



UTAH SYSTEM OF HIGHER EDUCATION™

SUPPLY AND DEMAND

NEEDS OF K-12

EDUCATION

IN THE

STATE OF UTAH

2005-2006

Teacher Shortage Study and Findings

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Introduction

This report contains the results of two surveys conducted in the late Summer and early Fall of 2006. The surveys were designed with the express purpose of determining what happened in the State of Utah during the 2005-2006 academic year in terms of the supply and demand of K-12 educators. Dr. David J. Sperry, former Dean of the College of Education at the University of Utah, and Scholar-in-Residence in the Office of the Commissioner of Higher Education for 2006-2007 conducted the research.

The first survey was carried out in the Summer with the cooperation and design assistance of the ten Deans of Education in the six public and four private colleges of education located in the State. Efforts were made to determine how many new educators were prepared, their major field of study, their racial/ethnic background, and their after graduation employment pattern. Preparation disciplines were tracked using the licensing categories of the Utah State Office of Education.

The second survey was conducted with the voluntary aid and assistance of the local school superintendents in 38 of Utah's 40 school districts. (Tintic and Uintah county school districts didn't participate. Their combined

student population constitutes about one percent of the State's total public school student body.) Human Resource Directors were the primary source of information and help in many of the districts. The survey was carried out in the Fall after the start of the new school year. This particular survey was designed to determine attrition and hiring patterns between 2004-2005 and 2005-2006. Reasons for leaving and sources of new hires were explored. The degree of difficulty in recruiting and hiring additional educators was a focal point of the survey.

The results of these surveys together with earlier supply and demand studies, and other important existing demographic information is being used by the Office of the Commissioner or the Utah System of Higher Education and the Utah State Office of Education in formulating a State Education Initiative designed to advise and aid State policy makers who are concerned with assuring the State of an adequate supply of K-12 educators.

The contents of this report include:

1. Executive Summary - Summary of the major findings and conclusions of the two surveys and other related information.
2. Supply Side Information - Tabular results of the

survey of teacher education program completion in the colleges and universities in the State of Utah. This section is entitled, “2005-2006 Survey of Teacher Education Program Completion in the Colleges and Universities in the State of Utah.”

3. Demand Side Information - Tabular results of the survey of public school hiring during 2005-2006. This section is entitled, “Utah Public Schools Professional Hiring Report 2005-2006.”

4. Appendix - Contains copies of the two original surveys.

**SUPPLY AND DEMAND NEEDS OF
K-12 EDUCATION IN THE
STATE OF UTAH
2005-2006**

EXECUTIVE SUMMARY

This report is based largely upon the 2005-2006 Survey of Teacher Education Program Completion in the Colleges and Universities in the State of Utah and a survey entitled, “The Utah Public School Professional Hiring Report.” Both surveys were conducted and the report assembled by Dr. David J. Sperry, Professor of Educational Leadership and Policy at the University of Utah and Scholar-in-Residence, Office of the Commissioner, Utah State Board of Regents. Information was gathered with and through the cooperation and assistance of the Deans of Education in Utah’s public and private colleges of education, Utah’s public school districts, and the Utah State Office of Education.

Revised November 2006

SUPPLY AND DEMAND NEEDS OF K-12 EDUCATION

IN THE STATE OF UTAH, 2005-2006

DEMAND SIDE

Major Findings

Findings from the Utah Public Schools Professional Hiring Report 2005-2006 (38 of Utah's 40 school districts participated. Tintic and Uintah school districts were the only districts not reporting)

1. The number of teachers who left, for whatever reason, the employment of the Utah school district with whom they were employed during the 2005-2006 school year totaled 2,848 which was 11.4 % of the reported number of teachers who began the 2005-2006 school year. The percent of turnover ranged from a high of 23.5% in Daggett County to a low of 1.7% in North Sanpete County School District. The Jordan School District accounted for 625 or 22 % of the total turnover, and the four largest school districts in the state (Alpine, Davis, Granite, and Jordan) combined for 53% of the total turnover. These four districts hired approximately 52% of the state's teachers in 2004-2005.
2. Although 11.4% of Utah teachers left the school district they were employed in during 2004-2005, the over-all teacher turnover rate is actually a little smaller because some teachers left one Utah school district and obtained employment with another district. Estimates based on reasons why teachers left would indicate that about 263 teachers moved to another district, but hiring information would place that estimate at 619. The difference is probably found in the fact that some of those in the termination data were recorded as retiring when asked why they were leaving. If the 263 figure is utilized, the turnover rate would be 10.4%. By employing the 539 figure, the turnover rate drops to 9%.
3. The number of new teachers hired by local Utah school districts in order to begin the 2005-2006 school year was reported to be 3,540. Thus, 692 new hires were made in addition to the hires made to replace those who left. The 692 hires increased the total number of teachers by 2.8% over the previous year. These hires were, no doubt, made to accommodate the continuing growth of new students. It is interesting to note that beginning with the 2006-2007 school year that on average 14% or 1 out of every 7 teachers in Utah public school districts was a new employee to that district. Jordan School District reported making the largest number of new hires with 703 or 20% of the state's total. Approximately, 17.3% of Jordan School Districts teachers were new to the district at the start of the 2006-2007 school year.
4. The degree of difficulty experienced by Utah Public School Districts in hiring teachers in order to begin the 2006-2007 school year was significant. A majority of Utah public school districts reported difficulty and in many cases extreme difficulty in finding and hiring teachers to start the

2006-2007 school year in six of the seven broad areas of teacher licensing available in Utah. The five most difficult teaching positions to find and hire were: (1) special education teachers of severely handicapped children, (2) special education teachers of mild/moderate handicapped children, (3) teachers of secondary mathematics, (4) teachers of secondary science, and (5) early childhood teachers (k-3).

5. Although not all Utah public school districts collect information regarding the reasons why teachers leave the employment of their district, for those districts who did collect this data during the 2005-2006 school year, the ten primary reasons and percentage of those leaving for that reason was as follows:

1. Retiring	44.6%
2. Resigning due to personal and family issues (e.g., illness, pregnancy, remain at home, cost of homes in school district)	17.6%
3. Spousal relocation	11.3%
4. Accepting an educational position in another school/district or education agency/institution	9.2%
5. Contract not renewed or terminated	8.4%
6. Leave of absence (e.g., military)	3.9%
7. Leaving education altogether for another type of employment	2.7%
8. Resigning due to long-term illness	1.0%
9. Pursuing additional education or training	.9%
10. Death	.4%

6. Although not all Utah public school districts reported information regarding the length of time teachers had been employed with them before leaving their district's employment in 2005-2006 those that did indicated the following:

One year	19.3%
Two years	10.3%
Three years	8.0%
Four years	5.6%
Five years	4.5%
More than five years	52.3%

7. Eighty teachers who were teaching in Utah public schools during 2005-2006 left the classroom to accept administrative/supervisory or other non-teaching positions in the district in which they were teaching.

8. Of the additional teachers hired by Utah's public school districts for the start of the 2006-2007 school year in order to replace those who left the employment of the individual districts

and/or to facilitate new student growth and programmatic modifications 56% were teachers with no previous experience while 44% were teachers with prior experience. Although not all school districts collect this information, for those who did the source of new employment was as follows:

Utah college and university graduates (no previous teaching experience)	45.8%
Out of state college graduates (no previous teaching experience)	5.6%
Alternative certification programs	4.5%
Individuals returning to teaching (previous teaching experience)	18.3%
Moving from another Utah school district (previous teaching experience)	17.5%
Moving from out-of-state (previous teaching experience)	8.3%

9. At the start of the 2006-2007 school year, 17 of Utah’s 40 school districts reported lacking a full contingency of teachers. The total number of vacancies was 139. Jordan School District had 40 or 29% of the vacancies. Specific needs were as follows:

<u>Major Area of Teaching License</u>	<u>Number of Vacancies</u>
Communication Disorders/Audiology	0
Communication Disorders/Speech Pathology	11
Early Childhood k-3	17.5
Elementary 1-8	50
Secondary Education (see breakout below)	32
Special Education	25
Special Education (Birth-Age 5)	1

Secondary Education

Applied Technology (especially computer science)	7
English	1
Mathematics	9
Media	1
Music (especially instrumental)	3
Science	7
Social Studies	2

10. The number of non-teaching professional educators (e.g., school administrators, counselors, etc.) who left, for whatever reason, the employment of the Utah school district with whom they were employed during the 2005-2006 school year totaled 216 which was 8.4 % of the reported number of non-teaching professional educators who began the 2005-2006 school year.

11. The degree of difficulty experienced by Utah Public School Districts in hiring non-teaching professional educators was not as great as that experienced in finding and hiring teachers although 34% of the reporting school districts indicated some difficulty in finding and hiring

school psychologists and 26% reported difficulty in hiring school administrators.

12. Although not all Utah Public School Districts collect information regarding the reasons why non-teaching professional educators leave the employment of their district, for those districts who did collect this data during the 2005-2006 school year, the seven primary reasons and percentage for that reason was as follows:

1. Retiring	62.2%
2. Accepting a position in another school/district or education agency/institution	13.0%
3. Unknown	11.9%
4. Spousal relocation	4.7%
5. Contract not renewed or terminated	3.6%
6. Resigning due to personal and family issues	3.6%
7. Death	1.0%

13. Eighty-eight percent of non-teaching professional educators who left the employment of Utah's local public school districts in 2005-2006 had been with the district for well over five years.

14. Of the additional non-teaching professional educators hired by Utah's Public School Districts for the start of the 2006-2007 school year who replaced those who left the district's employment and/or to facilitate new student growth and programmatic modifications, 49% were professionals with no previous experience while 51% were professionals with prior experience. Although not all school districts collect this information, for those who did the source of new employment was as follows:

Utah college and university graduates (no previous experience)	44.7%
Out of state college graduates (no previous experience)	5.6%
Alternative certification programs	2.4%
Individuals returning to education (previous experience)	4.7%
Moving from another Utah school district (previous experience)	35.3%
Moving from out-of-state (previous experience)	8.3%

15. At the start of the 2006-2007 school year only 8 of Utah's 40 school districts reported lacking a full contingency of non-teaching professional educators. Vacant positions by school district were as follows:

Alpine	3 school psychologists
Davis	1 school counselor
Garfield	1 school administrator and a .10 full time equivalent school psychologist
Jordan	1 school psychologist
Kane	1 school administrator

Murray 1 school psychologist
Ogden 1 school social worker
Salt Lake City 1 school counselor

Other Relevant Information Pertaining to Demand for Educators in Utah

1. T. Ross Reeve, Research Consultant in the Utah Governor’s Office of Planning and Research and Pamela S. Perlich of the Bureau of Economic and Business Research at the University of Utah noted in the September/October 2002, Volume 62 Numbers 9 &10 of the Utah Economic and Business Review the following:

The statewide school age population boom begins in 2004 for all scenarios. In the baseline case the projected number of persons aged 5 through 17 increases to 515,339 in 2004 from 507,778 in 2003. From 2006 through 2018, this age group is projected to increase by over 10,000 per year, with annual increments peaking in 2012 with an increase of over 20,000. The boom occurs in all scenarios; only the magnitude differs. For example, in the high economic growth/high fertility case, the school age population reaches 700,000 in the year 2014, while the baseline case does not reach this level until 2015, and the low growth/low fertility reaches it by 2018. Importantly, in all scenarios the school age population boom mostly runs its course by 2020 as the children of Utah’s 1980s baby boom move out of the school age group.

The Reeve/Perlich article projected school age population between 2003 and 2005 at the highest projected scenario to increase by 18,450. The State Superintendent’s Annual Report as updated on 2/22/2006 records actual student enrollment over that same period to have increased by 23,074 or 25% more than the highest demographic scenario had projected. It is clear that state’s projected k-12 student population growth has begun.

2. A factor contributing to the high 2005-2006 turnover rate in the Jordan School District was a one-time change in the districts fringe benefits and retirement policy.
3. The Utah Educator Supply and Demand Study 2004-2005 conducted by the Utah State Office of Education, the Utah State Board of Regents, and the Instructional Technology Department at Utah State University and published in November 2005 reported that “46.5% of current [Utah] educators will be eligible for retirement based on experience in the next ten years.” The report also noted that “more than . . . 42.4 percent of current [Utah] educators are fifty years of age or older” and that “age may be a greater indicator of retirement than experience.” Finally, it was reported that the “average overall age [of Utah educators] has risen from 39 in 1990 to 44 in 2004.”
4. The Utah State Board of Education has recently approved new high school graduation standards requiring more units of study in mathematics, science, language arts, and foreign languages.

Conclusions

1. Teacher demand in Utah is critically outstripping the supply of new teachers being provided by Utah colleges and universities. In 2005-2006 Utah colleges and universities produced 2,292 new teachers (see Supply Side of this report) while Utah's public school districts hired 3,540. This constitutes a difference of 1,248 teachers. Utilizing the most generous estimate of teachers simply moving from one Utah school district to another there was still a shortfall of 709. This assumes that all Utah education graduates remain and accept teaching positions in Utah which, of course, is not the case (see Supply Side of this report).
2. About half of all attrition in 2005-2006 was due to retirement reflecting the relatively large number of educators becoming eligible for retirement in Utah. Data suggests this will continue for the next decade.
3. Although Utah public school student enrollment numbers for Fall 2006 are not yet available, projections are for continued growth. Of the 3,540 teachers hired to start the 2006-2007 school year in Utah, 692 of those were in addition to those hired to replace those who left. The hiring of 692 additional teachers suggests an annual growth rate of about 2.8% more students which is consistent with projections from the Governor's Office and the Bureau of Economic Research at the University of Utah. This is a growth pattern that is likely to continue on an annual basis for the next decade. If attrition and growth continue at these rates (which they are likely to do) without a parallel increase in newly trained educators (which isn't currently in the works), Utah will face a severe teacher shortage crisis unlike anything it has ever experienced within just a year or two.
4. Because Utah's colleges of education aren't producing sufficient numbers of new educators, Utah school districts are relying more heavily upon former teachers, retirees, out-of-state recruiting, and to a lesser extent alternative certification programs to meet their unmet teacher needs. The supply of former teachers and retirees is restricted; and, anecdotally, districts are reporting that this is having the effect of significantly reducing their substitute reserves. If this were a water study, the conclusion would be that the water table is shrinking and that underground water is drying up quickly.
5. Utah school districts are especially facing severe difficulty in finding and hiring teachers in specific areas of special education (severely handicapped and mild/moderate), math, science, and early childhood education (K-3). With increased math and science requirements being

introduced into Utah's secondary schools, the demand for math and science teachers will grow even more rapidly. If Governor Huntsman's proposal for all day kindergarten passes, the need for Early Childhood Teachers will increase.

6. A rather significant number of Utah teachers are leaving teaching after teaching only one or two years. This appears to be due more to personal and family issues (i.e., beginning a family, remaining at home with children, spousal relocation, etc.) than leaving education altogether for employment in other fields. This may well be a reflection of the fact that young women dominate the ranks of new teachers.

7. Despite obvious shortages, it is strikingly significant and contrary to popular belief to note that 8.4% of teacher turnover was the result of Utah's school districts failing to renew or terminate teachers for presumably inadequate performance or unacceptable behavior.

8. Although more stable with regards to long-term retention, the ranks of Utah's non-teaching professional educators showed a significant turnover with 8.4% leaving in 2005-2006. Nearly two-thirds were attributable to retirement which again reflects the aging population of Utah's educators.

SUPPLY SIDE

Major Findings

Findings from the Utah Council of Education Deans 2005 Survey of Teacher Education Program Completion

1. The total number of individuals reported completing programs of study during the 2005-2006 academic year in Utah colleges of education was 2,582. This is within the range (2,449 low to 2,932 high) of the number of students completing programs of study in education over the past seven years but represents the smallest number since 1999-2000. However, the number of students completing programs in education in 2005-2006 is down 13% from the number completing a program in education in 2002-2003. Of the 2,582 educators completing programs of study in 2005-2006, 2,292 were teachers; and the remaining 290 were non-teaching educational professionals (i.e., school administrators and supervisors, school psychologists, school counselors, and school social workers).
2. The number of Utah educator licenses issued to students from universities and colleges in Utah was reported to be 2,463 or 95% of those reported completing programs of study. This figure has remained relatively steady in a narrow range (2,446 low to 2,674 high) for the past four calendar years (2005 being the last complete year for which data is available).
3. The Utah State Office of Education reports that the number of out-of-state applicants seeking Utah educator licenses has not shown a dramatic change over the last four years. In 2005 (the last year of complete data) 478 licenses were issued. This number was up slightly from each of the previous four years, but well below the 598 out-of-state licenses issued in 2001.
4. The number of Utah educator licenses issues to individuals from alternative certification programs has been climbing steadily from 17 in 2001 to 215 in 2005 but only represents about 6% of all licenses granted in 2005.
5. Private colleges and universities located in Utah produced 40.3% of all individuals completing programs of study in colleges of education in Utah during 2005-2006. This is a significant number but down from 48.5% in 1998-1999. Brigham Young University produced nearly a third (30.9%) of all new k-12 educators. The University of Phoenix produced 61% of school counselors. It was reported that state public institutions produced 100% of school social workers and 84% of all special education teachers.

6. Not all colleges of education in Utah currently track and maintain complete and comprehensive records on the initial employment of those completing programs of study in their institutions. However, the percentage of those known to have completed programs during the 2005-2006 academic year and to have taken jobs in Utah schools by the Fall of 2006 was 65%. College of Education Deans believe the actual figure to be greater. The percentage of those completing programs in public institutions as opposed to private institutions, and taking jobs in Utah was reported to be much higher with 77% of public institution completers reported taking jobs in Utah. Utah Valley State College reported 90% of its program completers accepting positions in Utah schools including 100% of their elementary education teachers. Dixie State College which borders on the State of Nevada, a state where teacher salaries are much higher than Utah, reported only 3 or 10% of their graduates taking jobs in Nevada. Sixty-three percent of their graduates took jobs in Utah while 20% elected to stay at home with their own children (most of these were reported as being new mothers). The University of Utah reported an 80% placement, Southern Utah University 77%, and Utah State University 70%. Although Weber State University didn't have definitive numbers, Doctor Jack Rasmussen, Dean of the College of Education at Weber State University, was confident that the vast number of his institution's graduates were remaining in Utah and that an equally high percentage of them were accepting jobs in the state. Another noteworthy finding is that 95.4% of all special education teachers produced at Utah State University took teaching positions in Utah as did 92.4% of special education teachers completing their programs of study at the University of Utah. Similar high placement rates exist for school administrators and school psychologists.

Brigham Young University reported to have known of 41% of their graduates as having taken jobs in Utah. This was the smallest percentage of any college of education in the state. This is probably a very conservative figure and one that needs to be tracked carefully in future years. The other three private institutions reported 87.3% of their students completing programs of study in 2005-2006 accepting employment in Utah.

7. The number of known minority students completing programs in the field of education in Utah colleges and universities during 2005-2006 was 133 or 5.15% of the total. Although private colleges of education in Utah accounted for over 40% of all graduates, they produced 49% of all minority educators with Brigham Young University producing 44 or 33.1% of all minority program completers. It should be noted that the K-12 minority student population in the State of Utah during the 2005-2006 school year was approximately 18%.

8. Brigham Young University produced over 43% of all secondary teacher educators completing programs of study in Utah colleges and universities during 2005-2006 including 56% of all mathematics teachers and 41.3% of all science teachers.

9. One in five (20.3%) of all secondary teachers completing a program of study in Utah colleges and universities in 2005-2006 majored in social studies while only 8.7% majored in science. It is noteworthy that there is a currently a near equal number of science and social studies teaching positions in Utah public schools.

10. Less than half (48.8%) of those reported to have completed a program in secondary teaching elected to complete a teaching minor. Only 4.5% completed more than one teaching minor. Forty percent of those choosing to complete a teaching minor selected language arts as their field of study while 2.9% selected mathematics, and only 6.9% chose some field of science.

11. State public institutions accounted for 84% of the total number of individuals completing special education teaching programs. It is significant that 88% of all students completing programs in special education were known to have accepted employment in Utah.

Other Relevant Information Pertaining to Supply of Educators in Utah

1. There are six public colleges of education (Dixie State College, Southern Utah University, University of Utah, Utah State University, Utah Valley State College, and Weber State University) and four private schools of education (Brigham Young University, University of Phoenix, Westminster College, and Western Governors University) located in the state that are approved by the Utah State Board of Education to offer programs leading to professional education licenses. Four of these programs have come on line in the last ten years (Dixie State College, Utah Valley State College, University of Phoenix, and Western Governor's University).

2. Most Deans of the State's colleges of education report limited capacity to increase in substantial ways their productivity of additional teachers and non-teaching professional educators without increased resources including additional faculty and in some cases expanded and/or improved facilities. In most cases it would require cooperation and assistance from academic departments or other colleges located in other parts of their respective institutions. Those units, in many instances, would also require added resources to expand productivity. Many education Deans also report that in order to attract large numbers of additional students into educational programs a concerted recruitment effort would have to be made as well as significant financial and other incentives offered to students.

Conclusions

1. Utah's public and private colleges and universities produce the overwhelming majority of teachers and non-teaching professional educators that serve Utah's public schools. It is likely that they also supply a large proportion of the private k-12 school teachers in the State.

2. The State's most recent number of newly trained educators in Utah's colleges of education is at a five year low. The annual number of educators coming from out-of-state universities or moving to Utah to teach has declined since 2001 but remained rather steady over the past few years as measured by the number of licenses issued to out-of-state applicants. Although alternative certification programs have annually added some additional educators to the state's

corps of teachers, the over-all number is small. Thus, given the projected student growth in the state and the large number of expected retirements, (see Demand Side of this report) unless something is done to significantly increase the number of teachers being trained in the State's institutions of higher education, public school districts as well as many private schools are likely to have extreme difficulty finding sufficient teachers in the future. For many Utah school districts the future is now.

3. Whether or not students completing programs of study in education in Utah's private and public colleges of education accept positions of employment in Utah, virtually all of them seek and receive an education license from the State of Utah.

4. Contrary to some beliefs and despite comparatively low teacher salaries, the vast majority of current education graduates of Utah public colleges of education tend to remain and at least begin working as educators within the State of Utah. Given employment placement figures, it is easy to conclude that virtually any education program completer from a Utah college or university in 2005-2006 who wanted a job in Utah could have had one and that most accepted one. It is unreasonable to expect that 100% of all graduates will accept teaching positions in Utah as some will go on to graduate school, choose to become homemakers, move out of state with a spouse, etc. Demand is currently out pacing supply, and it would appear that the supply of new teachers being provided by the State's colleges of education is being fully utilized. By investing in Utah public colleges of education, the State appears to reap a rich dividend given that such a high percentage of graduates remain and work in Utah.

5. The State has historically relied very heavily on private colleges of education, especially Brigham Young University, for new educators, a phenomenon that may or may not continue to be the windfall resource as it has been in the past. As the student composition of Brigham Young University becomes increasingly diverse in terms of geographical origin (more out of state students), the possibility of large numbers of BYU teacher education graduates electing to take jobs in Utah may be questionable. In fact, there already appears to be a trend toward fewer BYU graduates taking teaching positions in Utah. The Brigham Young University Spring 2006 Commencement Program reported that graduates came from all 50 states, 3 U.S. territories, and 69 foreign countries. Only 29.3% of the graduates from the 50 states came from Utah. As noted in the findings, Brigham Young University reported the smallest percentage of known 2005-2006 teacher education program completers taking positions of employment in Utah of any other private or public college of education in the State. This is a trend that deserves careful monitoring.

6. The State is doing an inadequate job of attracting minorities into teaching. Utah's changing demographics is nowhere more pronounced than in its public schools where approximately 18% of all students are children of color. Yet, only about 5% of all new educators being produced in Utah's colleges of education are from racial/ethnic minority groups. Public institutions are doing a poorer job of attracting minorities into teacher education programs than are private colleges of education. As noted in the findings section, although private colleges of education in Utah

accounted for 40% of all program completers, they produced 49% of all minority educators during 2005-2006.

7. Social studies is clearly the most popular programmatic field for secondary teachers coming out of Utah's colleges of education. The State may currently be producing a slight oversupply of secondary social studies teachers. By contrast, the critical areas of math and science are attracting the fewest number of secondary teacher education students. With the growing number of K-12 students and the expanding amount of math and science being required for high school

graduation, the known shortage of math and science teachers (see Demand Side of this report) in the State is likely to increase significantly unless something is done to recruit and/or make these disciplines more attractive to would be secondary teachers. Public colleges and universities aided by State policy makers need to give the highest priority to addressing this problem since in 2005-2006, public institutions accounted for less than 40% of new secondary math teachers, and the combined total of secondary science teachers produced in the state's six public colleges of education was only 39 or less than seven per public institution. In the critical area of Chemistry there were only 7 teachers produced with just 3 coming out of public institutions (2 from the University of Utah and 1 from Southern Utah University). The fact that less than 3% of the less than 50% of secondary students who select a teaching minor do so in mathematics simply adds to the problem (only 6.9% chose minors in some branch of science). Foreign languages is another area which few prospective secondary education teachers elect to pursue. As the State increases its foreign language requirements for high school graduation, the need for more foreign language teachers may well increase.

8. The flexibility for staffing Utah's secondary schools has to be diminished given that more than half of all students completing a program in secondary education during 2005-2006 in Utah's colleges and universities elected not to complete a teaching minor. This likely hurts school districts with small student numbers the most.

9. It is very positive and encouraging that such a high percentage of the 2005-2006 graduates in special education from Utah colleges of education took teaching positions in Utah schools. The bad news is that insufficient numbers of students graduated in special education and that existing programs have insufficient resources to expand their programs. Of all the categories of teachers, the greatest shortage of teachers in Utah is in the area of special education (see Demand Side of this report). Utah faces a critical shortage of special education teachers. State policy makers and higher education officials need to give immediate attention to this problem.

2005-2006 Survey of Teacher Education Program Completion in the Colleges and Universities in the State of Utah

Data submitted by Education Deans of Utah's Public and Private Accredited
Colleges of Education and compiled by David J. Sperry, Scholar in Residence,
Office of the Commissioner, Utah System of Higher Education

September 14, 2006

Draft—Preliminary Report—Not for Distribution

Abbreviations

The following abbreviations are used throughout this report:

Communication Disorders/Audiology	AUD
Communication Disorders/Speech Pathology	SP
Early Childhood Education-K-3	ECE
Elementary Education-1-8	EE
Secondary Education-6-12	SEC
Special Education	SE
Special Education (Birth-Age 5)	ECSE
Administrative/Supervisory	A&S
School Counselor	SC
School Psychologist	SP
School Social Worker	SW

Table I

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education.

Areas of Teaching License

Areas of Other Licenses

Institution	AUD	SP	ECE	EE	SEC	SE	ECSE		A&S	SC	SP	SW	Total	Percent
BYU	0	15	56	260	368	43	N/A		35	N/A	21	N/A	798	30.9%
Dixie	N/A	N/A	N/A	30	N/A	N/A	N/A		N/A	N/A	N/A	N/A	30	1.2%
Phx	N/A	N/A	N/A	57	41	N/A	N/A		N/A	60	N/A	N/A	158	6.1%
SUU	N/A	N/A	42	114	86	15	N/A		39	N/A	N/A	N/A	296	11.5%
USU	0	8	28	152	148	109	3		41	28	3	N/A	520	20.1%
UU	2	24	20	68	67	66	11		19	10	10	24	321	12.4%
UVSC	N/A	N/A	20	111	42	N/A	N/A		N/A	N/A	N/A	N/A	173	6.7%
WC	N/A	N/A	5	24	13	7	N/A		N/A	N/A	N/A	N/A	49	1.9%
WGU*	N/A	N/A	0	31	4	N/A	N/A		N/A	N/A	N/A	N/A	35	1.4%
WSU	N/A	N/A	20	81	92	9	N/A		N/A	N/A	N/A	N/A	202	7.8%
TOTAL	2	47	191	928	861	249	14		134	98	34	24	2582	100%

N/A=No Program Available

*Utah Students Only

Table II

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education who sought for and were reported as being Recommended for License in Utah.

Areas of Teaching License

Areas of Other Licenses

Institution	AUD	SP	ECE	EE	SEC	SE	EC SE		AS	SC	SP	SW	Total	% Seeking UT License
BYU	0/0	15/15	56/56	260/ 260	368/368	43/43	NP		22/35	NP	18/21	NP	782/ 798	98%
Dixie	NP	NP	NP	30/30	NP	NP	NP		NP	NP	NP	NP	30/30	100%
Phx	NP	NP	NP	52/57	35/41	NP	NP		NP	22/60	NP	NP	109/158	69%
SUU	NP	NP	42/42	114/ 114	86/86	15/15	NP		39/39	NP	NP	NP	296/ 296	100%
USU	0/0	8/8	28/28	152/ 152	148/ 148	109/ 109	3/3		41/41	28/28	3/3	NP	520/ 520	100%
UU	0/2	17/24	20/20	66/68	43/67	61/66	11/11		19/19	10/10	10/10	11/24	268/ 321	85%
UVSC	NP	NP	20/20	111/ 111	42/42	NP	NP		NP	NP	NP	NP	173/ 173	100%
WC	NP	NP	5/5	24/24	13/13	7/7	NP		NP	NP	NP	NP	49/49	100%
WGU	NP	NP	NP	31/31	3/4	NP	NP		NP	NP	NP	NP	34/35	97%
WSU	NP	NP	20/20	81/81	92/92	9/9	NP		NP	NP	NP	NP	202/202	100%
TOTAL	0/2	40/47	190/ 190	906/ 922	800/837	249/ 249	14/14		117/ 133	60/98	31/34	11/24	2463/ 2582	95%
%	0%	85%	100%	98%	96%	100%	100%		88%	61%	91%	46%		

NP=No Program

Table III

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education who were known by their institution to have been hired to work in their program area in the state of Utah by September 1, 2006.

Areas of Teaching License

Areas of Other Licenses

Institution	AUD	SP	ECE	EE	SEC	SE	ECSE		A & S	SC	SP	SW	Total *	% Known to have taken jobs in Utah**
BYU	0/0	15/15	40/56	93/260	88/368	40/43	NP		34/35	NP	17/21	NP	327/798	41%
Dixie	NP	NP	NP	19/30	NP	NP	NP		NP	NP	NP	NP	19/30	63%
Phx	NP	NP	NP	48/57	32/41	NP	NP		NP	NA/60	NP	NP	80/89	90%
SUU	NP	NP	34/42	85/114	69/86	8/15	NP		32/39	NP	NP	NP	228/296	77%
USU	0/0	7/8	17/28	97/152	87/148	104/109	2/3		NA/41	NA/28	1/3	NP	315/451	70%
UU	0/2	17/24	18/20	56/68	43/67	61/66	11/11		13/19	9/10	10/10	NA/24	238/297	80%
UVSC	NP	NP	20/20	111/111	25/42	NP	NP		NP	NP	NP	NP	156/173	90%
WC	NP	NP	4/5	20/24	10/13	5/7	NP		NP	NP	NP	NP	39/49	80%
WGU	NP	NP	NP	29/31	3/4	NP	NP		NP	NP	NP	NP	32/35	91%
WSU	NP	NP	NA/20	NA/81	NA/92	NA/9	NP		NP	NP	NP	NP	NA/202	NA

NP=No Program

NA=Information Not Available

* for programs where numbers are available

** where numbers are available

Table IV

Number of Students by race and ethnicity reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education.

Areas of Teaching License

Areas of Other Licenses

Race or Ethnicity	AUD	SP	ECE	EE	SEC	SE	ECSE		A & S	SC	SP	SW	Total	Percentage
Amer. Indian				2	5	2							9	.35%
Asian			2	10	12	2			5		1		32	1.24%
Black					2								2	.08%
White	2	47	158	801	733	219	14		124	96	31		2,225	86.17%
Hispanic			5	24	21	12			1		2		65	2.52%
Pacific Islander			1	3	7	6			3	2			22	.85%
Foreign National				1	2								3	.12%
Multi-Ethnic														
Unknown			25	87	79	8			1			24	224	8.68%
Total	2	47	191	928	861	249	14		134	98	34	24	2582	99.93%

Table V

Number of minority students completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006 by Institution.

Institution	American Indian	Asian	Black	Hispanic	Pacific Islander	Foreign Nationals	Total	Percentage
BYU	4	16	1	18	5		44	33.1%
Dixie		1					1	.8%
Phx		5		7	3		15	11.3%
SUU	2	5	1	9	2	1	20	15.0%
USU	1	2		12	2		17	12.8%
UU	2	2		2	1		7	5.3%
UVSC		1		4			5	3.8%
WC				3		2	5	3.8%
WGU				1			1	.8%
WSU				9	9		18	13.5%
Total	9	32	2	65	22	3	133	100.2%

Table VI

Number of minority students completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006 by racial/ethnic category.

Category	Number	Percentage
American Indian	9	6.8%
Asian	32	24.1%
Black	2	1.5%
Hispanic	65	48.9%
Pacific Islander	22	16.5%
Foreign National	3	2.3%
Total	133	100.1%

Table VII

Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and area of major endorsement.

Area of Endorsement

Institution	Fine Arts	Foreign Language	Health/PE	Math	Language Arts	Science	Social Studies	Applied Technology	Total	Percentage
BYU	57	24	27	62	54	31	70	43	368	42.7%
Dixie	NP	NP	NP	NP	NP	NP	NP	NP	0	0%
Phx	3	4	3	4	13	2	8	4	41	4.8%
SUU	14	2	28	1	9	4	15	13	86	10.0%
USU	14	7	19	25	10	12	25	36	148	17.2%
UU	18	8	2	7	10	6	15	1	67	7.8%
UVSC	0	0	0	1	12	8	16	5	42	4.9%
WC	3	0	0	2	4	2	2	0	13	1.5%
WGU	0	0	0	0	0	1	3	0	4	.5%
WSU	14	9	6	9	20	9	19	6	92	10.7%
Total	123	54	85	111	132	75	173	108	861	99.6%
Percentage	14.3%	6.3%	9.9%	12.9%	15.3%	8.7%	20.1%	12.5%		99.7%

NP=No Program

Table VIII

Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1,2005 to June 30, 2006, by institution and by specific teaching major.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Fine Arts											
Visual Arts Major	18		2	4				3			27
Visual Arts Composite					6	7				4	17
Dance	11			3		2					16
Drama (Theater)	10		1	1	2	3				1	18
Music Composite				6						9	15
Music composite K-12	18				6	6					30
Total	57		3	14	14	18		3		14	123
Foreign Language											
American Sign Language											0
Chinese			1								1
French	5				1	3				1	10
German	1									2	3
Japanese			1								1
Latin	2										2
Russian											0
Spanish	16		2	2	6	5				6	37
Total	24		4	2	7	8				9	54

Table VIII Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Health, P.E., Safety											
Coaching *											
Driver and Safety Education *											
Health	22				4	2					28
Physical Education			3	28						6	37
Physical Education K-12	5				15						20
Physical Education: Sports/Coaching *											
Total	27		3	28	19	2				6	85
Mathematics											
Mathematics	62		4	1	15	7	1	2		9	101
Mathematics/Statistics Composite					10						10
Total	62		4	1	25	7	1	2		9	111
Language Arts											
Bilingual/ESL *											
Communications											0
Communication Composite				2							2
English	54		13	7	10	10	12	4		20	132
English as a Second Language (ESL)											0
Journalism											0
Reading **											
Speech											0
Total	54		13	9	10	10	12	4		20	132

* Minor Only

** Graduate and Minor Only

Table VIII Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Science											
Biology			1	2			7				10
Biological Composite	8				6	3		1		6	24
Botany											0
Chemistry	4			1		2					7
Chemistry/Physics Composite											0
Earth Science Composite	4				1		1			1	7
Geology									1		1
Physical Science Composite	5			1	5			1		1	13
Physics	10		1			1				1	13
Zoology*											
Total	31		2	4	12	6	8	2	1	9	75
Social Studies											
Economics											0
Geography			1		1	2					4
History	53		5	7	16	10	16	1		9	117
Political Science			1			1					2
Psychology						1				1	2
Social Science Composite	17			8	8	1		1	3	9	47
Sociology			1								1
Total	70		8	15	25	15	16	2	3	19	173

* Minor Only

** Graduate and Minor Only

Table VIII Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Applied Technology Education											
Agriculture Composite					6						6
Business			4	4	11	1	5				25
Business Computer and Information Systems *											
Family and Consumer Studies Composite	21			2	13						36
Technology Education Composite	22			7	4						33
Marketing Education Composite					1						1
Business/Marketing Education Composite					1					6	7
Total	43		4	13	36	1	5			6	108
Other											
Computer Science *											
Distance Learning **											
Gifted and Talented *											
Library Media **											
Middle School Level *											

* Minor Only

** Graduate and Minor Only

Table IX

Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 2005 to June 30, 2006, by area of license issued by the Utah State Board of Education.

Area in Which Minor was Completed

Institution	Fine Arts	Foreign Language	Health/PE	Math	Language Arts	Science	Social Studies	Applied Technology	Other	Total
BYU	0	10	45	4	65	7	22	0	2	155
Dixie*										
Phx	0	0	0	0	2	0	1	0		3
SUU	1	8	14	3	36	2	4	1	3	72
USU	1	10	7	2	9	12	17	6		64
UU	NA	3	2	0	12	0	4	NA		21
UVSC**										
WC	4	4	0	0	8	0	6	0		22***
WGU	0	0	0	0	0	1	2	0		3
WSU	4	3	12	3	36	7	6	9		80
Total	10	38	80	12	168	29	62	16	5	420

NA=Not Available

* No Secondary Education Program

** All Composite Majors

***9 were Elementary Education majors who took a secondary teaching minor

Table X

Number of students reported completing a secondary teaching minor in Utah colleges & universities, July 1, 2005 to June 30, 2006, as a percentage of all who completed a secondary teaching program by institution.

Institution	Number completing a secondary Program	Number completing a secondary program who also completed a secondary teaching minor	Percent completing a secondary teaching minor
BYU	368	155	42.1%
Dixie	NA	NA	NA
PHX	41	3	7.3%
SUU	86	72	83.7%
USU	148	64	43.2%
UU	67	21	31.3%
UVSC **	42	NA	NA
WC	13	13	100%
WGU	4	3	75%
WSU	92	80	87%
Total	861	411	47.7%

** All Composite Majors

Table XI

Number of Students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 1005 to June 30, 2006, by specific areas of endorsements granted by the Utah State Board of Education.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Fine Arts						NA					
Visual Arts				1				3*			4
Visual Arts Composite									1		1
Dance									2		2
Drama (Theater)					1			1	1		3
Music											0
Total				1	1			4	4		10
Foreign Language											
American Sign Language											0
Chinese											0
French				2							2
German						1					1
Japanese	1										1
Latin											0
Russian											0
Spanish	9			6	10	2		4**		3	34
Total	10			8	10	3		4		3	38

* All 3 were Elementary Education Majors

** 2 of 4 were Elementary Education Majors

Table XI Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Health, P.E., Safety											
Coaching	16					2					18
Driver and Safety Education	7										7
Health	3			11	3					8	25
Physical Education				3						4	7
Physical Education K-12	1				4	NA					5
Physical Education: Sports/Coaching	18					NA					18
Total	45		0	14	7	2		0	0	12	80
Mathematics											
Mathematics	4			3	2					3	12
Mathematics/Statistics Composite											
Total	4		0	3	2	0		0	0	3	12
Language Arts											
Bilingual/ESL						NA					0
Communications						NA				2	2
Communication Composite						2					2
English	9		2	3	6	2		8***		3	33
English as a Second Language (ESL)	56			6		8				31	101
Journalism						NA					0
Reading				27		NA					27
Speech					3	NA					3
Total	65		2	36	9	12		8	0	36	168

NA= Not Available

*** 2 of 8 were Elementary Education majors

Table XI Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Science											
Biology											
Biological Composite											
Botany											
Chemistry	3			2	6					1	12
Chemistry/Physics Composite											
Earth Science Composite											
Geology	2								1		3
Physical Science Composite					6						6
Physics	2									6	8
Zoology											
Total	7		0	2	12	0		0	1	7	29
Social Studies											
Economics											0
Geography	2				3	2				2	9
History	10			4	6	1		3			24
Political Science	5				5	1					11
Psychology	3		1					3****		4	11
Social Science Composite									2		2
Sociology	2				3						5
Total	22		1	4	17	4		6	2	6	62

**** 2 of 3 were Elementary Education majors

Table XI Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Applied Technology Education											
Agriculture Composite											
Business				1	2					2	5
Business Composite and Information Systems											
Family and Consumer Studies Composite										1	1
Technology Education Composite											
Marketing Education Composite					4					5	9
Business/Marketing Education Composite										1	1
Total	0		0	1	6	0		0	0	9	16
Other											
Computer Science	2										2
Distance Learning											
Gifted and Talented											
Library Media				3							3
Middle School Level											
Total	2		0	3	0	0		0	0	0	5

Table XII

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, in special education by specific areas of endorsement granted by the Utah State Board of Education.

Areas of Special Education Teaching Endorsements

Institution	Hearing Impaired (Deaf)	Mild/Moderate	Severely Handicapped	Visually Impaired	Total	Percentage
BYU		25	18		43	17.3%
Dixie						
Phx						
SUU		15			15	6.0%
USU		86	23		109	43.8%
UU	10	25	26	5	66	26.5%
UVSC						
WC		7			7	2.8%
WGU						
WSU		9			9	3.6%
Total	10	168	67	5	249	100%

Table XIII

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, in Early Childhood Special Education (Birth—age 5) by specific areas of endorsement granted by the Utah State Board of Education.

Areas of Early Childhood Special Education Teaching Endorsements

Institution	Visually Impaired (Birth—Age 5)	Hearing Impaired (Birth—Age 5)	Early Childhood License w/o Area of Endorsement	Total
BYU				
Dixie				
Phx				
SUU				
USU			3	3
UU	0	3	8	11
UVSC				
WC				
WGU				
WSU				
Total	0	3	11	14

UTAH PUBLIC SCHOOLS PROFESSIONAL
HIRING REPORT 2005-2006

Utah Public Schools Professional Hiring Report 2005-2006

Name of School District _____

Name of Individual Completing the Survey _____

Please complete the following questionnaire as it pertains to your school district. If you do not have or collect information needed to complete any particular portion of the questionnaire, please indicate D.N.A. (data not available) in the applicable box. Your form should be completed on or before Wednesday, September 22, 2006 and mailed to Dr. David J. Sperry, Utah System of Higher Education, Board of Regents Building, The Gateway, 601 South 400 West, Salt Lake City, Utah 84101-1284. If you have any questions, please contact David J. Sperry at david.sperry@edu.utah.edu or call Polly Buchanan at 321-7170.

Part I—Hiring of Teachers

Column 1	Column 2	Column 3	Column 4	Column 5
Categories of Teacher Licensing in the State of Utah	At the start of the 2005-2006 school year, how many teachers were employed by your school district in each category shown in column 1?	How many teachers in each category in column 2 left employment with the school district, for whatever reason, during or at the end of the 2005-2006 school year?	By the start of the 2006-2007 school year, how many new teachers were hired by the school to replace those who left (see column 3) and/or to adjust for changes in student population numbers and/or to accommodate program modifications?	What degree of difficulty did your district experience in hiring teachers in order to begin the 2006-2007 school year? (check the box that best applies)
Communication Disorders/Audiology				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Communication Disorders/Speech Pathology				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Early Childhood K-3				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Elementary 1-8				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Secondary Education				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Special Education				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Special Education (Birth-Age 5)				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Totals				N/A

In reference to the hiring of specific special education and secondary teachers for the start of the 2006-2007 school year, please check the box that best indicates the difficulty your district had this year in recruiting and hiring these teachers.

Special Education

- | | | | | |
|---------------------------------|--|---|--|---|
| Hearing Impaired (Deaf) | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Hearing Impaired (Birth-Age 5) | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Mild/Moderate | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Severely Handicapped | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Visually Impaired | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Visually Impaired (Birth-Age 5) | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |

Secondary Education

- | | | | | |
|---------------------------|--|---|--|---|
| Fine Arts | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Foreign Language | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Health, P.E., Safety | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Language Arts | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Mathematics | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Science | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Social Studies | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Applied Technology | Extremely difficult <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | No difficulty <input type="checkbox"/> | None were needed <input type="checkbox"/> |
| Other (please list) _____ | | | | |

1. Does your school district know or did it keep track of the reasons why teachers left the school district during or at the end of the 2005-2006 school year? Yes _____ No _____

If yes, please indicate how many teachers (see total of column 3, page 3) had as their primary reason for leaving:

Contract not being renewed _____

Retiring _____

Resigning due to long term disability _____

Resigning due to personal and family issues _____

Resigning due to spousal relocation _____

Accepting a position in another school district or Education Agency/Institution _____

Pursing additional education or training (e.g., a graduate degree) _____

Leaving education altogether for other type of employment _____

Unknown _____

Other (please list) _____

2. How many teachers who left your district's employment (see total of column 3, page 3) had taught only:

1 year _____

4 years _____

2 years _____

5 years _____

3 years _____

3. How many teachers in your district left teaching this past year to accept a non-teaching assignment (e.g., administrative position) within your district? _____

4. How many of the new teachers hired by your district for the start of the 2006-2007 school year (see total of column 4, page 3) were:

Teachers with no experience _____

How many of those with no experience were:

Prepared in a Utah college or university _____

Prepared in an out of state college or university _____

Prepared in an alternative preparation program _____

Teachers with prior experience _____

How many of those with prior experience were:

Returning to teaching _____

Coming from another Utah school district _____

Coming from an education position out of state _____

5. On the starting day of classes for the 2006-2007 school year, was your district lacking a full contingency of teachers?

Yes _____

No _____

If yes, please list the primary teaching field of those teachers that were needed and how many vacancies existed in each field (e.g., elementary education (2), secondary math (3), etc.)

Part II—Hiring of Other Professional Educators

Column 1	Column 2	Column 3	Column 4	Column 5
State Licensing Areas for <u>Other</u> Professional Educator Positions	At the start of the 2005-2006 school year, how many <u>other</u> professional educators were employed by your school district?	How many <u>other</u> professional educators in column 2 left employment with the school district, for whatever reason, during or at the end of the 2005-2006 school year?	By the start of the 2006-2007 school year, how many <u>other</u> professional educators were hired by the school district to replace those who left (see column 3) and/or to adjust for changes in student population numbers and/or to accommodate program modifications?	What degree of difficulty did your district experience in hiring <u>other</u> professional educators in order to begin the 2006-2007 school year? (check the box that best applies)
Admin/Supervisory				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
School Counselor				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
School Psychologist				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
School Social Worker				Extremely difficult <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> No difficulty <input type="checkbox"/> None were needed <input type="checkbox"/>
Totals				N/A

1. Does your school district know or did it keep track of the reasons why other professional educators left the school district during or at the end of the 2005-2006 school year? Yes _____ No _____

If yes, please indicate how many other professional educators (see total of column 3, page 7) had as their primary reason for leaving:

Contract not being renewed _____

Retiring _____

Resigning due to long term disability _____

Resigning due to personal and family issues _____

Resigning due to spousal relocation _____

Accepting a position in another school district or Education Agency/Institution _____

Pursuing additional education or training (e.g., a graduate degree) _____

Leaving education altogether for other type of employment _____

Unknown _____

Other (please list) _____

2. How many other professional educators who left your district's employment (see total in column 3, page 7) had been employed for only:

1 year _____

2 years _____

3 years _____

4 years _____

5 years _____

3. How many of the new other professional educators hired by your district for the start of the 2006-2007 school year (see total of column 4, page 7) were:

Other professional educators with no experience as an administrator, counselor, psychologist or social worker _____

How many of those with no experience were:

Prepared in a Utah college or university _____

Prepared in an out-of-state college or university _____

Prepared in an alternative preparation program _____

Other professional educators with prior experience _____

How many of those with prior experience were:

Returning to Education _____

Coming from another Utah school district _____

Coming from an education position out of state _____

4. One the starting day of classes for the 2006-2007 school year, was your district lacking a full contingency of other professional educators (i.e., administrators, counselors, psychologists and social workers)?

Yes _____

No _____

If yes, please list those areas of other professional educators needed and how many vacancies existed in each area (e.g., school counselors (2), school psychologists (1), etc.)

Utah Council of Education Deans 2005 Survey of Teacher Education Program Completion

2005-2006 Graduate and Licensee Report
July 1, 2005 – June 30, 2006
Numbers of Students Completing Teacher Education Programs

Name of Institution _____

Name of Individual Completing the Survey _____

Please complete the following form by indicating the total number of individuals completing state approved education programs from your institution between July 1, 2005 and June 30, 2006. It makes no difference if the person completing the program was an undergraduate, graduate, or educator license only student. Numbers should include all of those completing programs regardless of whether or not the student took the program on campus, through distance education or at an off-site campus. **In order to obtain an honest and accurate view of the supply of educators being provided by the ten public and private colleges of education in the state it is important that this form be filled out as carefully and completely as possible.** Your form should be completed on or before Friday, September 1, 2006 and mailed to: Dr. David J. Sperry, Utah System of Higher Education, Board of Regents Building, The Gateway, 60 South 400 West, Salt Lake City, Utah 84101-1284. If you have any questions, please contact David J. Sperry at sperry@ed.utah.edu or call Polly Buchanan at 321-7170.

	Column 1	Column 2	Column 3	Column 4
AREAS OF CONCENTRATION	# of individuals completing the following areas of concentration between July 1, 2005 and June 30, 2006	# of individuals in column 1 recommended for licensure to the Utah State Office of Education in their respective program areas*	# of individuals in column 1 known to have been hired to work in their respective program area in the State of Utah	# of individuals in column 1 representing the following racial or ethnic categories
Administrative/Supervisory				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Communication Disorders/Audiology				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Communication Disorders/Speech Pathology				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Early Childhood-K-3				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Elementary-1-8				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
School Counselor				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
School Psychologist				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.

	Column 1	Column 2	Column 3	Column 4
School Social Worker				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Secondary-Majors Only (total)				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Special Education (total)				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.
Special Education (Birth-Age 5 (total)				American Indian_____, Asian_____, Black_____, White_____, Hispanic_____, Pacific Islander_____, Foreign Nationals_____, Multi-Ethnic_____, Unknown_____.

*Since some student wait a year or longer to ask preparing institutions to recommend them to the State for licensure, please be careful in answering column 2 to make sure these are only individuals from column 1.

Breakdown of Individuals Completing a Secondary Program Endorsement

If a student completed more than one teaching major or more than one teaching minor, please count them in each category. However, please keep track of how many had multiple majors or minors as this question will be asked at the end of this section of the survey.

	Column 1	Column 2	Column 3	Column 4	Column 5
AREAS OF ENDORSEMENT	# of individuals completing a secondary teaching major in the specified discipline between July 1, 2005 and June 30, 2006	# of individuals competing a secondary teaching minor in the specified discipline between July 1, 2005 and June 30, 2006	# of individuals in column 2 completing a secondary teaching minor who passed the "designated highly qualified test"	# of individuals in column 1 recommended to the Utah State Office of Education for a teaching license	# of individuals in column 1 known to have been hired to work as an educator in Utah
Fine Arts (total)					
Visual Arts Major			No Test Available		
Visual Arts Composite			No Test Available		
Dance			No Test Available		
Drama (Theater)			No Test Available		
Music Composite			No Test Available		
Music composite K-12			No Test Available		
Foreign Language (total)					
American Sign Language					
Chinese	N/A				
French					
German					
Latin					
Russian			No Test Available		
Spanish					

	Column 1	Column 2	Column 3	Column 4	Column 5
Health, P.E., Safety (total)					
Coaching	N/A				
Driver and Safety Education	N/A				
Health					
Physical Education					
Physical Education K-12					
Physical Education: Sports/Coaching	N/A				
Mathematics (total)					
Mathematics					
Mathematics/Statistics Composite					
Language Arts (total)					
Bilingual/ESL	N/A				
Communication			No Test Available		
Communication Composite			No Test Available		
English					
English as a Second Language (ESL)	N/A				
Journalism			No Test Available		
Reading	N/A				
Speech					

	Column 1	Column 2	Column 3	Column 4	Column 5
Science (total)					
Biology					
Biological composite					
Botany					
Chemistry					
Chemistry/Physics Composite					
Earth Science Composite					
Geology	N/A				
Physical Science Composite					
Physics					
Zoology	N/A				
Social Studies (total)					
Economics					
Geography					
History					
Political Science					
Psychology					
Social Science Composite					
Sociology			No Test Available		

	Column 1	Column 2	Column 3	Column 4	Column 5
Applied Technology Education (total)					
Agriculture Composite					
Business					
Business Composite and Information Systems	N/A				
Family and consumer Studies Composite					
Technology Education Composite					
Marketing Education Composite					
Business/Marketing Education Composite					
Other					
Computer Science	N/A				
Distance Learning	N/A				
Gifted and Talented	N/A				
Library Media	N/A				
Middle School Level	N/A				

1. How many individuals completing a secondary teaching program and recommended to the State of Utah for licensure had two or more endorsable majors? _____
2. How many individuals completing a secondary teaching program and recommended to the State of Utah for licensure had two or more endorsable minors? _____

Breakdown of Individuals Completing a Special Education Endorsement

	Column 1	Column 2	Column 3
Program	# of individuals completing the following programs between July 1, 2005 and June 30, 2006	# of individuals in column 1 recommended to the Utah State Office of Education in the respective program areas	# of individuals in column 1 known to have been hired to work in their respective program area in the State of Utah
Special Education (total)			
Hearing Impaired (Deaf)			
Mild/Moderate			
Severely Handicapped			
Visually Impaired			
Special Education (Birth-Age 5) (total)			
Hearing Impaired (Birth-Age 5)			
Visually Impaired (Birth-Age 5)			

2005-2006 Survey of Teacher Education Program Completion in the Colleges and Universities in the State of Utah

Data submitted by Education Deans of Utah's Public and Private Accredited
Colleges of Education and compiled by David J. Sperry, Scholar in Residence,
Office of the Commissioner, Utah System of Higher Education

September 14, 2006

Draft—Preliminary Report—Not for Distribution

Abbreviations

The following abbreviations are used throughout this report:

Communication Disorders/Audiology	AUD
Communication Disorders/Speech Pathology	SP
Early Childhood Education-K-3	ECE
Elementary Education-1-8	EE
Secondary Education-6-12	SEC
Special Education	SE
Special Education (Birth-Age 5)	ECSE
Administrative/Supervisory	A&S
School Counselor	SC
School Psychologist	SP
School Social Worker	SW

Table I

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education.

Areas of Teaching License

Areas of Other Licenses

Institution	AUD	SP	ECE	EE	SEC	SE	ECSE		A&S	SC	SP	SW	Total	Percent
BYU	0	15	56	260	368	43	N/A		35	N/A	21	N/A	798	30.9%
Dixie	N/A	N/A	N/A	30	N/A	N/A	N/A		N/A	N/A	N/A	N/A	30	1.2%
Phx	N/A	N/A	N/A	57	41	N/A	N/A		N/A	60	N/A	N/A	158	6.1%
SUU	N/A	N/A	42	114	86	15	N/A		39	N/A	N/A	N/A	296	11.5%
USU	0	8	28	152	148	109	3		41	28	3	N/A	520	20.1%
UU	2	24	20	68	67	66	11		19	10	10	24	321	12.4%
UVSC	N/A	N/A	20	111	42	N/A	N/A		N/A	N/A	N/A	N/A	173	6.7%
WC	N/A	N/A	5	24	13	7	N/A		N/A	N/A	N/A	N/A	49	1.9%
WGU*	N/A	N/A	0	31	4	N/A	N/A		N/A	N/A	N/A	N/A	35	1.4%
WSU	N/A	N/A	20	81	92	9	N/A		N/A	N/A	N/A	N/A	202	7.8%
TOTAL	2	47	191	928	861	249	14		134	98	34	24	2582	100%

N/A=No Program Available

*Utah Students Only

Table II

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education who sought for and were reported as being Recommended for License in Utah.

Areas of Teaching License

Areas of Other Licenses

Institution	AUD	SP	ECE	EE	SEC	SE	EC SE		AS	SC	SP	SW	Total	% Seeking UT License
BYU	0/0	15/15	56/56	260/ 260	368/368	43/43	NP		22/35	NP	18/21	NP	782/ 798	98%
Dixie	NP	NP	NP	30/30	NP	NP	NP		NP	NP	NP	NP	30/30	100%
Phx	NP	NP	NP	52/57	35/41	NP	NP		NP	22/60	NP	NP	109/158	69%
SUU	NP	NP	42/42	114/ 114	86/86	15/15	NP		39/39	NP	NP	NP	296/ 296	100%
USU	0/0	8/8	28/28	152/ 152	148/ 148	109/ 109	3/3		41/41	28/28	3/3	NP	520/ 520	100%
UU	0/2	17/24	20/20	66/68	43/67	61/66	11/11		19/19	10/10	10/10	11/24	268/ 321	85%
UVSC	NP	NP	20/20	111/ 111	42/42	NP	NP		NP	NP	NP	NP	173/ 173	100%
WC	NP	NP	5/5	24/24	13/13	7/7	NP		NP	NP	NP	NP	49/49	100%
WGU	NP	NP	NP	31/31	3/4	NP	NP		NP	NP	NP	NP	34/35	97%
WSU	NP	NP	20/20	81/81	92/92	9/9	NP		NP	NP	NP	NP	202/202	100%
TOTAL	0/2	40/47	190/ 190	906/ 922	800/837	249/ 249	14/14		117/ 133	60/98	31/34	11/24	2463/ 2582	95%
%	0%	85%	100%	98%	96%	100%	100%		88%	61%	91%	46%		

NP=No Program

Table III

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education who were known by their institution to have been hired to work in their program area in the state of Utah by September 1, 2006.

Areas of Teaching License

Areas of Other Licenses

Institution	AUD	SP	ECE	EE	SEC	SE	ECSE		A & S	SC	SP	SW	Total *	% Known to have taken jobs in Utah**
BYU	0/0	15/15	40/56	93/260	88/368	40/43	NP		34/35	NP	17/21	NP	327/798	41%
Dixie	NP	NP	NP	19/30	NP	NP	NP		NP	NP	NP	NP	19/30	63%
Phx	NP	NP	NP	48/57	32/41	NP	NP		NP	NA/60	NP	NP	80/89	90%
SUU	NP	NP	34/42	85/114	69/86	8/15	NP		32/39	NP	NP	NP	228/296	77%
USU	0/0	7/8	17/28	97/152	87/148	104/109	2/3		NA/41	NA/28	1/3	NP	315/451	70%
UU	0/2	17/24	18/20	56/68	43/67	61/66	11/11		13/19	9/10	10/10	NA/24	238/297	80%
UVSC	NP	NP	20/20	111/111	25/42	NP	NP		NP	NP	NP	NP	156/173	90%
WC	NP	NP	4/5	20/24	10/13	5/7	NP		NP	NP	NP	NP	39/49	80%
WGU	NP	NP	NP	29/31	3/4	NP	NP		NP	NP	NP	NP	32/35	91%
WSU	NP	NP	NA/20	NA/81	NA/92	NA/9	NP		NP	NP	NP	NP	NA/202	NA

NP=No Program

NA=Information Not Available

* for programs where numbers are available

** where numbers are available

Table IV

Number of Students by race and ethnicity reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education.

Areas of Teaching License

Areas of Other Licenses

Race or Ethnicity	AUD	SP	ECE	EE	SEC	SE	ECSE		A & S	SC	SP	SW	Total	Percentage
Amer. Indian				2	5	2							9	.35%
Asian			2	10	12	2			5		1		32	1.24%
Black					2								2	.08%
White	2	47	158	801	733	219	14		124	96	31		2,225	86.17%
Hispanic			5	24	21	12			1		2		65	2.52%
Pacific Islander			1	3	7	6			3	2			22	.85%
Foreign National				1	2								3	.12%
Multi-Ethnic														
Unknown			25	87	79	8			1			24	224	8.68%
Total	2	47	191	928	861	249	14		134	98	34	24	2582	99.93%

Table V

Number of minority students completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006 by Institution.

Institution	American Indian	Asian	Black	Hispanic	Pacific Islander	Foreign Nationals	Total	Percentage
BYU	4	16	1	18	5		44	33.1%
Dixie		1					1	.8%
Phx		5		7	3		15	11.3%
SUU	2	5	1	9	2	1	20	15.0%
USU	1	2		12	2		17	12.8%
UU	2	2		2	1		7	5.3%
UVSC		1		4			5	3.8%
WC				3		2	5	3.8%
WGU				1			1	.8%
WSU				9	9		18	13.5%
Total	9	32	2	65	22	3	133	100.2%

Table VI

Number of minority students completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006 by racial/ethnic category.

Category	Number	Percentage
American Indian	9	6.8%
Asian	32	24.1%
Black	2	1.5%
Hispanic	65	48.9%
Pacific Islander	22	16.5%
Foreign National	3	2.3%
Total	133	100.1%

Table VII

Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and area of major endorsement.

Area of Endorsement

Institution	Fine Arts	Foreign Language	Health/PE	Math	Language Arts	Science	Social Studies	Applied Technology	Total	Percentage
BYU	57	24	27	62	54	31	70	43	368	42.7%
Dixie	NP	NP	NP	NP	NP	NP	NP	NP	0	0%
Phx	3	4	3	4	13	2	8	4	41	4.8%
SUU	14	2	28	1	9	4	15	13	86	10.0%
USU	14	7	19	25	10	12	25	36	148	17.2%
UU	18	8	2	7	10	6	15	1	67	7.8%
UVSC	0	0	0	1	12	8	16	5	42	4.9%
WC	3	0	0	2	4	2	2	0	13	1.5%
WGU	0	0	0	0	0	1	3	0	4	.5%
WSU	14	9	6	9	20	9	19	6	92	10.7%
Total	123	54	85	111	132	75	173	108	861	99.6%
Percentage	14.3%	6.3%	9.9%	12.9%	15.3%	8.7%	20.1%	12.5%		99.7%

NP=No Program

Table VIII

Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1,2005 to June 30, 2006, by institution and by specific teaching major.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Fine Arts											
Visual Arts Major	18		2	4				3			27
Visual Arts Composite					6	7				4	17
Dance	11			3		2					16
Drama (Theater)	10		1	1	2	3				1	18
Music Composite				6						9	15
Music composite K-12	18				6	6					30
Total	57		3	14	14	18		3		14	123
Foreign Language											
American Sign Language											0
Chinese			1								1
French	5				1	3				1	10
German	1									2	3
Japanese			1								1
Latin	2										2
Russian											0
Spanish	16		2	2	6	5				6	37
Total	24		4	2	7	8				9	54

Table VIII Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Health, P.E., Safety											
Coaching *											
Driver and Safety Education *											
Health	22				4	2					28
Physical Education			3	28						6	37
Physical Education K-12	5				15						20
Physical Education: Sports/Coaching *											
Total	27		3	28	19	2				6	85
Mathematics											
Mathematics	62		4	1	15	7	1	2		9	101
Mathematics/Statistics Composite					10						10
Total	62		4	1	25	7	1	2		9	111
Language Arts											
Bilingual/ESL *											
Communications											0
Communication Composite				2							2
English	54		13	7	10	10	12	4		20	132
English as a Second Language (ESL)											0
Journalism											0
Reading **											
Speech											0
Total	54		13	9	10	10	12	4		20	132

* Minor Only

** Graduate and Minor Only

Table VIII Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Science											
Biology			1	2			7				10
Biological Composite	8				6	3		1		6	24
Botany											0
Chemistry	4			1		2					7
Chemistry/Physics Composite											0
Earth Science Composite	4				1		1			1	7
Geology									1		1
Physical Science Composite	5			1	5			1		1	13
Physics	10		1			1				1	13
Zoology*											
Total	31		2	4	12	6	8	2	1	9	75
Social Studies											
Economics											0
Geography			1		1	2					4
History	53		5	7	16	10	16	1		9	117
Political Science			1			1					2
Psychology						1				1	2
Social Science Composite	17			8	8	1		1	3	9	47
Sociology			1								1
Total	70		8	15	25	15	16	2	3	19	173

* Minor Only

** Graduate and Minor Only

Table VIII Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Applied Technology Education											
Agriculture Composite					6						6
Business			4	4	11	1	5				25
Business Computer and Information Systems *											
Family and Consumer Studies Composite	21			2	13						36
Technology Education Composite	22			7	4						33
Marketing Education Composite					1						1
Business/Marketing Education Composite					1					6	7
Total	43		4	13	36	1	5			6	108
Other											
Computer Science *											
Distance Learning **											
Gifted and Talented *											
Library Media **											
Middle School Level *											

* Minor Only

** Graduate and Minor Only

Table IX

Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 2005 to June 30, 2006, by area of license issued by the Utah State Board of Education.

Area in Which Minor was Completed

Institution	Fine Arts	Foreign Language	Health/PE	Math	Language Arts	Science	Social Studies	Applied Technology	Other	Total
BYU	0	10	45	4	65	7	22	0	2	155
Dixie*										
Phx	0	0	0	0	2	0	1	0		3
SUU	1	8	14	3	36	2	4	1	3	72
USU	1	10	7	2	9	12	17	6		64
UU	NA	3	2	0	12	0	4	NA		21
UVSC**										
WC	4	4	0	0	8	0	6	0		22***
WGU	0	0	0	0	0	1	2	0		3
WSU	4	3	12	3	36	7	6	9		80
Total	10	38	80	12	168	29	62	16	5	420

NA=Not Available

* No Secondary Education Program

** All Composite Majors

***9 were Elementary Education majors who took a secondary teaching minor

Table X

Number of students reported completing a secondary teaching minor in Utah colleges & universities, July 1, 2005 to June 30, 2006, as a percentage of all who completed a secondary teaching program by institution.

Institution	Number completing a secondary Program	Number completing a secondary program who also completed a secondary teaching minor	Percent completing a secondary teaching minor
BYU	368	155	42.1%
Dixie	NA	NA	NA
PHX	41	3	7.3%
SUU	86	72	83.7%
USU	148	64	43.2%
UU	67	21	31.3%
UVSC **	42	NA	NA
WC	13	13	100%
WGU	4	3	75%
WSU	92	80	87%
Total	861	411	47.7%

** All Composite Majors

Table XI

Number of Students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 1005 to June 30, 2006, by specific areas of endorsements granted by the Utah State Board of Education.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Fine Arts						NA					
Visual Arts				1				3*			4
Visual Arts Composite									1		1
Dance									2		2
Drama (Theater)					1			1	1		3
Music											0
Total				1	1			4	4		10
Foreign Language											
American Sign Language											0
Chinese											0
French				2							2
German						1					1
Japanese	1										1
Latin											0
Russian											0
Spanish	9			6	10	2		4**		3	34
Total	10			8	10	3		4		3	38

* All 3 were Elementary Education Majors

** 2 of 4 were Elementary Education Majors

Table XI Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Health, P.E., Safety											
Coaching	16					2					18
Driver and Safety Education	7										7
Health	3			11	3					8	25
Physical Education				3						4	7
Physical Education K-12	1				4	NA					5
Physical Education: Sports/Coaching	18					NA					18
Total	45		0	14	7	2		0	0	12	80
Mathematics											
Mathematics	4			3	2					3	12
Mathematics/Statistics Composite											
Total	4		0	3	2	0		0	0	3	12
Language Arts											
Bilingual/ESL						NA					0
Communications						NA				2	2
Communication Composite						2					2
English	9		2	3	6	2		8***		3	33
English as a Second Language (ESL)	56			6		8				31	101
Journalism						NA					0
Reading				27		NA					27
Speech					3	NA					3
Total	65		2	36	9	12		8	0	36	168

NA= Not Available

*** 2 of 8 were Elementary Education majors

Table XI Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Science											
Biology											
Biological Composite											
Botany											
Chemistry	3			2	6					1	12
Chemistry/Physics Composite											
Earth Science Composite											
Geology	2								1		3
Physical Science Composite					6						6
Physics	2									6	8
Zoology											
Total	7		0	2	12	0		0	1	7	29
Social Studies											
Economics											0
Geography	2				3	2				2	9
History	10			4	6	1		3			24
Political Science	5				5	1					11
Psychology	3		1					3****		4	11
Social Science Composite									2		2
Sociology	2				3						5
Total	22		1	4	17	4		6	2	6	62

**** 2 of 3 were Elementary Education majors

Table XI Cont.

	BYU	Dixie	Phx	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Applied Technology Education											
Agriculture Composite											
Business				1	2					2	5
Business Composite and Information Systems											
Family and Consumer Studies Composite										1	1
Technology Education Composite											
Marketing Education Composite					4					5	9
Business/Marketing Education Composite										1	1
Total	0		0	1	6	0		0	0	9	16
Other											
Computer Science	2										2
Distance Learning											
Gifted and Talented											
Library Media				3							3
Middle School Level											
Total	2		0	3	0	0		0	0	0	5

Table XII

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, in special education by specific areas of endorsement granted by the Utah State Board of Education.

Areas of Special Education Teaching Endorsements

Institution	Hearing Impaired (Deaf)	Mild/Moderate	Severely Handicapped	Visually Impaired	Total	Percentage
BYU		25	18		43	17.3%
Dixie						
Phx						
SUU		15			15	6.0%
USU		86	23		109	43.8%
UU	10	25	26	5	66	26.5%
UVSC						
WC		7			7	2.8%
WGU						
WSU		9			9	3.6%
Total	10	168	67	5	249	100%

Table XIII

Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, in Early Childhood Special Education (Birth—age 5) by specific areas of endorsement granted by the Utah State Board of Education.

Areas of Early Childhood Special Education Teaching Endorsements

Institution	Visually Impaired (Birth—Age 5)	Hearing Impaired (Birth—Age 5)	Early Childhood License w/o Area of Endorsement	Total
BYU				
Dixie				
Phx				
SUU				
USU			3	3
UU	0	3	8	11
UVSC				
WC				
WGU				
WSU				
Total	0	3	11	14