93	27	13	8		39	56	2009-10	3	3		5	7	2009-10	7	3		15	13
Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10			
	4	3	26	26						2002-03	1		8	8	12	2002-03	8		11	41	92
	10	4	33	33	30		35	128	160	2003-04	2		2	11	1	2003-04	11		6	45	82
	9	4	30	33	31		37	130	162	2004-05	1		3	6	6	2004-05	14		10	49	100
	10	4	32	34	33		38	132	164	2005-06	2		3	6	7	2005-06	16		11	57	115
	11	5	33	34	35		40	134	165	2006-07	2		4	7	7	2006-07	18		13	65	132
	11	5	34	35	37		42	135	167	2007-08	3		4	7	8	2007-08	20		15	75	152
	12	5	35	36	38		44	137	169	2008-09	3		5	8	8	2008-09	22		17	86	175
	13	6	36	36	40		46	140	171	2009-10	3		5	8	9	2009-10	24		20	99	201
	Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10		
2		0	4	6						2002-03	0	0		1	1	2002-03	7	10		39	89
2		0	6	4	2	4		17	10	2003-04	0	0		1	1	2003-04	10	5		43	79
1		1	5	4	7	9		32	48	2004-05	1	6		8	8	2004-05	14	9		47	97
2		1	6	4	8	10		33	49	2005-06	2	4		11	5	2005-06	16	10		55	111
3		2	7	5	9	10		34	50	2006-07	2	3		6	6	2006-07	17	12		63	128
3		2	7	5	9	11		34	50	2007-08	3	3		6	7	2007-08	19	14		72	147
5		2	7	6	10	11		34	51	2008-09	3	4		7	7	2008-09	21	16		83	169
5		2	8	6	10	12		35	51	2009-10	3	4		7	8	2009-10	23	19		96	194

## Appendix D (Part 2 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

NCA&T	High-Need Teacher				NCCU	High-Need Teacher				NCSU	High-Need Teacher				UNCA	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10				
						36	16	40	112		76	43	97	53		10	9	14	
						40	22	55	155		84	44	111	45					
	5	5		53		55	25	60	155		90	46	110	50		10	9	14	
	4	11		50		68	28	60	160		100	50	120	50		10	9	14	
	5	12		50		71	31	62	160		115	62	130	50		11	10	15	
	5	12		50		71	31	64	165		125	74	140	50		11	10	15	
	5	12		50		75	35	67	165		140	86	145	50		12	11	16	
	5	15		50		75	35	70	165		150	100	145	50		12	11	16	
	Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10
1		1		2	5	2		2	20	14	14	6		37	1	0	1		
		1		3	5	2		2	20	16	14	25		35	1	0	0		
					7	2		5	20										
3		3		10	9	3		7	24	23	12	30		35	2	1	1		
2		6		10	11	5		9	24	26	14	32		35	2	2	1		
3		8		10	13	7		11	24	30	16	34		35	3	2	2		
5		6		10	13	7		11	24	33	18	36		35	3	3	2		
5		8		10	15	9		13	24	36	22	37		35	4	3	3		
5		8		10	15	9		13	24	40	25	38		35	4	4	3		
Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10				
	6	10		70		149	155	149	52		25	40	25	N/A no lateral entry					
	5	10		75		149	155	149	52		30	50	31			4	3	5	
	10	12		80		165	155	152	67		30	50	30			4	3	5	
	10	12		80		172	157	155	69		30	50	30			4	3	5	
	10	12		80		172	157	155	69		40	55	35			5	4	6	
	10	12		80		175	160	155	72		40	55	35			5	4	6	
	10	12		80		175	160	155	72		45	60	40			6	5	7	
	10	12		80		175	160	155	72		45	60	40			6	5	7	
Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10				
	1	2		9		10	15	15	12		4	8	2	N/A		1	1	0	
	1	0		15		10	15	15	12		6	12	4			2	2	1	
	8	8		20		20	20	15	15		6	12	4			1	1	0	
	8	8		20		20	20	15	20		6	12	4			2	1	1	
	8	8		20		20	20	15	20		8	13	6			2	2	1	
	8	8		20		20	20	15	20		8	13	6			3	2	2	
	8	8		20		20	20	15	20		10	15	8			3	3	2	
	8	8		20		20	20	15	20		10	15	8			4	3	3	

## Appendix D (Part 3 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

UNC CH	High-Need Teacher				UNCC	High-Need Teacher				UNCG	High-Need Teacher				UNCP	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10				
	9	13	24	0		29	11	80	77		11	8	22	60		18	7	24	20
	8	16	35	0		26	10	75	65		18	10	27	80		19	7	24	22
	12	18	38	0		30	11	85	80		20	11	30	88		20	10	25	25
	13	19	42	0		32	12	90	86		22	12	33	97		24	12	30	25
	14	20	46	0		34	13	96	93		24	13	36	106		26	14	35	27
	15	21	51	0		36	14	104	99		26	15	40	117		28	16	39	29
	16	22	56	0		39	15	111	107		29	16	43	129		30	18	42	32
	17	23	62	0		42	17	119	115		32	18	48	142		32	20	45	33
	Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10
9		13	10	0	2	1		15	18	2	2	9		14	0	2	5	5	
8		18	19	0	6	2		20	20	4	1	11		29	3	2	3	8	
12		18	22	0	6	3		22	23	4	2	12		32	3	3	7	7	
13		19	22	0	7	4		24	25	5	2	13		35	4	3	9	8	
14		20	24	0	8	6		26	28	5	2	15		39	6	5	12	10	
15		21	24	0	10	7		27	29	6	3	16		42	8	7	15	10	
16		22	24	0	11	8		28	30	6	3	18		47	9	8	20	12	
17		23	24	0	12	9		30	32	7	3	19		51	10	10	24	14	
Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10	
	18	23	48	6	47		67	138	275	13	44		67	142	3	6	12		34
	8	13	24	6	31		66	248	472	19	49		92	173	6	5	26		43
	12	16	30	6	50		70	250	480	21	54		101	190	5	5	28		44
	25	27	33	8	51		72	255	488	23	59		111	209	7	6	30		45
	35	37	35	12	53		74	260	496	25	65		122	230	8	8	32		46
	37	41	37	12	55		76	266	504	28	72		135	253	10	10	34		48
	37	41	39	12	57		78	273	510	31	79		148	279	11	12	36		50
	37	41	42	12	60		80	280	520	34	87		163	306	12	13	36		50
	Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10
7		9	14	0	1	6		31	60	2	5	3		19	0	2	7	3	
8		13	9	3	4	11		32	76	2	2	18		14	0	6	3	7	
8		12	15	3	8	20		50	85	3	5	20		15	3	4	8	25	
12		18	16	5	8	22		60	90	3	6	22		17	4	4	7	27	
24		25	17	7	10	24		70	95	4	6	24		19	6	7	20	35	
33		34	19	10	11	26		80	100	4	7	26		20	7	8	23	38	
34		39	19	11	12	28		90	110	4	7	29		23	15	15	30	40	
34		39	21	11	15	30		100	120	5	8	32		25	16	16	36	45	



## Appendix D (Part 4 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

UNCW	High-Need Teacher				WCU	High-Need Teacher				WSSU	High-Need Teacher				UNC TOTALS	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10					Traditional Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10				
	22	15	26	34		6	17	31	47		1	0	1	4		331	210	568	620
	31	17	31	35		19	15	30	45		0	0	2	3		389	220	629	648
	33	19	33	38		12	17	31	47		1	1	2	3		425	250	708	807
	36	21	36	41		14	17	33	50		2	2	3	5		472	277	750	839
	39	23	39	44		16	18	35	52		3	3	4	7		511	307	813	870
	42	25	42	47		16	18	36	53		4	4	5	8		537	333	852	913
	45	27	45	50		16	19	40	56		5	5	6	9		575	366	931	964
	49	30	49	54		18	21	42	60		6	6	7	10		605	408	986	1007
	Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Traditional Graduates <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10
14		8	17	21	1	4		8	11	1	0	1		2	76	61	126	183	
8		5	19	20	1	3		11	13	0	0	2		2	84	59	174	212	
10		9	20	25	3	4		12	15	0	0	1		2	105	79	209	250	
11		11	22	27	5	5		13	15	1	1	1		2	123	95	221	251	
13		13	24	30	7	7		14	16	1	1	2		3	144	111	262	278	
15		15	26	32	7	8		15	17	2	2	2		4	161	122	269	330	
17		17	28	34	9	10		16	17	2	2	3		4	177	142	276	327	
20		20	30	36	9	10		17	19	3	3	3		5	192	157	353	329	
Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Enrollment <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10	
	4	7	18	37	5		8	9	24	0	0		11	1	283	382	552		771
	2	8	20	40	8		8	14	82	0	0		7	4	315	414	833		1223
	6	10	22	44	9		9	14	83	1	1		10	6	368	439	857		1301
	8	12	24	46	10		10	15	84	2	2		10	6	403	466	895		1355
	10	14	26	48	11		11	15	84	2	2		10	6	437	501	935		1409
	12	16	28	50	12		11	16	85	2	2		10	6	457	525	973		1472
	14	18	30	52	13		12	17	86	2	2		10	6	476	550	1021		1535
	16	20	32	54	14		13	18	88	2	2		10	6	491	570	1066		1605
	Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10						Alternative Completers <i>Actual</i> 2002-03 2003-04 <i>Projected</i> 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10
2		4	12	12	0	0		0	0	0	0	9		1	37	62	137	212	
2		4	12	13	0	2		4	9						49	76	165	243	
4		6	14	15	2	3		5	10	0	0	8		5	86	116	231	350	
6		8	16	17	3	4		5	15	1	1	8		5	101	129	259	385	
8		10	18	19	5	5		6	20	1	1	8		5	127	148	295	429	
10		12	20	21	5	5		6	20	1	1	8		5	144	166	324	463	
12		14	22	23	6	6		7	25	1	1	8		5	164	189	361	510	
14		16	24	25	6	7		8	28	1	1	8		5	174	200	401	558	

## Appendix C:

University of North Carolina System—Teacher Recruitment Plan

# University of North Carolina System – Teacher Recruitment Plan

Draft – January 2007

**V3.3.1 (1/20/07)**

Noel-Levitz  
Analysis prepared by  
Ruth Sims, Sr. Vice President  
Kevin Crockett, President  
January 2007

## Table of Contents

Composition of the Core Planning Team.....	3
Executive Summary .....	Error! Bookmark not defined.
Background .....	Error! Bookmark not defined.
Description of the Planning Process .....	6
Stated Teacher Production Goals .....	15
Key Enrollment Strategies .....	18
Impact of Key Enrollment Strategies on Target Markets .....	34
Key Enrollment Strategies for Future Consideration .....	37
Action Plans .....	38
Resource Requirements.....	39

## **Composition of the Core Planning Team**

The following individuals served on the team responsible for developing the UNCGA Teacher Recruitment Plan

Shirley Arrington, Director of the NC Model Teacher Education Consortium  
UNC Center for School Leadership Development

Alisa Chapman, Assistant Vice President for University-School Programs and Information Technology  
UNC General Administration

Ms. Lela Clark, Director of Admissions  
UNC Pembroke

Kevin Crockett, President  
Noel-Levitz

Michael Dougherty, Dean of the College of Education and Allied Professions  
Western Carolina University

Charles R. Duke, Dean of the Reich College of Education  
Appalachian State University

Barbara Edwards, Associate Dean of the College of Education  
UNC Charlotte

Bobby Kanoy, Senior Associate Vice President for Academic and Student Affairs  
UNC General Administration

Zoe Locklear, Dean of the School of Education  
UNC Pembroke

Alan Mabe, Vice President for Academic Planning and University-School Programs  
UNC General Administration

Tina McEntire-Mason, Director of Admissions  
UNC Charlotte

Dorothy Mebane, Director of NC TEACH  
UNC Center for School Leadership Development

Ruth Sims, Senior Vice President  
Noel-Levitz

Lelia Vickers, Dean of the School of Education  
NC A&T State University

Joe Watts, Director of the National College Access Partnership  
UNC General Administration

Harry Williams, Associate Vice Chancellor for Enrollment  
Appalachian State University

# University of North Carolina System: Teacher Recruitment Plan

University of North Carolina System · Chapel Hill, North Carolina

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## Introduction

It is evident that North Carolina has a problem hiring and retaining teachers for its public schools. This results in a heavier dependence on teachers from out of state than is ideal and many classrooms that do not have a fully qualified teacher. High teacher turnover results in an unstable learning environment where many new teachers do not have adequate guidance in their early years or an excessive amount of continuing teachers' time will be devoted to guidance of new teachers. This is a problem that can be solved. More qualified teachers need to be prepared through our higher education system and the retention of current teachers must be significantly improved. Both tasks are complex and require careful analysis, the development of plans to achieve these goals, and the resources to implement the plans.

The University of North Carolina graduated 2,313 students in teacher education in 2002-03 and had over 5,000 alternative entry students who already had a bachelor's degree in some field taking teacher education courses to qualify for teacher certification. That is clearly not enough to meet the current need for teachers in North Carolina. UNC has developed a plan to significantly increase the number of teachers it produces. Its plan addresses both traditionally trained teachers and those who already have at least a bachelor's degree and seek teacher certification in a particular field. The goal of the plan is to produce more teacher education graduates, more completers of alternative certification programs, and more teachers for the high-need areas of math, science, middle school, and exceptional children thereby reducing the teacher shortage, reducing dependence on teachers from out of state, and reducing the number of classrooms without fully qualified teachers especially in the high-need areas.

## How Many Teachers Are Needed?

The usual estimate based on recent experience is that North Carolina needs 10,000 to 12,000 new teachers each year. The projection of need is complicated by different ways of looking at the need. From the school district level, due to movement of teachers within the state each year, the problem may seem more severe than from the state level. The method adopted to attempt to get a handle on the number of teachers needed is to use DPI data on final average daily membership and the number of teachers employed to establish a student to teacher ratio, then based on projections by DPI of final average daily membership to use the student-teacher ratio to establish the number of teachers needed each year. Based on the overall number of teachers needed, the new teachers needed each year is a combination of the number of additional teachers needed for growth that year and the number of replacements needed in response to teacher turnover. We track the overall number of teachers needed and the number needed adjusted for those who change school districts within the state. The student-teacher ratio has been decreasing due in part to programs to reduce class size in early grades. These projections assume a stable student-teacher ratio after the completion of the most recent class-size reduction program. Additional planned changes in the student-teacher ratio either up or down would affect the number of teachers needed as would variations in the actual number of students enrolled. As the chart shows, North Carolina will need 94,625 teachers in 2009-10 and 100,777 in 2014-15. According to the projection for new teachers, 11,144 will be needed in North Carolina in 2009-10 and 12,165 will be needed in 2014-15 assuming no improvement in retention, the number of students projected to be served is accurate, and the student-teacher ratio remains the same.

## The University of North Carolina's Response

UNC produced two reports in the past year that addressed the issue of teacher shortages and alternative ways to address them. The first was *Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers*, issued in October 2003, and the other was a *Report from the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand*, in March 2004. The first report identified the issues with alternative entry and summarized the efforts of the UNC campuses. The second report concluded with several recommendations including one that the President "develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina." That plan has been developed and is presented in this report. The UNC plan is a combination of expansion of the number of graduates of traditional teacher education programs and the expansion of service to alternative entry students who already hold a bachelor's degree but need additional course work in teacher training or in a substantive certification area. While in the near term the campuses are expanding both the number of graduates of traditional teacher education programs and the number of completers of alternative entry programs, the exact mix of the two will need to be carefully tracked and assessed over time. Not all graduates decide to enter teaching in North Carolina whether they came through a traditional program or an alternative route. As part of the annual analysis of these issues, UNC will attempt to track the number that enter and their longevity in teaching. Improvements to retain teachers will also likely make teaching more attractive to teaching education graduates in North Carolina, so it is difficult to project the number who will actually be employed.

In order to track progress in meeting the plan's targets, it will be necessary to have a more detailed data system for the various avenues through which students now proceed to prepare themselves for teacher certification. A group of deans and institutional research officers along with appropriate staff in the Office of the President have implemented a plan for more detailed data collection.

## Description of the Planning Process

### Introduction to Enrollment Planning

The purpose of enrollment planning is to help institutions or higher education systems gain more control over their enrollment future by developing the capacity to achieve enrollment goals through improved marketing, recruitment, and retention efforts. Planning does not ensure results, but it does provide disciplined appraisal, goal setting, and strategizing that can minimize failure. A well-conceived enrollment plan is simply an organized thought process and communication tool that describes *what* the UNC system wants to achieve in the area of teacher recruitment and *how* it will accomplish those objectives.

A thoughtful enrollment planning process helps set meaningful goals and identifies the most important strategies and activities necessary to achieve those goals. The enrollment planning process benefits a system of higher education by:

- Providing a systematic assessment of strengths, weaknesses, opportunities, and threats; and current marketing, recruitment, and retention strategies;
- Establishing consensual goals and priorities;
- Aligning systemwide initiatives with the practices on individual campuses;
- Encouraging innovative thinking and problem-solving;
- Creating awareness of obstacles that may need to be overcome;
- Coordinating and unifying the effort of those involved in executing the plan;
- Ensuring more effective use of existing resources and identifying the possible need for additional resources;
- Assigning responsibility and accountability, and scheduling work;
- Facilitating control and evaluation of activities;
- Communicating and documenting the enrollment "game plan;" and
- Providing a basis for future planning.

Enrollment plans will vary considerably in scope, format, content, nomenclature/terminology, and size depending on system preferences and inclination. In developing an enrollment plan, it is important to remember that the elements mentioned above are not as critical as the ability to develop an understandable and workable plan to guide efforts and achieve results. In general, effective enrollment plans should always be:

- Results oriented;



- Understandable to others, including those who must implement them;
- Complete and specific enough to provide direction (neither over-nor-under-plan);
- Workable and realistic to accomplish; and
- Adaptable to changing situations.

We have strived to achieve these objectives in developing a teacher recruitment plan for the UNC System.

### **Description of the Planning Process**

In collaboration with Noel-Levitz, an enrollment management consulting firm, the UNC System designed and implemented a planning process with four phases.

1. Assessment phase
2. Focus groups and presentation of research results
3. Formation and work of the Core Planning Team
4. Collaboration with campuses on development of institution-specific marketing and recruitment plans

### **Driving and Restraining Forces**

As part of the planning process, Noel-Levitz conducted an assessment of current institutional practices aimed at attracting potential teachers, reviewed North Carolina's financial aid/scholarship programs for prospective teachers, and conducted primary market research on key target audiences and influencers including: high school students, high school counselors, community college students, adults with an earned baccalaureate degree, and military personnel.

Analysis of these results, and discussion among members of the core enrollment planning team, were used to develop the following list of driving (strengths and opportunities) and restraining (weaknesses and threats) forces that characterize the UNC system's goal to increase teacher production by 65 percent by 2014-15. These observations and findings are organized into five broad categories: Environmental factors, market characteristics, system practices, institutional practices, and financial incentives.

### **Driving Forces**

#### **Environmental Factors**

- There is broad awareness of the issue of teacher shortages at senior levels of state government and in the North Carolina educational community – and extensive support for addressing the issue. In March 2004 a Board of Governors Task Force presented their report of recommendations aimed at insuring a sufficient supply of high quality teachers in the state. Many of the recommendations made in that report are supported in this plan.

- The market research showed that with appropriate marketing strategies, there is sufficient population to meet North Carolina's teaching needs through a combination of traditional and alternative entry students. Given the age distribution of the population in North Carolina with at least a bachelor's degree, there are some 437,000 adults who say they would "definitely" or "probably" consider becoming a teacher. In addition, nearly a third of non-education undergraduate students at North Carolina universities indicated that they were willing to consider the teaching profession.
- The growth of online courses offered by university campuses and through NC Teach is increasing the state's capacity to provide teacher education.

### **Market Characteristics**

- While significant barriers to recruitment exist, overall there is widespread market receptiveness to the teaching profession, suggesting that focused recruitment efforts will be successful. Of the high school student sample, 45 percent said "Yes, definitely" or "Yes, probably" to the question: "Would you consider being a teacher?" Of adult career-changers who were asked the same question, 35 percent said "Yes, definitely" or "Yes, probably."
- The adults, high school students, and undergraduates who were surveyed did not appear to be intimidated by the challenges of classroom teaching. They expressed confidence in their abilities to handle issues ranging from classroom discipline to achieving high standards of learning.
- Cfnc.org has strong awareness and recognition as a resource for high school students and guidance counselors. This provides a built-in opportunity for promoting the teaching profession. However, chfn.org has not evolved as a resource for university undergraduates and received low usage ratings from that audience.
- While the teaching profession receives its share of bad press for working conditions and low pay, high school and undergraduate students who have discussed becoming a teacher with parents, counselors and others, report that they generally are being encouraged to consider the profession. This suggests that there is not a widespread negative perception of the teaching field.
- Of adults who say they are definitely or probably considering teaching (aided response), 54 percent are interested in taking teacher education classes online rather than in the classroom. This bodes well for the initiatives by North Carolina universities to move education curriculums online.

### **System Practices**

- The UNC system has developed a solid enrollment planning foundation through its 2004 Plan to Address the Shortage of Teachers in North Carolina (The UNC Office of the President December 12, 2004). In addition to identifying the need for a comprehensive enrollment planning process, it also produced a set of enrollment targets for each campus through the 2009-10 academic year.
- The UNC System has made achievement of teacher production goals a key aspect of the annual performance review process for campus chancellors, thus ensuring accountability for the goals at the highest levels of institutional governance.

- The UNC System is in the process of hiring eight recruitment personnel who will largely work to facilitate student transitions between community colleges and an upper-division teacher education program.
- The UNC System has housed its primary teacher production programs (e.g., NC TEACH, Model Teacher Consortium, Teacher Recruitment Network) within the Center for School Leadership Development which should make coordination of activities easier than if these groups resided in disparate organizational units.

### **Institutional Practices**

- Two out of three campuses (67%) reported the presence of an annual marketing and recruitment plan for prospective teachers. However, only a handful of institutions actually submitted copies of their plans to Noel-Levitz for review. (Source: Noel-Levitz Institutional Self-Assessment)
- Two out of three campuses (67%) also reported that the chancellor's senior staff (or cabinet) is involved in setting teacher recruitment goals and objectives. However, the focus groups revealed little on-going involvement from senior staff suggesting an opportunity for senior staff to become more fully engaged in monitoring teacher recruitment activity and results. (Source: Noel-Levitz Institutional Self-Assessment)
- Ninety-three percent of campuses produce a separate school/department brochure to distribute to prospective students interested in teacher education and two-thirds produce a recruiting poster for prospective teachers to build initial awareness. (Source: Noel-Levitz Institutional Self-Assessment)
- The campuses have employed a variety of innovative campus visit programs for prospective teachers including special visit days for minority students, teacher cadets, middle school students, summer leadership institutes, special programs for Teaching Fellows, etc. (Source: Noel-Levitz Institutional Self-Assessment)
- Sixty-seven percent of the campuses reported that they have developed teacher recruitment programs targeted to members of under-represented racial or ethnic groups. (Source: Noel-Levitz Institutional Self-Assessment)
- A vast majority of institutions utilize high school (93%) and community college (80%) visits in their primary recruitment markets as a strategy to generate and cultivate interest in their teacher education programs. (Source: Noel-Levitz Institutional Self-Assessment)
- Eighty-six percent of the campuses have utilized currently enrolled teacher education students in recruiting prospective students. It is encouraging that these numbers are so high and it appears there is an opportunity to expand the use of currently enrolled students to make outbound telephone and electronic contacts with prospective students. (Source: Noel-Levitz Institutional Self-Assessment)
- Approximately two-thirds of the campuses reported that they host off-campus meetings and events for high school counselors as a means of building awareness about teacher education programs. (Source: Noel-Levitz Institutional Self-Assessment)
- Eighty percent of the campuses reported that they use individual e-mail exchanges with prospective students and slightly more than half (53 percent) reported that they have specially

designed recruiting pages on their Web site for prospective teacher education students.  
(Source: Noel-Levitz Institutional Self-Assessment)

### **Financial Incentives**

- The state has approximately \$22 million authorized for prospective teacher financial incentives for the 2006-07 academic year.
- Assuming total UNC enrollment in teacher education of approximately 16,000, the programs are touching approximately 30 percent of the students. However, since some program recipients are enrolled in private colleges and universities the actual figure is slightly lower than this estimate.
- CFNC recently developed a new promotional publication about the financial incentive programs for prospective teachers which is being distributed to aid offices, high school counselors, etc.

### **Restraining Forces**

#### **Environmental Factors**

- Population trends are working against the effort to bridge the teacher supply gap. North Carolina's population growth rate is one of the highest in the nation, including a large influx of non-Native English speaking students. In addition, significant numbers of North Carolina teachers are nearing retirement age. These trends amplify the state's demand for qualified teachers.
- Current rates of teacher pay are by far the largest restraining force in North Carolina as well as nationally. In 2004, North Carolina's beginning teacher's salary was ranked #23 compared to other states. It will be critical for North Carolina to support teacher pay improvements if it wishes to solve the state's teacher shortages.
- Existing alternative preparation programs have insufficient visibility, implying that potential adult career-changers are missing the message. Forty-nine percent of adults surveyed had heard generally of alternative preparation programs, 40 percent - NC TEACH, 19 percent - N.C. Model Teacher Education Consortium, and only 13 percent had heard of Troops to Teachers.

#### **Market Characteristics**

- Salary expectations will be a major challenge for marketing the teaching profession to adults. Fewer than 4 percent of adults surveyed expected to be earning under \$30,000 if they made a career change, and only 16 percent reported earning that amount in their current career. In addition, fewer than 30 percent of high school and 31 percent of university undergraduate students expected to be earning under \$30,000 in their first job after college.
- There is low awareness of the available financial aid programs that are specifically for college students who plan on becoming teachers. Seventy-two percent of high school students surveyed had not heard of these programs and only about a third of education students were aware of them.

- Even if they are interested in teaching, many high school students are not familiar with the requirements for becoming a teacher. Overall, just 27 percent of survey respondents indicated that they were familiar or very familiar with requirements, and of those willing to consider becoming a teacher, only 42 percent said they were familiar. Of non-education undergraduates, fewer than 29 percent indicated that they were familiar or very familiar with those requirements.
- Males are significantly less likely to be interested in the teaching profession than females. Forty-nine percent of female high school students said they would consider being a teacher compared with 35 percent of males.
- Black high school students were significantly less likely than Caucasians or all other races to volunteer that they were thinking about a teaching career. (But when asked directly if they would consider teaching they responded at the same rate – about 50 percent affirmative.) This difference was evident with the university undergraduate population as well, where 45 percent of whites and 40 percent of blacks indicated that they would definitely consider becoming a teacher. Additional research would be required to understand the “why’s” behind this finding.

### **System Practices**

- At the moment, no single person at the UNC system level has teacher recruitment as his/her primary job responsibility with significant time to devote to the issue. This will make it difficult to orchestrate systemwide marketing, recruitment, and retention initiatives.

### **Institutional Practices**

- Less than half the UNC institutions reported that they have a person designated who has overall responsibility for teacher recruitment. In fact, only 40 percent of the institutions reported the presence of such an individual. Meanwhile, when in place, the title of this individual ranged from admissions counselor to Dean of the School of Education. It goes without saying that when nobody owns responsibility for a particular enrollment management objective, the likelihood of success is diminished significantly. (Source: Noel-Levitz Institutional Self-Assessment)
- Two-thirds of the UNC schools reported that they have a person within their school, college or department of education who actively recruits prospective teachers, although this is only a full-time role for half the personnel with these responsibilities. (Source: Noel-Levitz Institutional Self-Assessment)
- Only 13 percent of the UNC schools reported that a person within their admissions/enrollment management program also had some responsibility for teacher recruitment, suggesting a relatively weak link between institutional enrollment planning and teacher recruitment on most campuses. (Source: Noel-Levitz Institutional Self-Assessment)
- Only 22 percent of UNC institutions reported that they develop an annual, comprehensive, written enrollment management plan that addresses both recruitment and retention of prospective teachers. The primary culprit appears to be the lack of retention planning as only 11 percent said they have a retention plan for prospective teachers while 67 percent said they had a marketing/recruitment plan. (Source: Noel-Levitz Institutional Self-Assessment)

- A majority of campuses do not set annual goals for the number of prospective teachers that they plan to enroll from various market segments. For fall 2005, 67 percent did not set an enrollment goal for freshmen, 73 percent did not set an enrollment goal for transfer students, 40 percent did not set a goal for the number of alternative entry students, and 54 percent did not set a goal for the number of currently enrolled students they wished to recruit into teacher education programs. (Source: Noel-Levitz Institutional Self-Assessment)
- Enrollment funnel tracking (i.e., inquiries, applications, acceptances, and enrolled students by market segment) is severely lacking on most campuses. Less than half the campuses could report full funnel data on first-year, transfer, alternative entry, and currently enrolled students. The problem appears to be most severe among alternative entry students and currently enrolled students but the data were sporadic across all market segments. The focus groups revealed that one problem is that data were scattered in various databases on campuses. While the admissions office can often produce data on first-year and transfer students, data on currently enrolled and alternative students are often housed in stand-alone databases (Excel, Access). (Source: Noel-Levitz Institutional Self-Assessment)
- Only eight of fifteen institutions could report the retention rate of currently enrolled second year students who persisted to graduation in teacher education. The focus groups revealed that the way this question was asked on the Noel-Levitz Institutional Self-Assessment was confusing and may have contributed to the low response rate for this item. However, there was general agreement that the UNC system and individual institutions need to do a better job of developing common student persistence definitions and actually tracking and reporting this data. (Source: Noel-Levitz Institutional Self-Assessment)
- Fifty percent of the campuses reported that they recruit currently enrolled students into teacher education through on-campus seminars, 21 percent use classroom visits, and 36 percent reported other practices such as blast e-mails and posters to reach the current student market segment. (Source: Noel-Levitz Institutional Self-Assessment)
- Less than half of the campuses reported that they order lists of high school students interested in teacher education from the College Board, ACT, NRCCUA, etc. (Source: Noel-Levitz Institutional Self-Assessment)
- Only 20 percent of the campuses reported the use of paid student telecounselors to contact prospective students interested in teaching and only 40 percent reported that their staff contact prospective students via telephone (Source: Noel-Levitz Institutional Self-Assessment)
- Use of mass electronic correspondence with prospective students appears to be a major deficiency on most campuses. The following “Method not used” percentages were reported; electronic newsletters (80%), instant messaging (80%), chat rooms (100%), blogs by current teacher education students (87%), and planned mass e-mails to prospective students (46%). (Source: Noel-Levitz Institutional Self-Assessment)
- The campuses reported little capability to evaluate the effectiveness of their marketing and recruitment practices vis-à-vis inquiry source tracking, evaluation of outreach efforts, and on-campus programming. (Source: Noel-Levitz Institutional Self-Assessment)
- Less than half of the campuses reported that they were satisfied with their management information system’s ability to generate timely and accurate enrollment reports (47%); and only 43 percent reported that they were satisfied with their management information system’s

ability to manage the communication process with prospective students interested in teaching. (Source: Noel-Levitz Institutional Self-Assessment)

- There appears to be significant variation in the amount campuses are investing in their teacher recruitment programs. Among the ten institutions that reported teacher recruitment budgets, mean expenditures were approximately \$58,000 per year with a low reported investment of \$2,000 per year and a high reported investment of \$350,000 per year. It may be necessary to develop programs that encourage campuses to invest sufficiently in teacher recruitment activities. (Source: Noel-Levitz Institutional Self-Assessment)

## Financial Incentives

The following table summarizes North Carolina's current investment in financial incentive programs for prospective teachers.

**Summary of Financial Incentive Programs for Prospective Teachers  
2006-2007 Academic Year**

Program	Total Funding	Projected Number of Recipients	Average Expenditure per Student
Teaching Fellows	\$13,000,000	2,000	\$6,500
Prospective Teacher Sch./Loan	\$3,200,000	1,350	\$2,371
Future Teachers Sch./Loan	\$1,950,000	300	\$6,500
Millennium Teacher Sch./Loan	\$1,560,000	240	\$6,500
Teacher Assistant	\$964,000	300	\$3,213
PE-Coaching Sch./Loan	\$200,000	50	\$2,000
Model Teacher Consortium	\$1,000,000	NA (est. 500)	\$2,000
Total	\$21,874,000	4,740	\$4,615

- A disproportionate amount of the state's total funding is targeted towards traditional undergraduates. In fact, only about \$2 million in funding (Model Teacher Education Consortium and Teacher Assistant Scholarships) is targeted specifically for alternative licensure students. This is 9 percent of the total funding, yet the system expects 38 percent of its teacher production to come from students completing alternative licensure programs in 2006-07 (1,842 of 4,799).
- It appears that the state will have to invest substantially in financial incentives for prospective teachers given the desired 65 growth in teachers produced. For example, if it is assumed that the state wants to do nothing more than keep pace with the desired growth in teachers, continue to serve the same percentage of prospective teachers that it does today, and use a modest 3 percent inflation factor in the size of the average award amount for each program, \$47 million will be needed by 2014-15 just to keep pace.
- The institutional self-assessment administered by Noel-Levitz found that the fifteen UNC campuses invest an additional \$2,942,000 of their own funds (from general funds and

foundations) in scholarship programs for prospective teachers. This represents 13 percent of the statewide program total, suggesting that there are limited funds available to students outside of the state-wide programs.

- The Noel-Levitz market research found that awareness about the financial incentive programs for prospective teachers is relatively low. For example, only 28% of the high school students surveyed were aware of the programs. Meanwhile, high school counselors believed financial incentives were the most important strategy the state could pursue to attract more students into the teaching profession.
- The programs are currently administered by three different organizations (North Carolina State Education Assistance Authority, Model Teacher Consortium, and the Public School Forum) which makes coordination difficult.
- The state does not have accurate historical data on application and acceptance patterns for each program. For example, how many students applied, were eligible, were offered a scholarship/loan, and were awarded in each program? This type of information is essential to understanding how many students are seeking funding each year and how many are actually served.
- There is anecdotal evidence that a substantial number of students apply for, but do not receive, Teaching Fellows awards. If the state is indeed creating a substantial number of non-winners each year, it would behoove the state to develop a consolation award for these students, especially if it is determined they do not enter teacher education if they are not selected as a Teaching Fellow.
- Separate application processes exist for each program which is potentially confusing and redundant for a student interested in pursuing a teaching career.
- Several of the programs have not yet expended all their funding for the 2006-07 academic year. For example, PTSL can serve 1,350 students yet there were only 808 recipients as of October 2006. FTSL can serve 300 students yet there are only 77 recipients currently. This is partially a function of the recent transfer of several programs to the North Carolina State Education Assistance Authority. It is worth noting that they are working aggressively to distribute the remaining funds.
- Program terms are inconsistent, which is potentially confusing to prospective students. For example, length of repayment and in-school repayment requirements vary substantially among the programs.
- Financial aid administrators are sometimes reluctant to award teacher incentive awards to students because of the 10 percent interest rate and in-school repayment provisions if a student discontinues his/her studies. They view the funds as a loan first and worry that they are providing the student with a poor funding source compared to other programs. This is especially problematic for first and second year students who can end-up with a high-interest loan that has to be repaid while they are in school if they shift their career preference.
- Financial aid administrators are also frustrated by their inability to replace a portion of prospective teacher incentive funding with other grant-in-aid dollars.
- A number of the programs are awarded very late in the new student recruitment cycle or to currently enrolled students that have already committed to teacher education. This calls into question their value in actually encouraging students to become teachers. In other words, are



the programs really encouraging students to become teachers or simply rewarding those that have already made this decision? Timing also prevents effective coupling of these program funds with other sources of financial aid.

## Stated Teacher Production Goals

In December 2004, the University of North Carolina developed a plan to address the shortage of teachers in North Carolina which included specific goals by institution through 2009-10 and system wide goals for teacher production among traditional and alternative entry enrollees through 2014-15. The institutional goals were established based upon the state's need for teachers and input from the individual campuses. Those goals are summarized in the following tables.

### Projected Increases in Traditional Teacher Education Graduates for 2005-06 through 2009-10

Institution	Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10
ASU	372	451	547	635	662	659
ECU	330	340	360	380	410	430
ECSU	26	30	37	48	58	68
FSU	65	100	110	121	133	146
NCA&T	60	75	110	120	130	140
NCCU	74	90	105	125	140	155
NCSU	133	140	144	178	205	225
UNCA	27	33	35	37	39	41
UNC CH	194	214	224	235	247	260
UNCC	236	253	271	295	315	335
UNCG	199	265	292	321	353	388
UNCP	84	100	115	130	150	165
UNCW	314	328	357	378	395	413
WCU	179	200	210	217	226	235
WSSU	20	35	40	42	44	50
UNC Total	2313	2654	2957	3262	3507	3710
Increase		341	303	305	245	203
Cumulative Increase		341	644	949	1194	1397
% Increase over base		14.7%	27.8%	41.0%	51.6%	60.4%

Source: The University of North Carolina – A Plan to Address the Shortage of Teachers in North Carolina. The UNC Office of the President (December 12, 2004)

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**Projected Traditional Teacher Education Graduates for 2005-15 (UNC Total)**

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	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Traditional Graduates	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
Increase	341	303	305	245	203	260	260	260	260	260
Cumulative Increase	341	644	949	1194	1397	1657	1917	2177	2437	2697
% Increase over base	14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%

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Source: The University of North Carolina – A Plan to Address the Shortage of Teachers in North Carolina.  
The UNC Office of the President (December 12, 2004)

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**Combined Traditional Teacher Education Graduates and Alternative Entry Completers for UNC: 2005-15**

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	2002-03	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Traditional Graduates	2313	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
Alt. Entry Enrollments											
UNC Total	5199	6825	7366	7812	8279	8792					
Estimated Completers at 25%		1706	1842	1953	2070	2198	2198**	2198	2198	2198	2198
Projected UNC Total		4360	4799	5215	5577	5908	6168	6428	6688	6948	7208

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\*\* After 2009-10, the same level of productivity is assumed for alternative completers.

Source: The University of North Carolina – A Plan to Address the Shortage of Teachers in North Carolina.  
The UNC Office of the President (December 12, 2004)

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**Projected Increase in Teacher Education Graduates and Completers for High-Need Areas from 2002-03 to 2009-10**

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	<b>Targets in High-Need Subject Areas for 2009-10</b>			
	Math	Science	Middle School	Exceptional Children
Traditional Graduates	192	157	353	329
Alternative Completers	174	200	401	558
Total Target	366	357	754	887
Combined 2002-03 Base	109	119	262	384
Percent Increase (Target over Base)	236%	200%	188%	131%

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Source: The University of North Carolina – A Plan to Address the Shortage of Teachers in North Carolina. The UNC Office of the President (December 12, 2004)

While the core planning team accepts the goals as outlined above, it does recommend the system install a process to further refine the goal-setting process. Specifically, the system should:

- Require the campuses to translate these teacher production goals into recruitment and retention goals by market segment on each campus. In other words, how many students need to be recruited each year to support the production goals outlined above?
- Re-visit the campus goals annually in an attempt to re-balance the system wide forecast based on emerging market conditions and a campus' most recent results.
- Develop an enrollment projection model that re-forecasts UNC system productivity needs in light of: overall need (are current forecasts accurate?), DPI/RLC activity, independent college/university productivity, retention within the profession, and realistic teacher import figures.

## Key Enrollment Strategies

Enrollment strategies, or enabling objectives, define “how” the enrollment goals will be achieved. Key strategies, by definition, deserve the lion’s share of the system’s attention and serve to focus both system-level and institutional efforts on those activities that are most likely to produce the desired results. The strategies are organized into five categories: Organization and structure, data and information, marketing and recruitment strategies, program modifications, and financial incentives for prospective teachers. The following table summarizes the strategies by category and also identifies primary implementation responsibility: campus, joint, UNCGA, and other agency.

### Summary of Recommended Strategies by Category and Primary Implementation Responsibility

Category	Responsibility	Strategy
Organization and Structure	UNCGA	Form a Teacher Recruitment and Retention Council to coordinate the system level initiatives.
Organization and Structure	Campus	Appoint an individual with overall responsibility for teacher recruitment on each campus.
Organization and Structure	UNCGA	Hire or appoint an individual with overall responsibility for teacher recruitment at UNCGA.
Organization and Structure	Campus	Develop an enrollment planning team on each campus consisting of those personnel that have a direct impact on teacher recruitment results.
Organization and Structure	Campus	Develop a formal campus mechanism to ensure collaboration and joint responsibility for teacher recruitment objectives among currently enrolled students and to gain support for related needs (e.g., course offerings)
Organization and Structure	Campus	Bring community colleges and universities together to discuss ways of working more effectively on teacher education goals.
Organization and Structure	Campus	Expand the number of campuses that have dedicated recruiters who spend a significant amount of time on the community college campuses (or even have campus-based offices).
Data and Information	UNCGA	Establish uniform data standards and definitions for the identified new student market segments so that data is tracked consistently across campuses and can be aggregated at the system level.
Data and Information	Campus	Develop standardized enrollment funnel reports on each campus to track the institution’s primary prospective teacher market segments.
Data and Information	UNCGA	Establish systemwide standards for tracking student persistence to better understand the number of students lost after they enter a teacher education program.
Data and Information	Campus	Develop a data reporting process on the campuses to keep senior staff, and other stakeholders, apprised of teacher recruitment enrollment goals and progress by market segment.
Data and Information	Campus	Encourage the campuses to develop systems that enable student data to be compiled and reported for prospective and current teacher education students.

Category	Responsibility	Strategy
Data and Information	UNCGA	Develop enrollment management reports at the system level to report aggregated enrollment funnel data according to the five identified market segments.
Data and Information	Campus	Create a special database of currently enrolled students who are targets for recruitment into teacher education.
Marketing and Recruitment	Joint	Develop a systemwide prospective teacher database for use in systemwide marketing and recruitment initiatives and for distribution to the campuses.
Marketing and Recruitment	Campus	Emphasize electronic communication strategies in each campus' prospective teacher recruitment communication program.
Marketing and Recruitment	Campus	Encourage the campuses to develop a communication plan for the parents of traditional-age students on the benefits of pursuing the teaching profession.
Marketing and Recruitment	Campus	Form student contact teams on each campus to make phone calls, correspond with prospective teachers via e-mail, instant messaging and chat.
Marketing and Recruitment	Campus	Re-design school/department/college brochures and Web sites based on the results of the statewide research with the intent of improving messaging.
Marketing and Recruitment	Campus	Use event marketing to give visibility to teacher education programs across market segments.
Marketing and Recruitment	Joint	In all marketing venues, use messages that are based on the market research findings.
Marketing and Recruitment	UNCGA	Develop a "the potential for teacher pay" publication for all audiences that addresses the negative perceptions of this aspect of the profession.
Marketing and Recruitment	Joint	Reach high school students early with teacher recruitment initiatives.
Marketing and Recruitment	Joint	Implement special efforts to recruit minorities into the teaching profession.
Marketing and Recruitment	UNCGA	Maximize use of cfnc.org as a source of teacher recruitment information.
Marketing and Recruitment	UNCGA	Closely coordinate NC TEACH inquiries with campuses to ensure that interested adults receive follow up.
Marketing and Recruitment	UNCGA	Develop a statewide marketing plan that promotes adult alternative programs.
Marketing and Recruitment	Joint	Target high school counselors as important sources of influence.
Marketing and Recruitment	UNCGA	Build upon the Noel-Levitz market research to develop cooperative strategies with Troops to Teachers to increase teacher education enrollment among former military personnel.
Marketing and Recruitment	Campus	Design a special recruitment effort targeted towards currently enrolled students with a focus on first and second year students.
Marketing and Recruitment	UNCGA	Develop a student-friendly, searchable statewide online "catalog" or portal of all available options for teacher education degree completion through community colleges and universities.

Category	Responsibility	Strategy
Program Modifications	Campus	Develop more fast-track options for adults in alternative programs of study.
Program Modifications	Campus	Ensure that course offerings meet the needs of working adults.
Program Modifications	UNCGA	Pursue program modifications on the individual campuses to appeal to currently enrolled students who can be persuaded to pursue a teaching credential.
Program Modifications	Joint	Develop a standard transferable North Carolina associate's degree in education, with subject matter specialization options, to increase enrollment from community colleges.
Financial incentives	UNCGA	Increase the number of students served by the statewide aid programs to at least 40 percent of total teacher education enrollment in support of increased teacher production needs.
Financial incentives	UNCGA	Simplify application and administrative processes to better serve students in the statewide aid programs.
Financial incentives	UNCGA	Develop more efficient and effective marketing strategies to build awareness about the state's financial incentive programs for prospective teachers.
Financial incentives	UNCGA	Make certain the programs are financially attractive to students, especially in combination with other aid programs.
Financial incentives	UNCGA	Expand funding for currently enrolled students (not in education) and alternative entry students.
Financial incentives	Joint	Encourage the individual campuses to modify their institutional aid programs for prospective teachers in support of their teacher production goals.

## Organization and Structure

### 1. Form a Teacher Recruitment and Retention Council to coordinate the system level initiatives.

- This council should contain representatives from the system-level and campuses that impact the state's teacher recruitment efforts including campus enrollment management personnel, financial aid, college of education personnel, arts and sciences personnel, representatives from key programs like CFNC, NC TEACH, Model Teacher Consortium, etc.
- Their charge should include:
  - Developing and modifying the systemwide teacher recruitment plan on a regular basis as well as monitoring implementation;
  - Establishing data and reporting standards so that the system can monitor teacher education enrollment levels in support established productivity goals by campus;
  - Serving as a communication vehicle with the campuses to coordinate campus-based activities with systemwide initiatives; and

- Ensuring coordination with the activities of other program such as NC TEACH, Model Teacher Consortium, etc.
- This group should establish an audit process to monitor implementation of both the systemwide and campus-based plans.
- The council should be chaired by the vice president for academic planning and university school programs.

**2. Appoint an individual with overall responsibility for teacher recruitment on each campus.**

- Only 40 percent of the campuses reported that they had charged a single person with overall responsibility for teacher recruitment and when in place, it is rarely a full-time position. While institutions with total teacher education enrollment of less than 100 students might not warrant a full-time position, larger institutions should assign responsibility for this function.
- Although the positions should generally report to the college of education, they should either be housed within, or have a very strong working relationship with the enrollment management unit to capitalize on established infrastructure (e.g., management information systems, data tracking and reporting, ability to produce outbound communications).
- The system should consider developing a training program for campus personnel to orient them to the system wide teacher recruitment plan and marketing and recruitment principles.

**3. Hire or appoint an individual with overall responsibility for teacher recruitment at UNCGA.**

- This individual would be responsible for implementing the system wide strategies and coordinating system and campus-based efforts

**4. Develop an enrollment planning team on each campus consisting of those personnel that have a direct impact on teacher recruitment results.**

- Whenever possible, these planning groups should be embedded within the existing enrollment management structure, such as a sub-committee of a central enrollment management committee to eliminate duplication of effort and to create synergies with other enrollment initiatives.
- Although representation should be determined by each campus, generally these planning groups should include representation from: the school/college/departments of education, arts and sciences faculty to impact high-need licensure areas, institutional research, marketing/public relations, recruiters, advisor, undergraduate/graduate admissions, financial aid, and personnel focused on retention/student success.

**5. Develop a formal campus mechanism to ensure collaboration and joint responsibility for teacher recruitment objectives among currently enrolled students and to gain support for related needs (e.g., course offerings)**

- Garner senior administrator support (chancellor, provost, deans) for teacher recruitment goals among currently enrolled students
  - Identify department liaisons to recruit *within* departments
  - Develop relationships with individual A&S departments to encourage promotion of middle and secondary education
  - Work closely with general college advisors to provide information to undecided students
  - Develop relationships with the Career Center to ensure accurate, proactive presentation of teacher education opportunities
- 6. Bring community colleges and universities together to discuss ways of working more effectively on teacher education goals.**
- Develop a formal model for collaboration between the community college and university personnel related to teacher recruitment.
  - Hold annual regional workshops to train participants on articulation agreements and processes.
  - Ensure consistent, on-going relationship development with community college personnel, especially in districts that are motivated for community/economic development.
- 7. Expand the number of campuses that have dedicated recruiters who spend a significant amount of time on the community college campuses (or even have campus-based offices).**

## Data and Information

- 8. Establish uniform data standards and definitions for the following new student market segments so that data is tracked consistently across campuses and can be aggregated at the system level.**
- First-year students (out-of-high school market).
  - Transfer students.
  - Currently enrolled students, not yet admitted to a teacher education program.
  - Alternative entry (degree/credential-seeking) students.
  - Regional Alternative Licensure Center (enrollees that can be converted to degree-seeking students).
- 9. Develop standardized enrollment funnel reports on each campus to track the institution's primary prospective teacher market segments.**
- The reporting structure should summarize inquiries, applicants, accepts, confirmed (if appropriate), and enrolled students by the five primary market segments (first-year, transfer, alternative entry students, RALC, and currently enrolled/non-admitted students).



- This will support realistic goal-setting and better monitoring of progress towards goals on each campus. It will also enable the system to aggregate campus level data in a consistent fashion.
- This implies capturing intended field of study on all application documents (undergraduate and alternative entry).

**10. Establish systemwide standards for tracking student persistence to better understand the number of students lost after they enter a teacher education program.**

- The following metrics/retention rates should be tracked:
  - Expressed interest in teacher education to graduation/completion
  - Admitted to teacher education to graduation/completion
  - Time to graduation/completion after admission to teacher education program
- This level of data reporting should be coordinated with the State IHE report.

**11. Develop a data reporting process on the campuses to keep senior staff, and other stakeholders, apprised of teacher recruitment enrollment goals and progress by market segment.**

- Reporting should include both undergraduate and post-baccalaureate figures and be reported on at least a quarterly basis. This will serve to keep senior management on each campus focused on their institution's progress in meeting their annual enrollment and teacher production goals.
- Whenever possible, existing enrollment management reporting systems should be used to prevent duplication. For example, if senior administrators already receive a summary enrollment report on at least a quarterly basis, these data could be added to such a document.

**12. Encourage the campuses to develop systems that enable student data to be compiled and reported for prospective and current teacher education students.**

- This will facilitate compilation of systemwide enrollment reports and it will require the campuses to develop plans to deal with the reported inadequacies in their MIS reporting systems (e.g., Banner conversions, training, multiple systems).
- This strategy is also important because it will improve the campuses ability to communicate with prospective teacher education students by market segment. Absent this data compilation capability, campuses will experience difficulty executing on new communication strategies.

**13. Develop enrollment management reports at the system level to report aggregated enrollment funnel data according to the five market segments outlined above.**

**14. Create a special database of currently enrolled students who are targets for recruitment into teacher education.**

- Target group should include undecided students, students enrolled in arts & sciences, and students who expressed interest in education at time of entry.

- Examine most common degree areas for alternative-entry teachers to set priorities for targeting specific majors for recruitment activities.
- Data fields should include SAT score and current GPA so that qualified students are recruited.
- Define stages of student interest within this dataset: (1) prospect, (2) interest expressed, (3) attendance at information session, (4) plan of study completed (5) admitted to upper division.
- Segment database and strategies based on student classification (hours completed).
- Look at the most common degree areas for alternative-entry teachers to set priorities for targeted majors for recruitment.

## Marketing and Recruitment

### **15. Develop a system wide prospective teacher database for use in system wide marketing and recruitment initiatives and for distribution to the campuses.**

- Data sources should include CFNC, the College Board, the American College Testing Program, the National Research Center for College and University Admissions, list of teacher cadets, Internet advertising, Teaching Fellows, and community college graduate lists in selected majors.
- Obtain lists of current community college students to distribute to the colleges by service region.

### **16. Emphasize electronic communication strategies in each campus' prospective teacher recruitment communication program.**

- Install systems to follow-up with prospective teachers via e-mail, instant messaging, etc.
- Prospective students – including high school, university undergraduates, and adults – who are interested in education should receive multiple electronic contacts over time to develop their interest and answer questions.
- Maximize use of existing institutional Web sites for promotion of teacher education among community college students. For example, advertise/place information about teacher education programs on the community college Web sites; create reciprocal links between university and community college sites. Improve quantity and quality of information on university admissions Web sites regarding transfer requirements.

### **17. Encourage the campuses to develop a communication plan for the parents of traditional-age students on the benefits of pursuing the teaching profession.**

- Appropriate message strategies would include the personal satisfaction derived from teaching and the profession's employee benefits.
- Parent communications should include messages from current successful teachers who are enjoying their work and making contributions to their field.

- If possible, parents of current undergraduate students or recent education graduates could be contacted to obtain quotes regarding their approval of their son/daughter's career choice. These quotes could be used in parent communications such as letters and e-mails.

**18. Form student contact teams on each campus to make phone calls, correspond with prospective teachers via e-mail, instant messaging and chat.**

- On-campus student teams focused on telecounseling and e-communications should follow up on teacher education inquiries and applicants through multiple contacts including such topics as why teach, how to finance your education, how to prepare for the teaching profession. These same teams can be utilized for contact programs targeting current undergraduates.
- Teaching Fellows should be employed for telemarketing/e-marketing of high-ability prospects and for campus-based marketing efforts and events.

**19. Re-design school/department/college brochures and Web sites based on the results of the statewide research with the intent of improving messaging.**

- Many campuses need to update their Web sites to include persuasive messages about entering the teaching profession in addition to the basic program information.
- Marketing materials should include profiles of successful and recent (past 5-10 years) graduates who talk about the rewards of teaching.

**20. Use event marketing to give visibility to teacher education programs across market segments.**

- Sponsor "So you want to be a teacher" information sessions on a regular basis for both traditional-age and alternative-entry prospects. These events should feature Q & A's and testimonials by recent graduates of the programs. Hold similar events on campus for non-education majors at the undergraduate level.
- Identify outstanding local teachers who would participate in these events, paying them a stipend if necessary.
- As a yield strategy, host events in the homes of teacher-education alumni for applicants who have expressed an interest in studying education. Also invite alumni to campus to speak at information sessions for undergraduates.
- Research summer camps (e.g., sports, drama, computing) for teens and other events held on the university campuses for cross-marketing opportunities.
- Host a series of dinners in students' home areas specifically for teacher education prospects.
- Speak at principals' meetings for each LEA (Local Education Agency).
- Conduct regular teacher recruitment information events on the community college campuses. Consider evening or Saturday timing to maximize attendance. Include a financial aid representative to provide information related to transferring.
- Arrange for university education faculty and/or recruiters to participate in appropriate community college classes (e.g., as guest lecturers or special topic presenters).

- Implement personal follow-up (telephone calls, e-mails) with prospective students that attend teacher recruitment events.

**21. In all marketing venues, use messages that are based on the market research findings.**

- For high school and undergraduate students, focus on “passion” as a key reason for pursuing a teaching career.
- For alternative program prospects, talk about how teaching will suit their abilities; is a profession they can be proud of; offers good benefits such as health insurance, retirement, vacation; and involves people they will enjoy working with.
- For currently enrolled students develop messages that emphasize passion for profession, job benefits, contributing to society, career suitability/fit. Also promote professional career path options such as teacher leadership, mentoring, coaching, administration and other professional development options.
- For all audiences, include information on the “how” of becoming a teacher as well as the “why.”

**22. Develop a “the potential for teacher pay” publication for all audiences that addresses the negative perceptions of this aspect of the profession.**

- Demonstrate actual pay progression over time based on earning graduate credits/degrees.
- Show wages for administration, coaching, etc.
- Include information about employee benefits such as health, retirement and vacation.

**23. Reach high school students early with teacher recruitment initiatives.**

- Recruitment efforts should begin as early as the freshman and sophomore years of high school.
- Explore alternatives for using cfnc.org as a mechanism for reaching students early in their high school careers
- Develop recruitment posters and brochures that will reach teens in their homes, high schools, libraries, and other appropriate venues. Include information on financial aid programs and scholarships for future teachers.
- Include teaching as a track for high ability math and science students at the Governor’s School of North Carolina, a six-week summer residential program for intellectually gifted high school students.

**24. Implement special efforts to recruit minorities into the teaching profession.**

- Create relationships with minority organizations to encourage interest in the teaching profession.
- Ensure that diversity is represented in marketing efforts in terms of photography and content (e.g., profiles and quotations).
- Identify a corporate sponsor who would be willing to fund a marketing initiative toward minority student audiences.

**25. Maximize use of cfnc.org as a source of teacher recruitment information.**

- Create an “advertisement” on the cfnc.org home page that specifically promotes teacher education. The ad would link to a section of the site that discusses the benefits and requirements of becoming a teacher along with a call to action to inquire at an appropriate teacher education program.
- Include a blog by the current teacher of the year that shares information about her/his teaching experiences.
- Create a regularly updated series of profiles of successful teachers that are featured on the site.
- Illustrate a variety of career pathways that education majors have taken and the corresponding salary growth.
- Once this information is in place, develop a public service announcement campaign that drives traffic to the cfnc.org site.
- Make certain institutional web sites contain a prominent link that drives students to the CFNC.org Web site.
- Improve and streamline the transcript evaluation process for community college students by embedding this functionality in cfnc.org.
- Develop a strategy for evolving cfnc.org as a key career planning resource for university undergraduates.

**26. Closely coordinate NC TEACH inquiries with campuses to ensure that interested adults receive follow up.**

- Gather names, telephone numbers, e-mail addresses and home addresses from NC TEACH in-bound calls and provide to the nearest campus. Ensure that alternative program prospects receive the same level of follow up as traditional age students, including telecounseling, direct mail and e-mail.

**27. Develop a statewide marketing plan that promotes adult alternative programs.**

- Using electronic and online media, target adult career-changers with messages about teaching profession opportunities.
- Run teacher education program advertisements in the job ads of local newspapers.
- Tailor the content of brochures and Web sites to adult students.
- Sponsor a listing on monster.com or other online job search resources.

**28. Target high school counselors as important sources of influence.**

- Devise strategies to make counselors aware of the importance of their role in counseling high school students. Share the market research findings to dispel misperceptions of student career motivations and interests.
- Develop a plan regarding participation in existing guidance counselor professional meetings and conferences. For example, arrange for Erskine Bowles to speak on teacher education at key events.

- Have break out meetings at these same meetings focusing on teacher education and share marketing strategies with counselors.
- Build awareness of student perceptions and share data from survey on student and counselor findings.
- Leverage the cfnc.org training – use it as a way to spread information about teacher education and recruitment.
- Make certain information is readily available in school career centers on teacher education.
- Develop a publication on teacher education for guidance counselors to give to interested students.
- Use the cfnc.org database of 2,400 trained counselors for marketing.
- Tap into programs that train and license school counselors.
- Build out the school counselor module on cfnc.org – include high school, middle school pathways that have information on teacher education.
- Develop a strategy at elementary level – for example, through Bridges PAWS.
- Participate in CACRAO sessions for high school counselors.
- Recruit counselors who would put on a career fair specifically for recruiting teachers (currently, many counselors do local arrangements on career fairs).

**29. Build upon the Noel-Levitz market research to develop cooperative strategies with Troops to Teachers to increase teacher education enrollment among former military personnel.**

- Facilitate a discussion on the market research with state director of Troops to Teachers and DPI representatives for this program.
- Dimension actual size of the military personnel opportunity (e.g., number of prospects) using military data and market research results.
- Solicit input from campuses with proximity to military bases on successful strategies in designing a systemwide approach.
- Explore opportunities within the new military portal that is being developed.

**30. Design a special recruitment effort targeted towards currently enrolled students with a focus on first and second year students. Institutions should be encouraged to pursue some combination of the following strategies.**

- Develop a communication plan for targeted students, similar to a high school student communication flow. Design the communication plans based on student type: e.g., undecided, chosen major, year in school
- Hold campus information sessions for current students on becoming a teacher (e.g., 4 per semester, 1-hour each, by program of study). Follow-up on events with personal contacts to attendees – e.g., phone call inviting further conversation regarding plan of study completion

- Create advisor contact (with accountability) and “buddy” or mentoring system to ensure retention following plan of study completion
- Provide additional training on teacher education to faculty and professional advisors in key programs
- Design/write major-specific teacher education info. sections to provide directly to A&S departments for their Web sites
- Use student contact teams (possibly including teaching fellows) to reach out to prospects
- Use recent alumni to author recruitment emails, by college-specific if possible
- Create videocasts of alumni to talk about their experiences
- Expand current education department web sites to be effective with non-education majors
- In general, use internet and other e-communications to reach current students as their preferred media
- Identify key transition points and related barriers to movement into teacher education

**31. Develop a student-friendly, searchable statewide online “catalog” or portal of all available options for teacher education degree completion through community colleges and universities.**

- Include information about financial aid resources by program.

## Program Modifications

**32. Develop more fast-track options for adults in alternative programs of study.**

- Use online and distance learning options as ways to accelerate program completion.
- Market these programs to groups such as Kiwanis and Rotary as well as to businesses with large retiree groups such as NCBCE and NCCBI.

**33. Ensure that course offerings meet the needs of working adults.**

- Offer courses on Saturdays, evenings and online – including courses in the required liberal arts areas.

**34. Pursue program modifications on the individual campuses to appeal to currently enrolled students who can be persuaded to pursue a teaching credential.**

- Develop a strong introduction to education course that capitalizes on the “passion” component of teaching profession, not just history and philosophy (e.g., bring in education alumni to speak).
- Evaluate degree completion requirements on each campus, esp. for math/science students.
- Implement praxis prep classes on every campus.
- Develop a plan on each campus to manage the process from plan of study completion to admission/enrollment in department of education.

- Assess course sequencing/length on each campus to allow greater program completion flexibility for A&S juniors/seniors entering teacher education late.

**35. Develop a standard transferable North Carolina associate's degree in education, with subject matter specialization options, to increase enrollment from community colleges.**

- Requires support of the deans of education and the transfer advisory committee.
- In the meantime, offer flexibility in 2+2 program requirements to make degree completion efficient while still providing appropriate content.

### Financial Incentives

**36. Increase the number of students served by the statewide aid programs to at least 40 percent of total teacher education enrollment in support of increased teacher production needs.**

- Expand the size of the programs such that they cover at least 40 percent of all students enrolled in the UNC system. At current expenditures levels, this would require an additional investment of \$7.5 million in 2006-07. An alternative to this strategy is to transform most \$6,500 awards to either the average tuition and fees at a UNC campus or the actual tuition and fees at the school attended. This would have the effect of increasing the number of students served with existing funds. For example, if a variation of this policy were in place for the current academic year more than 1,000 additional students could be served at an average award amount of \$3,750 and it would only require about \$2 million in additional funding. This could be accomplished by introducing a relatively consistent award level across all programs or a tiered structure based on student's financial need, desirability, or year in college (e.g. a \$3,000, \$4,000, and \$5,000 award level).
- Introduce a need component to spread limited dollars further. Although it cannot be documented empirically, there is a general sense that a substantial portion of the state's \$22 million investment this year may be going to students with little or no financial need. It is worth researching the cost of providing tuition and fees for up to four years for any student who wishes to teach, will commit to four years of teaching service in North Carolina, and has an adjusted gross family income of less than \$75,000. This "Carolina Covenant" would prevent students from avoiding the teaching profession because of concerns about teacher pay coupled with rising student debt loads.
- Develop a combined reporting process to better understand the application and acceptance patterns for each program. Applications, eligible applicants, offers, and accepted offers should be tracked and aggregated so that the state understands how many students are seeking funding each year and how many students are actually served.
- Install data tracking procedures and revised application processes to make certain all funds are expended in all programs on annual basis.
- Develop a strategy to solicit business and industry for additional funding to support scholarships/loans.



**37. Simplify application and administrative processes to better serve students in the statewide aid programs.**

- Move to a single application for all programs available on CFNC and distributed in high schools, community colleges, and to prospective students directly by the campuses. This would obviously require the three agencies and programs that currently administer the statewide aid programs to collaborate on a common application. Individual programs could still have additional requirements, like the interview process in Teaching Fellows, but a single application would allow for the development of a pool of prospective teachers and afford the state an opportunity to better coordinate the distribution of funds. For example, Teaching Fellows non-winners could automatically be considered for PTSL funding. For nomination awards like FTSL, a central application would enable campuses to select from a pool of applicants rather than having to nominate students.
- Implement uniform application and notification dates for all financial incentive programs (excluding Model Teacher Consortium) that enable financial aid programs for prospective teachers to be included in a student's financial aid award. This implies notifying students and schools of eligibility by March 1 so that these awards can be included in aid awards for the next academic year. It should also increase the impact the awards have on student decisions to enroll in college and in teacher education programs.
- Implement consistent re-payment terms and criteria. For example, the state could simply require one year of teaching service for each award year for all programs that have this requirement.
- Combine the three programs currently administered by the North Carolina State Education Assistance Authority (PTSL, FTNC, PEC) into a single program. Current target audiences (e.g., freshmen, upper class students, and coaches) could still be addressed under this approach but it would be handled as part of the awarding process rather than having to administer three separate and relatively small programs with separate applications, repayment terms, etc.

**38. Develop more efficient and effective marketing strategies to build awareness about the state's financial incentive programs for prospective teachers.**

- Include information on financial aid and scholarship opportunities in all major marketing communications.
- Develop a centralized database of prospective teachers using CFNC and data from ACT, the College Board, NRCCUA, NC TEACH as well as other available sources. Once in place, market the financial incentive program via direct mail and e-mail promotion to students and parents in this database.
- Complete the cfnc.org teacher module and make it more prominent by placing a link on the home page. The teacher module should feature consolidated information on the financial incentive programs.
- Make certain institutional web sites contain a prominent link that drives students to the CFNC.org web site.
- Distribute the new CFNC brochure to the following audiences as part of a broader communication plan designed to build awareness about the state's financial incentive programs for prospective teachers.

- High school and community college counselors
- Parents of traditional-age students
- Licensure offices
- Department of Public Instruction
- Current teachers
- Financial aid officers
- Admissions officers

**39. Make certain the programs are financially attractive to students, especially in combination with other aid programs.**

- Convert all repayable scholarship/loans to an interest rate that is equivalent to the Stafford loan interest rate. The current 10 percent rate is punitive and leads some aid administrators to encourage students to pursue other forms of financial assistance.
- Give aid administrators the option to replace a portion of any scholarship/loan program with other grants and scholarships. Not only would this stretch limited funding further, it enables the aid administrator to construct the best possible financial aid package for a student.
- Teaching scholarship/loans should not require in-college repayment while still enrolled in college. While some stakeholders fear that students will use scholarship/loans as an additional funding source with no intention of teaching, the group felt that in practice this is unlikely.
- Loan forgiveness should be shortened in high-need licensure areas and geographic markets.
- Use average tuition and fees as the baseline funding for all programs. Full-tuition scholarships are typically adequate to influence student enrollment behavior.

**40. Expand funding for currently enrolled students (not in education) and alternative entry students.**

- Explore development of a new loan re-payment program as a means of encouraging upperclassmen, community college students, and recent college graduates to pursue teaching licensure (e.g., \$3,000 of Stafford and Perkins loan debt held by the North Carolina State Education Assistance Authority for each year of teaching). Most of North Carolina's programs are designed to "push" students towards teaching during the high school-to-college transition or during the first two years of college. This type of program would serve as a "pull" for recent college graduates and upper-class students with significant undergraduate debt to consider teaching.
- Expand Teacher Assistant scholarship funding and funding for Model Teacher Consortium to support other prospective teachers working in schools
- Where necessary, reduce charges for post-baccalaureate students taking undergraduate coursework to undergraduate levels to assist students pursuing teaching licensure or a second undergraduate degree in teacher education.

**41. Encourage the individual campuses to modify their institutional aid programs for prospective teachers in support of their teacher production goals.**

- Guarantee a scholarship to an admitted high school students in year three and four if a student persists and is formally admitted to the education program. 78 percent of institutional aid recipients were currently enrolled students and most agreed their own money has very little impact on student decisions to initially enroll or select teacher education. One solution to this problem is to award scholarships at the time of initial admission to a college or university for the last two years assuming a student is admitted to a teacher preparation program. This would serve to keep a student focused on their initial intent to become a teacher.
- Approach donors to revise their funding criteria such that schools can award money for prospective teachers to entering students, especially community college students. UNC campuses reported that restrictive donor criteria limit their ability to provide awards to students who have *not* already been admitted into a school, department, or college of education.

## Impact of Key Enrollment Strategies on Target Markets

To evaluate the impact of the key enrollment strategies on the market research populations, the following table summarizes the key strategies and identifies whether or not that strategy impacts a particular market segment.

### Summary of Recommended Strategies by Category and Primary Implementation Responsibility

Strategy	H.S. <sup>4</sup>	C.C.	C.S.	Adults	Military
Form a Teacher Recruitment and Retention Council to coordinate the system level initiatives.	X	X	X	X	X
Appoint an individual with overall responsibility for teacher recruitment on each campus.	X	X	X	X	X
Hire or appoint an individual with overall responsibility for teacher recruitment at UNCGA.	X	X	X	X	X
Develop an enrollment planning team on each campus consisting of those personnel that have a direct impact on teacher recruitment results.	X	X	X	X	X
Develop a formal campus mechanism to ensure collaboration and joint responsibility for teacher recruitment objectives among currently enrolled students and to gain support for related needs (e.g., course offerings).			X		
Bring community colleges and universities together to discuss ways of working more effectively on teacher education goals.		X			
Expand the number of campuses that have dedicated recruiters who spend a significant amount of time on the community college campuses (or even have campus-based offices).		X			
Establish uniform data standards and definitions for the identified market segments so that data is tracked consistently across campuses and can be aggregated at the system level.	X	X	X	X	X
Develop standardized enrollment funnel reports on each campus to track the institution's primary prospective teacher market segments.	X	X	X	X	X
Establish systemwide standards for tracking student persistence to better understand the number of students lost after they enter a teacher education program.			X		
Develop a data reporting process on the campuses to keep senior staff, and other stakeholders, apprised of teacher recruitment enrollment goals and progress by market segment.	X	X	X	X	X

<sup>4</sup> H.S.= high school students, C.C. = community college students, C.S. = currently enrolled students (not in education program), Adults = adults not enrolled in college, Military = retiring military and their spouses

Strategy	H.S. <sup>5</sup>	C.C.	C.S.	Adults	Military
Encourage the campuses to develop systems that enable student data to be compiled and reported for prospective and current teacher education students.	X	X	X	X	X
Develop enrollment management reports at the system level to report aggregated enrollment funnel data according to the identified market segments.	X	X	X	X	X
Create a special database of currently enrolled students who are targets for recruitment into teacher education.			X		
Develop a systemwide prospective teacher database for use in systemwide marketing and recruitment initiatives and for distribution to the campuses.	X	X			
Emphasize electronic communication strategies in each campus' prospective teacher recruitment communication program.	X	X	X	X	X
Encourage the campuses to develop a communication plan for the parents of traditional-age students on the benefits of pursuing the teaching profession.	X				
Form student contact teams on each campus to make phone calls, correspond with prospective teachers via e-mail, instant messaging and chat.	X	X	X	X	X
Re-design school/department/college brochures and Web sites based on the results of the statewide research with the intent of improving messaging.	X	X	X	X	X
Use event marketing to give visibility to teacher education programs across market segments.	X	X		X	
In all marketing venues, use messages that are based on the market research findings.	X	X	X	X	X
Develop a "the potential for teacher pay" publication for all audiences that addresses the negative perceptions of this aspect of the profession.	X	X	X	X	X
Reach high school students early with teacher recruitment initiatives.	X				
Implement special efforts to recruit minorities into the teaching profession.	X	X	X	X	X
Maximize use of cfnc.org as a source of teacher recruitment information.	X	X	X		
Closely coordinate NC TEACH inquiries with campuses to ensure that interested adults receive follow up.		X		X	X
Develop a statewide marketing plan that promotes adult alternative programs.				X	X
Target high school counselors as important sources of influence.	X				

<sup>5</sup> H.S.= high school students, C.C. = community college students, C.S. = currently enrolled students (not in education program), Adults = adults not enrolled in college, Military = retiring military and their spouses

Strategy	H.S. <sup>6</sup>	C.C.	C.S.	Adults	Military
Build upon the Noel-Levitz market research to develop cooperative strategies with Troops to Teachers to increase teacher education enrollment among former military personnel.					X
Design a special recruitment effort targeted towards currently enrolled students with a focus on first and second year students. Institutions should be encouraged to pursue some combination of the following strategies.			X		
Develop a student-friendly, searchable statewide online "catalog" or portal of all available options for teacher education degree completion through community colleges and universities.		X			
Develop more fast-track options for adults in alternative programs of study.		X		X	
Ensure that course offerings meet the needs of working adults.				X	
Pursue program modifications on the individual campuses to appeal to currently enrolled students who can be persuaded to pursue a teaching credential.			X		
Develop a standard transferable North Carolina associate's degree in education, with subject matter specialization options, to increase enrollment from community colleges.		X			
Increase the number of students served by the statewide aid programs to at least 40 percent of total teacher education enrollment in support of increased teacher production needs.	X	X	X	X	
Simplify application and administrative processes to better serve students in the statewide aid programs.	X	X		X	
Develop more efficient and effective marketing strategies to build awareness about the state's financial incentive programs for prospective teachers.	X	X		X	
Make certain the programs are financially attractive to students, especially in combination with other aid programs.	X	X	X		
Expand funding for currently enrolled students (not in education) and alternative entry students.			X	X	
Encourage the individual campuses to modify their institutional aid programs for prospective teachers in support of their teacher production goals.	X	X	X	X	X

<sup>6</sup> H.S.= high school students, C.C. = community college students, C.S. = currently enrolled students (not in education program), Adults = adults not enrolled in college, Military = retiring military and their spouses

## **Key Enrollment Strategies for Future Consideration**

The following key enrollment strategies were identified by the core planning team for future consideration. In the interest of providing focus to the teacher recruitment effort these strategies did not warrant inclusion in this planning cycle but should be considered when this plan is updated in future years.

**Develop a program advisory group consisting of local teachers and educators who can provide on-going advice on accessing local resources and developing recruitment strategies.**

**Conduct a major statewide campaign to create awareness in the community colleges of teacher education opportunities.**

## **Action Plans**



## **Resource Requirements**