

Teacher Recruitment Planning Workbook

WESTERN CAROLINA UNIVERSITY



MARCH 2007

2007-2008 Teacher Education Enrollment Planning Team Members

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Introduction

Western Carolina University, founded in 1889 is located in Cullowhee, North Carolina, near the Great Smoky and Blue Ridge Mountains, fifty-two miles west of Asheville. Western provides an education to more than 8,600 students from the United States, Europe, Asia, Africa, Jamaica and South America. Western Carolina University is a coeducational residential public university.

A member of the University of North Carolina, Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research, creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines.

The College of Education and Allied Professions is uniquely positioned to collaborate with the Office of Admissions, College of Arts and Sciences, Office for Rural Education, School University Teacher Education Partnership, Center for Math/Science Education, Center for the Support of Beginning Teachers, Teaching Fellows Program, Graduate and Distance Education Programs and the Graduate School. An active Professional Education Council, online education programs, active alternative licensure programs and active master public school teachers serve as co-teachers in methods courses increase the opportunity for enhanced quality teacher recruitment.

The Western Carolina University Teacher Recruitment Plan demonstrates a collaborative initiative between and among colleges, campus offices, departments and programs in partnership with stakeholders in public schools, community colleges and the community at large.

A separate tracking chart has been developed to monitor the implementation of the recruitment plan.

**DRIVING FORCES
AND
RESTRAINING FORCES**

Driving Forces (Strengths/Opportunities)

1. Award-winning nationally known teacher education program.
2. Quality faculty members in education and in arts and sciences.
3. Growth plans in place for many licensure programs.
4. Upper administration currently actively involved in teacher education.
5. Model in place (social sciences) in which education and arts and sciences degrees are awarded simultaneously.
6. Out-of-state tuition waiver program (NC-TIP) available for 5 teacher education students/year).
7. Support for teacher education in College of Arts and Sciences.
8. Ability to purchase names of teacher education prospects.
9. Active Professional Education Council (PEC).
10. Active Arts and Sciences Teacher Education Council (with CEAP membership).
11. Excellent School University Teacher Education Partnership (SUTEP) with signed agreements with 96 schools in 18 different school systems.
12. Active alternative licensure programs already in place.
13. Center for the Support of Beginning Teachers (CSBT) allows for professional support of teacher education graduates.
14. Infrastructure in place for on-line and other types of distance education teacher education programs.
15. Strong Teaching Fellows Program.
16. Interdisciplinary teacher education models such as BK are in place.
17. Programs such as Break by the Lake (for school counselors) have potential for teacher education recruitment.
18. Western has a beautiful geographic location and campus.
19. The university offers a broad range of teacher education programs.
20. A half-time person in the admissions office is designated to teacher education recruitment (grant funded).
21. Master public school teachers serve as co-teachers in methods courses and could help with recruitment efforts.
22. UNC-system focus on addressing the state's teacher (K-12) and nursing shortages - plays to WCU's strengths in terms of programs and personnel.
23. Strong MSA program producing principals who assist with teacher recruitment.
24. Tuition very affordable at Western Carolina University.
25. Strong Center for Mathematics and Science Education with pre-college program that can be used for recruitment into teacher education.

26. Emerging WNC EdNet which will increase interaction between university and surrounding schools and beyond and will create another avenue for recruitment.
27. Recently developed enrollment management structure in place in Graduate and Distance Education will support recruitment and inquiry management with a focus on education as a population cluster.
28. Strong programs in Arts and Sciences exist that other A & S programs in the college can use as examples.

Restraining Forces (Weaknesses/Threats)

1. Plan for internal recruiting not in place.
2. There is a need to encourage some Arts and Sciences faculty members to become involved in recruiting students for teacher education.
3. Lack of personnel to recruit for teacher education in CEAP, F&PA and A&S.
4. High turnover in the Dean of Arts and Sciences position.
5. High turnover of personnel in Office of Enrollment Management.
6. No history of having an individual in the University whose sole responsibility is teacher recruitment.
7. Lack of systematic, on-going planning related to teacher education between CEAP, F&PA and A&S.
8. Lack of infrastructure in Alumni Office to promote recruiting of prospective teacher by alumni groups.
9. The current education building is inadequate in terms of size and layout (Killian).
10. The data management system for tracking teacher education students is inadequate.
11. No organized systematic retention strategy in place for teacher education majors.
12. Need additional strategies for community building among teacher education majors.
13. Resistance by some faculty to on-line learning.
14. Need additional Arts and Sciences faculty directly involved in teacher education.
15. Low overall student retention rate at the university.
16. Dollars spent on marketing of teacher education are not commensurate with programmatic goals.
17. Electronic media is under-utilized in teacher education recruitment.
18. Available financial aid dollars are not completely utilized.
19. Inadequate resources for website management.
20. Arts and Sciences will divide into two colleges creating the need for additional communication structures.
21. Western has a very rural location making recruitment in general a challenge.
22. Inadequate technological infrastructure to support institutional needs or mandatory compliance/security/regulatory requirements.
23. Insufficient resources to properly implement Banner and other critical business processes.
24. Insufficient amount of advertising from university that is related to teacher education.

RECRUITMENT PLAN GOALS

**Western Carolina University
Teacher Production Targets 2006 - 2010**

Projected Increase in Traditional Teacher Education Graduates for 2006 - 2010			
2006-07	2007-08	2008-09	2009-10
210	217	226	235

Projected Alternative Enrollment in Teacher Education for Western Carolina University 2006- 2010			
2006-07	2007-08	2008-09	2009-10
175	185	190	195

Western Carolina University Plan to Increase Teacher Education Graduates and Alternative Enrollments for 2006 - 2010				
	2006-07	2007-08	2008-09	2009-10
Traditional Teacher Ed.	210	217	226	235
Alternative Enrollments	175	185	190	195

RECRUITMENT PLAN GOALS*

Quantitative Recruitment History and Goals First Time in College (freshman)						
Stage	2009-10 Goal	2008-09 Goal	2007-08 Goal	2006-07	2005-06	2004-05
Inquiries	1700	1675	1626	1579		
Conversion %	29%	29%	29%	29%		
Applica- tions	493	466	452	439		
Accept %	84%	84%	84%	84%		
Accepts	414	393	381	370		
Yield %	73%	73%	73%	73%		
Confirms	302	286	278	270		
Capture %	80%	80%	80%	80%		
Enrolled	242	229	222	216		

Quantitative Recruitment History and Goals Transfer Students from Community Colleges (From All Transfers 4 yr & 2 Yr)						
Stage	2009-10 Goal	2008-09 Goal	2007-08 Goal	2006-07	2005-06	2004-05
Inquiries	220	200	194	188		
Conversion %	38%	38%	38%	38%		
Applica- tions	84	78	75	72		
Accept %	72%	72%	72%	72%		
Accepts	60	56	54	52		
Yield %	87%	87%	87%	87%		
Confirms	52	49	47	45		
Capture %	80%	80%	80%	80%		
Enrolled	42	39	38	36		

*Data being revised based on the meeting at the Center for School Leadership Development on October 18, 2007. Data will be resubmitted by December 1, 2007.

Quantitative Recruitment History and Goals Currently Enrolled Students						
Stage	2009-10 Goal	2008-09 Goal	2007-08 Goal	2006-07	2005-06	2004-05
Inquiries	175	170	165	160		
Conversion %	33%	33%	33%	33%		
Applica- tions	58	56	54	52		
Accept %	75%	75%	75%	75%		
Accepts	44	43	42	41		
Yield %	*	*	*	*		
Confirms	*	*	*	*		
Capture %	*	*	*	*		
Enrolled	*	*	*	*		

* Data are not being tracked for currently enrolled students at this time. Data listed in this table are only an estimation. A data tracking system will be developed in the future.

Quantitative Recruitment History and Goals Alternative Entry Students *						
Stage	2009-10 Goal	2008-09 Goal	2007-08 Goal	2006-07	2005-06	2004-05
Inquiries	215	210	205	200		
Conversion %	35%	35%	35%	35%		
Applica- tions	75	74	72	70		
Accept %	80%	80%	80%	80%		
Accepts	60	59	58	56		
Yield %	80%	80%	80%	80%		
Confirms	48	47	46	45		
Capture %	90%	90%	90%	90%		
Enrolled	43	42	41	41		

* Data other than NCTEACH data are not being systematically tracked at this time. A data tracking system will be developed in the future.

Qualitative Goals for Teacher Recruitment Plan (see pages 41 – 45)

1. Increase the number of minority students in teacher education by three percent annually.

	2004-2005	2005-2006	2006-2007
UG traditional	18	18	18
ULO's (Undergraduate Licensure Only)	2	7	7
MAT's	N/A	N/A	3

Source: IHE reports, data reported Fall, Spring, and Summer I semesters, except for 2006-2007 data (formally admitted teacher education candidates).

2. Increase the number of students enrolled in alternative pathways programs by three percent annually.

	2004-2005	2005-2006	2006-2007
ULO's (Undergraduate Licensure Only)	48	73	100
GLO's(Graduate Licensure Only)	33	14	7

3. Develop a process for tracking and following up on licensure-only inquiries.
4. Increase the number of inquiries from prospective students regarding math, science, and exceptional children by three percent annually.

**STRATEGIES RELATED
TO
PLAN IMPLEMENTATION**

Strategy

1. Organizational Structure

- a. Appoint an individual with overall responsibility for teacher recruitment at Western.
- b. Develop an enrollment planning team at Western consisting of those personnel that have a direct impact on teacher recruitment (Dean of CEAP, Associate Dean of CEAP, Dean of Arts & Sciences, Dean of College of Fine & Performing Arts, Director of Undergraduate Admissions, Associate Dean of Graduate School & Research, Director of Enrollment Management for Distance Learning and Graduate School, Associate Dean of Educational Outreach, Director of the Center for the Support of Beginning Teachers and the Director of the Office for Rural Education). Add consultants as necessary.
- c. Develop a tracking chart to monitor the action plans.
- d. Develop a formal campus mechanism to ensure collaboration and joint responsibility for teacher recruitment (use existing SUTEP).
- e. Bring community colleges and universities together to discuss ways of working more effectively on teacher education goals.
- f. Employ teacher education recruiters or reassign existing staff who will spend significant time on community college campuses and work with WCU.
- g. Have Community College Coordinators to support recruitment of prospective teachers.

2. Data Systems

- a. Develop a system that enables student data to be compiled and reported for prospective and current teacher education students.
- b. Develop standardized enrollment funnel reports on each campus to track the institution's primary prospective teacher market segments.
- c. Develop a data reporting process on campus to keep senior staff and other stakeholders apprised of teacher enrollment goals and progress by market segment.
- d. Create a special database of currently enrolled students who are targets for recruitment into teacher education.

3. Develop a Comprehensive Teacher Education Recruitment Plan in Concert with UNC-GA Plan Based on Market Research

- a. Redesign school/college brochures and websites based upon the results of the statewide research with the intent of improving messaging.
- b. Emphasize electronic communication strategies in the university's prospective teacher recruitment communication program.
- c. Form student contact teams on each campus to make phone calls, correspond with prospective teachers via e-mail, instant messaging, and chat.
- d. Use event marketing to give visibility to teacher education programs across market segments.
- e. Design a special recruitment effort targeted towards currently enrolled students with a focus on first and second year students.

- f. Develop a communication plan for the parents of traditional age students on the benefits of pursuing the teaching profession.
 - g. Integrate alumni into recruitment activities.
 - h. Design specialized recruitment effort or online programming and licensure.
 - i. In collaboration with General Administration and the Department of Public Instruction, develop a mechanism for tracking RALC students' coursework at WCU.
4. Program Modifications
- a. Develop more fast-track options for adults in alternative programs of study.
 - b. Ensure that course offerings and schedules meet the needs of working adults.
 - c. Encourage A&S departments to consider double major programs with discipline and teacher education components.
 - d. Increase online course offerings.
5. Maximize Existing Financial Incentives for Teacher Education
- a. Effectively publicize available teacher education incentives .
 - b. Increase funding for NC-TIP program.
 - c. Develop new teacher education scholarships.

ACTION PLANS

1. Action Plan to Develop Overall Responsibility for Teacher Recruitment

Key Strategy/Enabling Objective:

- Appoint an individual with overall responsibility for teacher recruitment at Western Carolina University.

Description/Explanation:

- This individual would be responsible for implementing campus-based efforts and serve as a liaison with the person with overall responsibility for teacher recruitment at UNC-GA. The person will report to the Dean of the College of Education and Allied Professions and have strong relationships with the Enrollment Management Team.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date *
Consult with Provost regarding selection process.	August 14, 2007
Consult with stakeholders.	September 11, 2007
Determine resources necessary to create position.	N/A
Implement appointment process.	September 11, 2007
Select person.	N/A

Responsibility:

The Dean of the College of Education and Allied Professions is responsible to implementing this process.

Budget: In-kind

- EPA Non-Faculty

Evaluation/Control:

Person is appointed to position.

* Completion date refers to the date a task is completed. Target completion dates are included in the tracking chart.

2. Action Plan to Obtain Additional Resources Necessary to Support Teacher Recruitment Plan

Key Strategy/Enabling Objective:

- Obtain necessary resources.

Description/Explanation:

- Resources are necessary to support implementation of teacher recruitment plan such as: office support, support for Arts and Sciences teacher education coordination, CEAP distance education teacher education initiatives, and alternative pathways coordination.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Consult with stakeholders regarding needed resources to support implementation of the teacher education recruitment plan.	
Determine specific resources needed to support implementation of teacher education recruitment plan.	
Submit funding request.	October 31, 2007
If funded, procure resources.	November 12, 2007

Responsibility:

The Dean of the College of Education and Allied Professions is responsible for procuring resources.

Evaluation/Control:

Resources are in place.

3. Action Plan to Develop a Teacher Education Enrollment Team at Western

Key Strategy/Enabling Objective:

- Create a Teacher Education Enrollment Planning Team at Western.

Description/Explanation:

- Team will consist of personnel at Western who have a direct impact on teacher recruitment: Dean of CEAP, Associate Dean of CEAP, Dean of Arts & Sciences, Dean of College of Fine & Performing Arts, Director of Undergraduate Admissions, Associate Dean of Graduate School & Research, Director of Enrollment Management for Distance Learning and Graduate School, Associate Dean of Educational Outreach, Director of the Center for the Support of Beginning Teachers, the Director of the Office of Institutional Research and Planning, and the Director of the Office for Rural Education.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Consult with Provost regarding make up of planning team.	August 15, 2007
Consult with various stakeholders regarding make up of team.	August 28, 2007
Appoint team.	August 28, 2007

Responsibility:

The Dean of the College of Education and Allied Professions is responsible to ensure that team is in place.

Budget:

No associated costs.

Evaluation/Control:

Team is in place.

4. Action Plan to Develop a Formal Campus Mechanism to Ensure Collaboration and Joint Responsibility for Teacher Recruitment

Key Strategy/Enabling Objective:

- Develop a formal mechanism on campus to ensure collaboration and responsibility for teacher recruitment.

Description/Explanation:

This plan needs to be coordinated with Action Plans 7 and 14 and Qualitative Action Plan 4.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Garner senior administrator support (chancellor, provost, deans) for a formal mechanism.	August 28, 2007 (Chancellor, Provost) October 10, 2007 (Deans)
Provost appoints team to develop formal mechanism.	August 28, 2007
Team develops draft of formal mechanism.	
Proposal is submitted to Provost for feedback/approval.	
CEAP Dean, A&S Dean and F&PA Dean submit an annual report to the Chancellor and Provost that lists collaborative activities related to teacher recruitment and responsibility for those activities.	

Responsibility:

The Dean of the College of Education and Allied Professions, Dean of Arts and Sciences and Dean of Fine and Performing Arts are responsible.

Budget:

No associated costs.

Evaluation/Control:

Formal mechanism developed and in place.

5. Action Plan on Community College Collaboration

Key Strategy/Enabling Objective:

- Bring community colleges and Western Carolina University together to discuss ways of working more effectively on teacher education goals.

Description/Explanation:

- Identify key persons at community colleges and at Western to work together on teacher education goals.
- Identify key persons at Western to plan a retreat with stakeholders.
- Hold retreat and develop plan to work together on teacher education goals.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Identify Western Carolina University team to plan a retreat for Western and community colleges to discuss and plan more effective ways to work together on teacher education goals.	
Identify a lead person for Western team.	
Team will develop a plan for the retreat.	
Team will complete plan to hold retreat and involve key persons at community colleges.	
Have retreat.	
Develop plan worked on at retreat.	
Distribute plan and begin to work on steps.	

Responsibility:

The WCU Director of Admissions is responsible for planning and organizing a retreat for Western and area community colleges to discuss together ways of working more effectively on teacher education goals and developing a plan to work more effectively on teacher education goals.

Budget:

Refreshments and lunches for participants - \$500.
 Mileage for participants from community colleges.

Evaluation/Control:

Plan in place to work more effectively together with goals and evaluations.

6. Action Plan on Dedicated Recruiters for Community Colleges and High Schools

Key Strategy/Enabling Objective:

- Have dedicated Western Carolina University recruiters on community colleges to recruit for teacher education.

Description/Explanation:

- Review resources in place that may be redeployed and new resources needed to have dedicated Western Carolina University recruiters on community colleges campuses to recruit for teacher education.
- Work with community colleges to develop a plan for WCU recruiters on community college campuses to recruit for teacher education.
- Employ recruiters dedicated to recruiting for teacher education on area community colleges campuses and area high schools.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Bring current Western community college liaisons together to assess effectiveness and needs.	
Develop an optimal plan for recruiters on each campus.	
Revise job description of current Western employees who work on community college campuses to include recruitment into teacher education.	
Develop costs associated with plan, if any.	
Hire new recruiters, if needed.	
Plan orientation and training for new recruiters.	
Secure resources for new recruiters including office space, laptop computer and phone access.	
Develop on-going training and communication for recruiters.	
Evaluate effectiveness of community college-based recruiters.	

Responsibility:

The Director of Admissions and Dean of the College of Education and Allied Professions are jointly responsible for having dedicated Western Carolina University recruiters on community colleges to recruit for teacher education.

Budget: One half-time recruiter - \$25,000

Evaluation/Control:

Track numbers of community college transfers into teacher education.

7. Action Plan to Develop a Data System to Track Prospective and Current Teacher Education Students

Key Strategy/Enabling Objective:

- 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.

Description/Explanation:

- Engage in ongoing business process documentation and planning to enable accurate capture of student data on first-year students, transfer students, currently enrolled students, alternative entry students, and Regional Alternative Licensure Center enrollees in the Admissions and Educational Outreach/Distance Learning prospect/applicant system of record (College Board/Recruitment Plus), the Graduate School’s prospect/applicant system of Record (Apply Yourself), and the primary student information system (Banner).

This plan needs to be coordinated with Action Plans 4 and 14 and Qualitative Action Plan 4.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Finalize initial business process documentation and initiate procedure for communicating changes and making future updates.	
Complete coding restructure to accurately capture licensure areas for licensure only undergraduate and graduate level students.	
Complete recoding of licensure only students from generic certification program codes to specific codes.	
Begin discussions with undergraduate admissions and the graduate school to create a methodology for identifying prospective education students at the application level through prospect records.	
Ascertain problem areas with identifying licensure only students at the prospect level (students who requested licensure plans but enroll without notifying the College).	
Ascertain problem areas with identifying students completing licensure through the Regional Alternative Licensure Centers enrolling in campus courses.	
Build prospect recruitment plan including a calendar of key actions and deadlines as well as responsible parties for Fall and Spring terms.	
Build initial list of prospective students (by market segment) for fall from the prospect records including inquiries, applicants, etc. and update weekly.	
Assess fall recruitment efforts and plan efforts for spring recruitment.	
Build initial list of prospective students (by market segment) for spring from prospect records including inquiries, applicants, etc. and update weekly.	
Assess spring recruitment efforts and plan efforts for next fall.	

Submit annual report to the Dean of the College of Education & Allied Professions with a copy to the Provost and repeat the cycle.	
<p>Responsibility: Office of Institutional Research and Registrar are responsible for development of data fields. The plan will determine which persons are responsible for ensuring these fields/data elements are populated.</p>	
<p>Budget Requirements: No associated costs.</p>	
<p>Evaluation/Control: Fields and data element inventory, Extensive Business Process Documentation.</p>	

8. Action Plan to Form Student Contact Team for Teacher Education Recruitment

Key Strategy/Enabling Objective:

- Form student contact team for the purpose of recruiting teacher education students.

Description/Explanation:

- Form a three-person student contact team to work three hours per day, three days per week, 26 weeks per year.
- Correspond with prospective teachers via telephone, e-mail and handwritten notes on topics such as why teach, how to finance your education, how to prepare for the teaching profession. Current students also engage in live chats and *blogs*, as described under other action plans.
- Employ at least one Teaching Fellow to follow-up on high-ability prospects.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Promote positions through e-mail and personal outreach to current teacher education students.	
Conduct interviews and hire team of three students.	
Work with computer services to create new e-mail accounts for student callers so they can maintain a separate work account.	
Finalize phone/computer space for team with admissions office.	
Hold a mandatory informational meeting for students hired and develop summer schedule.	
Develop training materials and scripts.	
Create personal binders for the team to keep hours, training materials, scripts, etc.	
Build initial list of prospective teachers to contact (by market segment) including inquiries, applicants, etc. and update weekly.	
Hold a training session for contact team and begin contacts.	
Begin preparing weekly summary report of successful contacts.	
Conclude summer contact campaign and debrief with team.	
Confirm willingness of students to work fall term, hire additional students as necessary.	
Build list of prospective students for fall campaign and update weekly, update scripts, schedule, etc.	
Hold a fall training session for contact team and begin contacts.	

Conclude fall contact campaign and debrief with team.	
Confirm willingness of students to work spring term, hire additional students as necessary.	
Build list of prospective students for spring campaign and update weekly, update scripts, etc.	
Hold a spring training session for contact team and begin contacts.	
Conclude spring contact campaign and debrief with team.	
Submit annual report and repeat cycle.	
Responsibility: The Teaching Fellows Director is responsible for the student contact team.	
Budget: \$11,000 in new expenditures. <ul style="list-style-type: none"> • Student wages (1,100 hours*\$10 hour) = \$11,000 • Telephone charges= In-kind \$2,160 	
Evaluation/Control: A monthly report will be produced showing the number of successful contacts by type (e.g. phone, e-mail, handwritten notes).	

9. Action Plan on Prospective Teacher Enrollment Funnel Reports

Key Strategy/Enabling Objective

- Develop standardized enrollment funnel reports on each campus to track the institution’s primary prospective teacher market segments.

Additional Key Strategy/Enabling Objective

- Develop a data reporting process on the campuses to keep senior staff and other stakeholders apprised of teacher enrollment goals and progress by market segment.
- The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of recruitment funnel, operational, and strategic reports/analyses.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of operational point-in-time reports (“baseline year” – especially for prospect tracking purposes) that provide aggregate-level descriptions of student prospects, applicants, and enrollment activity strategies by key socio-demographic variables.	
The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of operational point-in-time student lists by key socio-demographic variables.	
The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of reports that reviews the effectiveness of outreach activities (visitation events, mailings, fairs, etc.) as it pertains to key conversion rates.	
The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of strategic management reports to address operational and institutional planning needs and benchmarking.	
The Office of Institutional Research and Planning will conduct a Teacher Recruitment Applicant Admit Decline analysis (each year) that includes surveying students to determine why they chose not to attend WCU and where they went (or did not go) to attend school.	

<p>The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education, and the Institute for the Economy and the Future to prepare a suite of strategic management reports that focus on market segmentation utilizing geo-demographic analysis tools (GIS/ESRI) and other methods.</p>	
<p>The Office of Institutional Research and Planning will conduct a Teacher Recruitment Stop-out analyses that include internal course sequence analysis and survey techniques.</p>	
<p>Responsibility:</p> <p>The Director of Institutional Research and Planning, Director of Admissions, Associate Director of Admissions, Associate Dean of the Graduate School, Associate Dean of Educational Outreach, Associate Dean of the College of Arts and Sciences, Associate Dean of the College of Education, and the Dean of the College of the Fine and Performing Arts are responsible for ensuring reports get developed and deployed.</p>	
<p>Budget:</p> <p>No associated costs.</p>	
<p>Evaluation/Control:</p> <p>Report Inventory will be maintained with completion dates.</p>	

10. Action Plan for Teacher Recruitment Target Database for Currently Enrolled Students

Key Strategy/Enabling Objective:

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

Description/Explanation:

- Utilizing our SAS DataMiner tool, the Office of Institutional Research and Planning will set up algorithms to pinpoint high probability internal (and applicant) teacher education program participants for use by the College of Education to contact students and/or inform other prospect information strategies.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Develop and test data file.	
Test model.	
Provide analysis and data file to College of Education (yearly).	

Responsibility:

OIRP is responsible for developing the model.

Budget:

No associated costs.

Evaluation/Control:

Use and success of data file summary for targeting and converting prospects.

11. Action Plan to Redesign and Distribute School /College Brochures and Websites

Key Strategy/Enabling Objective:

- Teacher education marketing material should reflect the results of statewide research with the intent of improving messaging.

Description/Explanation:

- All print and electronic teacher education marketing materials will be redesigned to reflect the statewide research findings on why students choose teaching as a career, incentive programs, data (availability of jobs, placement rates), and other key messages.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Consult with G.A. to determine key statewide marketing messages.	
Consult with Western faculty and stakeholders to determine Western’s specific and/or unique marketing messages.	
Meet with print and Web designers to determine the scope of revisions and any new marketing tools desired or required.	
Determine project costs.	
Present budget request to authorizing committee.	
Production of Web and print revisions / new projects.	
Go live date for revised Web page.	
Delivery of print materials for fall recruiting season.	

Responsibility:

The Director of Undergraduate Admission is responsible for driving the process and collaborating closely with the Dean of the College of Education and Allied Professions, the Vice Chancellor for Advancement and External Affairs, the Director of Web Services, Assistant to the College of Education & Allied Professions Dean for Technology and Curriculum, and their designates.

Budget:

Estimated \$10,000 in-kind for webpage development.

Evaluation/Control:

New and/or revised print materials are ready for distribution during the fall recruitment season. The revised Web material is live by mid-summer for the campus-visit season.

12. Action Plan to Emphasize Electronic Communication Strategies

Key Strategy/Enabling Objective:

- Electronic communication with prospective students provides flexibility in messaging, the potential to capture prospect information more consistently and accurately, real-time recruiting, hi-tech branding, and a more environmentally friendly mode of communication.

Description/Explanation:

- All prospect information from referrals, campus visitors, telephone callers, and on-the-road contacts will be entered into Recruitment Plus suspect or prospect files. All students will then receive a series of emails from the Office of Undergraduate Admission, College of Education and Allied Professions, and other campus units. Other electronic forms of communication will be deployed as marketing tools, including live chats with the dean and faculty members and currently enrolled students, *blogs* written by “student teachers,” etc.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Process for capturing prospect data is developed within the dean’s offices in the College of Education and Allied Professions, the College of Arts and Sciences, and the College of Fine and Performing Arts that will allow for electronic data transmittal to the Office of Undergraduate Admission.	
Electronic marketing plan produced, in consultation with the dean’s office and the Office of Institutional Technology (IT).	
Meet with Office of External Relations writers and designers to produce email marketing series.	
Meet with IT staff members to set up live chat capability and dates.	
Email campaign to yield admitted students commences.	
Live chats occur between admitted or prospective students and faculty and currently enrolled students.	
Emails and live chats occur to recruit high school seniors.	

Responsibility:

The Director of Admissions and the Dean of the College of Education and Allied Professions are responsible for electronic communication strategy implementation.

Budget:

No associated costs.

Evaluation/Control:

Electronic communication strategies are implemented.

13. Action Plan to Use Event Marketing to Give Visibility to Teacher Education Across Market Segments

Key Strategy/Enabling Objective:

- High-tech marketing and recruiting (see Action Plan 12) must be accompanied by high-touch outreach. Relational recruiting means meeting face-to-face with prospective students.

Description/Explanation:

- A series of events will be held in key markets to attract prospective students interested in teaching. A main event will be hosted on campus, with satellite events at regional community colleges to reach working adults and transfer students. Current teacher education students will be involved.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Determine regional markets for satellite events, set dates, and secure facilities.	
Set date for on-campus recruiting event for prospective teachers.	August, 2007
Determine faculty and staff participants for each event.	
Provide list of students to be invited and produce invitation letter.	
Arrange for food-and-beverage services.	
Events are held.	

Responsibility:

The Dean’s Office of the College of Education and Allied Professions is responsible for event scheduling, content, and food-and-beverage and facilities arrangements. The Office of Undergraduate Admission provides logistical support, including invitation development and mailing.

Budget:

In-kind funding to be determined.

Evaluation/Control:

Events are planned and held on campus and at select community college sites to serve the needs of prospective traditional-age freshmen, internal transfers, external transfers, and adult students.

14. Action Plan to Design a Special Recruitment Effort Targeted Towards Currently Enrolled Students

Key Strategy/Enabling Objective:

- Many students enter the University without declaring a major. Others declare majors but may not have considered teaching as a career. Students in either of these categories are pools of potential teacher education candidates.

Description/Explanation:

- An advising program will be established and implemented as early as new student orientation to encourage students to consider teaching as a profession. First- and second-year students will receive a series of emails containing key messages about teaching, with follow-up by students currently enrolled in teacher preparation programs.

This plan needs to be coordinated with Action Plans 4 and 7 and Qualitative Action Plan 4.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Meet with representatives of the non-education colleges and the advising function within enrollment management to create the advising outreach program.	
Provide advisors and the dean’s office of the non-education colleges with recruitment materials outlining teacher education programs at Western.	
Work with the Registrar’s Office to obtain lists of current students who have not declared a major or who are currently enrolled in one of the teacher education compatible programs.	
Develop plan for contacting students who take targeted courses such as EDCI 231, BK 250 and others to encourage to apply to teacher education and follow up.	
Create email content from the Dean of the College of Education and Allied Professions.	
Commence email campaign.	
Write script for telephone calls to prospective internal transfers from students currently enrolled in teacher preparation programs.	

Responsibility:

The Dean’s Office of the College of Education and Allied Professions and the Director of Special Programs/Teaching Fellows will work collaboratively with the Office of Undergraduate Admission, and deans of other colleges to design and implement the strategy.

Budget: No associated costs.

Evaluation/Control: Plan is developed and implemented.

15. Action Plan to Develop a Communication Plan for Parents of Traditional-Age Students on the Benefits of Pursuing the Teaching Profession

Key Strategy/Enabling Objective:

- Parents have enormous influence on the career choices of their children, at least in the formative teenage years. Educating parents about the benefits of the teaching profession will lay the groundwork of propelling more college students into the field.

Description/Explanation:

- A direct-mail brochure will be developed and mailed to all parents of accepted students who have not declared a major or who are planning to major in one of the arts and sciences. A direct-mail letter will be developed and mailed to the parents of all freshman and sophomore students to educate them on the benefits of a teaching career.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Meet with print designers to create the content and design of the brochure.	
Using a list of admitted students supplied by the Office of Undergraduate Admission (who have not declared a major or who plan to major in one of the arts and sciences or other teacher education compatible majors), mail the brochure to parents. This should be accomplished before freshman orientation.	
Draft letter to freshman and sophomore students who have not declared a major or who plan to major in one of the arts and sciences.	
Mail the letter to parents, using a list supplied by the Registrar's Office.	

Responsibility:

The Dean's Office of the College of Education and Allied Professions will work collaboratively with the Office of Undergraduate Admission to design and mail the brochure to admitted students. The Dean's Office, working with the Registrar's Office, will draft and mail the letter to parents of freshmen and sophomores.

Budget:

In-kind contributions to be determined.

Evaluation/Control:

The brochure and letter are mailed to the parents of admitted and currently enrolled students, respectively.

16. Action Plan to Integrate Alumni into Recruitment Activities

Key Strategy/Enabling Objective:

- Alumni comprise another group of stakeholders who can wield significant influence on the college-selection process. An alumnus or alumna who is successful in the teaching profession serves as an example of the Colleges' success.

Description/Explanation:

- Alumni of the College of Education and Allied Professions will be identified for their potential strengths as volunteer recruiters. They will then be trained within the framework of the University's emerging Alumni Admission Council. Alumni will then be used during recruitment and admission-yield activities.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Identify alumni of the College of Education and Allied Professions who have potential as effective volunteer recruiters for teacher education programs and formalize them as group.	
Create specific training materials for alumni recruiting prospective students into teacher education programs. Include reporting mechanism for alumni to provide feedback about activities and refer students to the Office of Undergraduate Admission.	
Integrate specific training materials with general Alumni Admission Council training materials and distribute to education alumni volunteers.	
Assign alumni volunteers to college fairs, high school visits, open houses, road tours, and other fall recruitment events.	September 27, 2007
Assign alumni volunteers to place telephone calls, write letters, host house parties, and other admission-yield activities.	
<p>Responsibility: The Director of Alumni Affairs and the SUTEP Recruitment Committee will be responsible for developing a teacher education alumni recruiting group and facilitating their operations.</p>	
<p>Budget: \$3,000</p>	
<p>Evaluation/Control: Alumni group formed and engages in teacher education recruitment activities.</p>	

17. Action Plan on Fast-Track Alternative Programs

Key Strategy/Enabling Objective:

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

Description/Explanation:

- Use existing fast-track MAT options developed for NC TEACH as a model to develop others.
- Form a team to meet with higher enrollment/high need areas to develop fast-track options where there are none.
- Create awareness of fast-track options to stakeholders.
- Increase NC TEACH Online offerings.
- Increase online methods courses.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Gather advisors in current fast-track options to review plans.	
Form fast-track option team.	
Target high need/high enrollment areas for fast-track development.	
Optimize current fast-track options.	
Meet with faculty in targeted areas to discuss fast-track options.	
Assist faculty to develop fast-track options in targeted areas.	
Develop plan to offer fast-track options.	
Publicize fast-track options.	
Implement fast-track options on targeted areas.	
Expand fast-track options to other areas.	
Meet with faculty to expand NC TEACH Online.	
Continue NC TEACH Online to include SPED, Middle Grades Math, High School Math, Middle Grades Science, High School Science	
Expand NC TEACH Online to include Middle and High School Social Studies, Middle and High School Language Arts	

Responsibility:

The associate dean of education is responsible for the development of fast-track options.

Budget: \$10,000 – Printed Materials, Brochures

- Retreat to develop fast-track options
- Development of online courses

Evaluation/Control:

Catalog and other materials showing available fast-track options and schedules.

18. Action Plan on Course Schedules for Working Adults

Key Strategy/Enabling Objective:

- Ensure that course offerings meet the needs of working adults.

Description/Explanation:

- Task department heads offering required courses in the teacher education program with planning a schedule that offers each required course at a time and/or format accessible to working adults at least once each two years.
- Publicize the schedule to working adults.
- Offer resources to allow courses to be delivered at accessible times and/or format.
- Work with the Division of Educational Outreach to promote and support flexible strategies and instructional delivery options appropriate for adult learners.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Determine definitions of accessible course delivery to include times, formats, and locations.	
Identify required teacher education courses.	
Review which courses are already being offered at times and formats accessible to working adults.	
Identify courses that are not currently being delivered in accessible way.	
Identify any obstacles to delivering required courses in accessible way.	
Plan to overcome obstacles including resource issues.	
Develop three year plans to offer all required courses at accessible times and/or formats for working adults at least once every two years.	

Responsibility:

Heads of departments offering teacher education courses will submit three year plan to the appropriate dean for required courses that offers each course at a time or format accessible to working adults at least once every two years.

Budget:

No associated costs.

Evaluation/Control:

Three year plans from each department with required courses offered at a time or format accessible to working adults at least once every two years on file in deans' offices.

19. Action Plan to Develop Double Majors in Disciplines and Teacher Education

Key Strategy/Enabling Objective:

- Encourage Arts and Sciences Departments involved in Teacher Education to develop double major programs with discipline and Teacher Education Components.

Description/Explanation:

- This strategy will benefit provide benefits to both discipline and education programs as students will major in both disciplines.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Discuss the benefits of double major with Arts and Sciences Curriculum Committee.	
Discuss the benefits of double major with Arts and Sciences Department Heads Council.	
Volunteer departments will be solicited to develop a trial program.	
Trial departments will develop the curriculum.	
Submit and carry program proposal through curriculum approval process.	
Begin program advertisement.	
Preliminary assessment of program. Based on assessment, more programs will be encouraged to participate.	

Responsibility:

The Associate Dean of the College of Arts and Sciences and the Associate Dean of the College of Education and Allied Professions will manage this initiative.

Budget: No associated costs.

Evaluation/Control:

Double majors will be in place.

20. Action Plan to Better Publicize Available Teacher Education Scholarships

Key Strategy/Enabling Objective:

- The university will better publicize available scholarship resources for teacher education.

Description/Explanation:

- This strategy will better publicize available scholarship resources for teacher education.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Set up meeting with CEAP Director of Scholarships, financial aid staff, and Advising Center Staff to discuss teacher education incentives.	
Develop plan to better publicize available scholarship resources for teacher education.	
Reconvene above group to assign responsibility for various components of this plan.	
Evaluate progress with current and enrolling students; develop plans for 2008-2009 year.	

Responsibility:

CEAP Director of Scholarships and Director of Financial Aid.

Budget: No associated costs.

Evaluation/Control:

This strategy will be evaluated by tracking scholarships awarded and available.

21. Action Plan for Increasing Funding for NC TIP

Key Strategy/Enabling Objective:

- Increase funding for the North Carolina Teacher Incentive Program.

Description/Explanation:

- This program allows in-state tuition rates for out-of-state students who pursue teacher education degrees. By expanding, we will increase the number of teachers we prepare.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Consult with Provost regarding the number of NC TIP scholarships to request.	
Write and submit to Chancellor's Office request for expansion budget.	
Continue with Dale Brotherton as faculty sponsor for NC TIP (no cost).	

Responsibility:

The Dean of the College of Education and Allied Professions is responsible for submitting the budget request.

Evaluation/Control:

Western receives approval of requested dollars.

22. Action Plan to Develop Additional Teacher Education Scholarships

Key Strategy/Enabling Objective:

- The university will develop additional scholarships for teacher education.

Description/Explanation:

- This strategy will develop additional scholarships for teacher education.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Set up meeting with CEAP Director of Scholarships and Advancement Office to discuss increasing teacher education scholarships.	
Develop plan to develop additional scholarships for teacher education utilizing the existing CEAP Development Priorities brochure.	

Responsibility:

CEAP Director of Scholarships and Advancement Office.

Budget: No associated costs.

Evaluation/Control:

New scholarships.

23. Action Plan to Develop Follow-Up for Licensure-Only and Alternative Licensure Candidates

Key Strategy/Enabling Objective:

- The university will develop a tracking mechanism for licensure-only and alternative licensure candidates once they have received their course of study and develop related retention strategies to support these candidates.

Description/Explanation:

- Activities will be designed to support and mentor students in the licensure-only and alternative licensure programs to enhance retention. A database of licensure-only and alternative licensure students will be created by NC TEACH and the Center for the Support of Beginning Teachers.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Develop a database of licensure-only and alternative licensure candidates.	
Develop retention strategies for alternative licensure candidates.	

Responsibility:

NC TEACH and the Center for the Support of Beginning Teachers Director.

Budget: \$4,000

Evaluation/Control:

Assessment of database’s ability to track licensure-only and alternative licensure candidates will be controlled through the database entries. The retention strategies will be assessed through the number of contacts made related to retention activities with licensure-only candidates. These quantitative evaluations will be conducted by the Center for the Support of Beginning Teachers/NC TEACH.

1. Qualitative Action Plan to Increase the Number of Minority Students in Teacher Education by Two Percent Annually

Key Strategy/Enabling Objective:

- Increase minority representation among teacher education students by three percent annually.

Description/Explanation:

- Diversity initiatives related to teacher education student recruitment need to be coordinated.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Facilitate co-membership in the Recruitment and Retention subcommittee of the Diversity Committee and the SUTEP Recruitment Committee.	
Charge the SUTEP Recruitment Committee to develop initiatives to increase minority teacher education recruitment.	August 27, 2007
Charge the Diversity Committee to become involved in current efforts to recruit minority teacher education students including Reach to Teach.	
Work with the Director of Military Education in Educational Outreach to support recruitment of Troops to Teachers and Spouse to Teacher candidates.	
Develop website targeting prospective minority teacher education students.	
Develop relationships with the Career Center to ensure accurate, proactive presentation of teacher education opportunities.	
CEAP Dean and A&S Dean submit an annual report to the Chancellor and Provost that lists collaborative activities related to teacher recruitment and responsibility for those activities. Retention initiatives are mentioned in the reports.	

Responsibility:

The Dean of the College of Education and Allied Professions is responsible for implementing this action plan.

Budget:

There is no cost associated with this action plan.

Evaluation/Control:

The minority percentage of teacher education students will be tracked each year.

2. Qualitative Action Plan to Increase the Number of Students Enrolled in Alternative Pathways Programs by Three Percent Annually

Key Strategy/Enabling Objective:

- Increase the number of students enrolled in alternative pathways programs by three percent annually.

Description/Explanation:

- The number of alternative entry students is increasing statewide. There are opportunities for Western in this area.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task: Create Alternative Pathways Advisory Board The purpose of the Alternative Pathways Advisory Board is to support the mission of CEAP by:	Completion Date
Suggesting collaborative solutions for increasing the number of students enrolled in alternative pathways programs.	
Identifying funding sources to support alternative pathways programs.	
Informing the director of needs within the region related to alternative pathways.	
Membership will be jointly appointed by the deans of education and arts and science.	
Task: Alternative pathways recruitment responsibilities	
Serve as the primary contact for LEAs and Charter Schools and help ensure that they are familiar with program components and requirements.	
Collaborate/integrate with existing alternative pathways programs – NC TEACH, NC TEACH II, NCMTEC.	
Work with the Director of Military Education in Educational Outreach to support recruitment of Troops to Teachers and Spouse to Teacher candidates.	
Determine what the high-need subject area vacancies are for targeted LEAs and Charter School.	
Serve as the primary contact and solicit applications from any prospective teacher focusing on the recruitment of the subject areas: Math, Science and Special Populations (and other licensure areas as identified by LEAs).	
Initiate contact with and solicit applications from current year lateral entry teachers currently placed in targeted LEAs and/or Charter Schools.	
Collaborate with RALC to maintain updated course lists for lateral entry teachers.	

Disseminate promotional and application materials.	
Collect and provide anecdotal evidence of the program's success through individual participant, LEA and/or Charter School stories to be used on the WCU website and to be released to the press.	
Task - Attend job WCU and regional job fairs	
Responsibility: Dean, College of Education and Allied Professions.	
Evaluation/Control: Enrollment evaluated annually. Number of students enrolled increase by three percent per year.	

3. Qualitative Action Plan to Develop a Process for Tracking and Following up on Licensure-only Inquiries

Key Strategy/Enabling Objective:

- Develop a process for tracking and following up on licensure-only inquiries.

Description/Explanation:

- All licensure inquiries need to be logged and follow up procedures implemented.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Licensure officer and Office of Admissions develop process for tracking licensure only requests.	
Process is reviewed by CEAP Leadership Council.	
Tracking mechanism is put into place.	
Office assistant to coordinate tracking is hired.	

Responsibility:

Associate dean, CEAP.

Evaluation/Control:

Tracking mechanism is in place and effects evaluated by associate dean of CEAP.

4. Qualitative Action Plan to Increase the Number of Inquiries from Prospective Students Regarding Math, Science, and Exceptional Children by Three Percent Annually

Key Strategy/Enabling Objective:

- Increase the number of inquiries from prospective students regarding math, science, and exceptional children by three percent annually.

Description/Explanation:

- The state of North Carolina has identified these areas as critical needs areas. Western needs to produce its share.

This plan needs to be coordinated with Action Plans 4, 7 and 14.

IMPLEMENTATION SCHEDULE/TIMETABLE

Task	Completion Date
Dean of Arts and Sciences and Dean of Education and Allied Professions develop a process for increasing inquiries.	
Appropriate dean discusses recruiting process with appropriate department heads and program directors.	
Department heads and program directors set goals and develop strategies for increasing the number of inquiries and develop a tracking mechanism.	
Strategies are implemented.	

Responsibility:

Department heads and program directors in respective areas.

Evaluation/Control:

Number of inquiries tracked from prospective students represents three percent increase per year.

Western Carolina Teacher Recruitment Plan Budget Narrative

The University of North Carolina General Administration budget request for funding for the Western Carolina Teacher Education Recruitment Plan is **\$49,000** total in actual funds with matching in-kind funds included in the Action Plans. **\$25,000** in the personnel line will support one half-time recruitment specialist to serve community colleges, the College of Education and Allied Professions, the College of Arts and Sciences, and the College of Fine and Performing Arts. **\$11,000** in student wages will support Teaching Fellows and other WCU students in recruiting through phone, email, blogs, and face to face direct recruitment. **\$10,000** will be applied toward brochures, media, printed materials and web design for recruitment. **\$3,000** in the materials line will support student and alumni recruitment efforts for Western Carolina University.

In-kind funds provided as a match by Western Carolina University include:

- ❖ Admission's Director in-kind salary
- ❖ EPA non-faculty position to coordinate plan (in-kind salary)
- ❖ Office support in Office for Rural Education
- ❖ Office support in College of Education and Allied Professions
- ❖ Web design (partial)
- ❖ Travel and printing for the Dean's Office - \$1,750
- ❖ Office support for tracking teacher licensure- approximately \$35,000