

## PROGRAM REVIEW

February 7, 2011

UNIT     Middle Secondary Edn     DEPARTMENT     Middle & Secondary Educatn     COLLEGE     College of Education    

GRADUATE                     X                     UNDERGRADUATE                     X                    

UNIT CONTACT PERSON \_\_\_\_\_

CHAIRPERSON SIGNATURE \_\_\_\_\_

DEAN SIGNATURE \_\_\_\_\_

### EXECUTIVE SUMMARY UNDERGRADUATE

The Department of Middle and Secondary Education (MSE) has 21 degree certification programs (Art, Biology, Business, Chemistry, English, FACS, Speech and Theatre, German, ITE, Math, Music (vocal, instrumental), PE, Physics, Social Studies, Spanish, French, Unified Science in Biology, Chemistry, and Physics, and Middle School (language arts, science, social studies, and math). Most programs have professional organizations governing these various areas of teacher education. Through our Blocks, programs and students are closely linked, since students follow the same curriculum for introductory, basic, and advanced pedagogical courses, and for the capstone seminar. A unique aspect of the MSE program is the Block Program, which is a series of tightly sequenced experiences that integrates content and pedagogy into instructional blocks that closely link theory to practice.

Historically, Southeast Missouri State University was founded in 1873 to train teachers for rural schools. In 1921, Southeast became a four-year state teacher's college, and in 1973, the institution achieved university status. Teacher education has been the cornerstone of programs at Southeast, and data in this report will show that the MSE program is an essential part of the College of Education, that is key to Southeast Missouri's service mission.

Size, Scope, and Productivity of the Program. In general, the MSE program is large and growing, and retention rates are high. MSE teaching faculty are highly productive.

Revenue. The MSE department has highly productive and cost-effective programs. In AY09, it generated \$1,232,248.64 in total revenue, up from \$946,686.18 in AY07.

Costs. Steady net revenues and effective cost-benefit ratios, makes the MSE program an asset to the College of Education, the university, and the region. In AY09, the program brought in \$1,232,248.64 and spent only \$762,778.00.

Contributions to University Studies. MSE continues to offer University Studies on-campus and off-campus.

External Demand. Secondary school teachers are among the "Top 50 Hot Jobs" in the state (MERIC, 2009), and among the top 50 jobs in the Southeast Missouri region. DESE has identified a critical shortage of STEM (science, technology, engineering, math) subject teachers in the state. In addition, the TEACH grant offers a fully-funded undergraduate teacher education program in the STEM subject areas. The "Race to the Top," a U.S. Department of Education stimulus financing program, emphasizes innovative education programs, especially in the STEM subjects.

Quality of Program Inputs. The quality of MSE students is reflected in the above average ACT and C-BASE scores. MSE students' high

### EXECUTIVE SUMMARY GRADUATE

The Master's degree program in Middle and Secondary Education was designed to help meet the needs of educators in the region. Following initial certification,

teachers are able to have a choice of studying one of two options: Educational Technology and Educational Studies.

MSE graduate faculty work with the content subject faculty to create new options, especially in the STEM (science, technology, engineering, and math) areas, in which there are severe shortages state-wide. Also, MSE faculty are involved with others who are working with the variable topics courses, so that the master's program options can be advertised to the school teachers. Finally, MSE faculty work with the RPDC to advertise the two master's degree options.

Size, Scope, and Productivity of the Program.

In general, the MSE graduate program is small and growing. MSE teaching faculty are highly productive.

Revenue.

The MA program in the MSE Department has been a productive and cost-effective program. In AY09, the student credit hour revenue for all courses was \$261,724.75. On-campus revenue for major courses is improving, off-campus revenue is declining, and summer revenue is irregular. Overall, the total revenue generated from MSE continues to go up.

Costs.

Steady net revenues and effective cost-benefit ratios, make the MSE 's MA program an asset to the College of Education, the university, and the region. In AY09, the program brought in \$205,226.14 and spent only \$69,595.00. In AY09, the cost per student was \$1,281, as compared to the university which was \$2,083.

Contributions to University Studies. N/A

External Demand. N/A

Quality of Program Inputs.

The IR data only provided GMAT measures, which does not apply to the MSE master's degree program. However, graduate students applying to complete a master's program in secondary education are well-qualified. Measures used for entry into the program are that: (1) they hold a valid teaching license, and (2) they must have a GPA of above 2.75. Our students are coming in with strong pedagogical skills necessary to succeed in the graduate teacher education program.

Quality of Program Outputs.

In order to successfully complete the program, students must complete 33 credit hours with a minimum of a 3.0 GPA, and successfully pass a comprehensive exam and graduate paper, or thesis. In AY09, MSE graduated 8 students who met the above requirements.

Currency of Curriculum.

As an approved program of Southeast's graduate school and CBHE, the master's program, by necessity, must continuously be reviewed and upgraded, and the curriculum revised on a regular basis, to keep pace with the needs of the teachers in the region.

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Program Review Final University Committee Chair Comments

## I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

### Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

The BSED program is a single approved and registered program with the Missouri Department of Elementary and Secondary Education (DESE). The MSE department governs and manages 20 secondary degree programs plus the middle school program, all of which lead to state teaching certification in these subject areas (see also “Additional Data.”)

The basic degree program has 51 hours in University Studies, 38 hours in teacher education (including 16 hours of field experiences), and subject area credit hour requirements ranging from 45-52 hours depending on the major. The teacher education preparation portion of the major represents a series of Blocks, i.e., blocks of courses and field experiences that students take over a period of 3 semesters, to sequentially and developmentally prepare them for a full semester of student teaching (the capstone field experience).

### Briefly describe the depth and breadth of your unit's offerings (Graduate).

The MA program in the Department of Middle and Secondary Education has two options: Educational Studies and Educational Technology. The program currently has 40 students.

The basic degree program has 18 hours in the core curriculum and 15 hours in electives. The core curriculum consists of courses in foundations, curriculum development, instructional strategies, assessment, technology, multicultural education, and research methods. The elective courses are drawn from subject specialty courses and the topics course. The program is sequentially designed and offers an excellent rotation for students to be able to complete their degrees within 2 years. Currently, there are 6 faculty members, 5 of whom have graduate-level faculty status, and who teach the pedagogical core and technology courses for the MSE department. Two are full professors, one is a half-time associate professor, 4 are

SIZE and SCOPE DATA UNDERGRADUATE

Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	900	950	940	946	905		
Alternative Certification-SE [BSE-HS/BSEHS/ALTC]			136	145	142		
Art Education [BSE-HS/BSEHS/ARED]			30	40	21		
Art Education [PRE EDUC/BSE/ARED]			11	18	30		
Biology Education [BSE-HS/BSEHS/BIED]			17	10	5		
Biology Education [PRE EDUC/BSE/BIED]			7	11	17		
Biology Education: Unified Sci [BSE-HS/BSEHS/BUSE]			4	5	4		
Biology Education: Unified Sci [PRE EDUC/BSE/BUSE]			7	7	14		
Business & Marketing Education [BSE-HS/BSEHS/BMED]			8	8	9		
Business Education [BSE-HS/BSEHS/BUED]			10	6	4		
Chemistry Education [BSE-HS/BSEHS/CHED]			5	1	1		
Chemistry Education [PRE EDUC/BSE/CHED]			6	3	1		
Chemistry Educatn:Unified Sci [BSE-HS/BSEHS/CUSE]			0	1	1		
Chemistry Educatn:Unified Sci [PRE EDUC/BSE/CUSE]			0	1	1		
English Education [BSE-HS/BSEHS/ENED]			52	48	37		

Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]			21	23	18		
Family & Consumer Sciences Edu [PRE EDUC/BSE/FCED]			4	3	12		
French Education [BSE-HS/BSEHS/FRED]			0	3	2		
German Education [BSE-HS/BSEHS/GNED]			0	2	0		
German Education [PRE EDUC/BSE/GNED]			0	1	2		
Industrial Education [BSE-HS/BSEHS/INED]			22	19	16		
Industrial Education [PRE EDUC/BSE/INED]			4	8	8		
Mathematics Education [BSE-HS/BSEHS/MAED]			33	26	24		
Middle School Education [BSE-MS/BSEMS/MSED]			93	79	53		
Middle School Education [PRE EDUC/BSE/MSED]			42	45	62		
Music (Instrumental) [BME MUSIC/BME/MINT]			46	41	32		
Music (Instrumental) [PRE EDUC/BSE/MINT]			8	20	25		
Music (Vocal) [BME MUSIC/BME/MVCL]			24	28	19		
Music (Vocal) [PRE EDUC/BSE/MVCL]			3	5	10		
No Major Required [BSE-HS/BSEHS/NOMQ]			0	0	1		
Physical Education K-12 [BSE-HS/BSEHS/PEED]			94	82	65		
Physical Education K-12 [PRE EDUC/BSE/PEED]			45	68	96		
Physics Education [BSE-HS/BSEHS/PHED]			1	0	1		
Physics Education [PRE EDUC/BSE/PHED]			3	3	1		
Physics Education: Unified Sci [BSE-HS/BSEHS/PUSE]			1	1	1		
Physics Education: Unified Sci [PRE EDUC/BSE/PUSE]			1	3	0		
Social Studies [BSE-HS/BSEHS/SSSED]			87	86	54		
Social Studies [PRE EDUC/BSE/SSSED]			33	29	60		
Spanish Education [BSE-HS/BSEHS/SNED]			28	23	15		
Spanish Education [PRE EDUC/BSE/SNED]			4	6	11		
Speech & Theatre Education [BSE-HS/BSEHS/STED]			7	4	3		
Speech & Theatre Education [PRE EDUC/BSE/STED]			3	9	4		
Teaching Asst Prep-Mdl/Sec [TAP CERT-M S/CERT2/TAPS]			2	1	1		
Technology Education [PRE EDUC/BSE/TCEI]			2	2	2		
Undeclared-Secondary Education [PRE EDUC/BSE/UDSE]			20	16	17		
Undeclared-Secondary Education [UND/BACH/UDSE]			16	6	3		
Minors UNIT Total			248	225	208		
Area of Concentratn not Declrd			1	0	0		
Language Arts Concntrtn:21 Hrs			35	33	40		
Language Arts Concntrtn:24 Hrs			1	2	0		
Language Arts Concntrtn:30 Hrs			7	5	3		
Mathematics Concentratn-21 Hr			41	44	39		
Mathematics Concentratn-24 Hr			1	2	0		
Mathematics Concentratn-30 Hr			14	14	6		
No Concentration Declared			27	7	2		

Science Concentration-21 hour			38	45	48		
Science Concentration-30 hour			4	2	1		
Social Studies Concntrtn-21 hr			62	62	66		
Social Studies Concntrtn-24 hr			1	0	0		
Social Studies Concntrtn-30 hr			16	9	3		
Completers UNIT Total	74	121	108	123	127		
Art Education [BSE-HS/BSEHS/ARED]			2	5	5		
Biology Education [BSE-HS/BSEHS/BIED]			5	5	1		
Biology Education: Unified Sci [BSE-HS/BSEHS/BUSE]			1	2	3		
Business & Marketing Education [BSE-HS/BSEHS/BMED]			0	0	2		
Business Education [BSE-HS/BSEHS/BUED]			5	2	2		
Chemistry Education [BSE-HS/BSEHS/CHED]			2	0	0		
Chemistry Educatn:Unified Sci [BSE-HS/BSEHS/CUSE]			0	0	1		
English Education [BSE-HS/BSEHS/ENED]			10	13	15		
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]			3	7	4		
German Education [BSE-HS/BSEHS/GNED]			0	1	0		
Industrial Education [BSE-HS/BSEHS/INED]			4	3	10		
Mathematics Education [BSE-HS/BSEHS/MAED]			4	7	11		
Middle School Education [BSE-MS/BSEMS/MSED]			18	23	21		
Music (Instrumental) [BME MUSIC/BME/MINT]			9	12	3		
Music (Vocal) [BME MUSIC/BME/MVCL]			1	4	3		
Physical Education K-12 [BSE-HS/BSEHS/PEED]			20	14	23		
Physics Education: Unified Sci [BSE-HS/BSEHS/PUSE]			0	0	1		
Social Studies [BSE-HS/BSEHS/SSED]			19	21	17		
Spanish Education [BSE-HS/BSEHS/SNED]			2	4	5		
Speech & Theatre Education [BSE-HS/BSEHS/STED]			2	0	0		
Teaching Asst Prep-Mdl/Sec [TAP CERT-M S/CERT2/TAPS]			1	0	0		
% Completion Rate 6 YR	50	59	52	55	54		
Unit - % Retention FS YR 1 -- F YR 2	80	100	46	50	60		
Unit - % Retention FS YR 3 -- F YR 4	83	99	76	76	76		
UNIV - % Retention FS YR 1 -- F YR 2			62	64	72		
UNIV - % Retention FS YR 3 -- F YR 4			85	92	85		
SCH On Campus FS			4,119	4,642	4,698		
SCH Off Campus FS			468	506	495		
SCH Total FS			4,587	5,148	5,193		
SCH Summer On and Off Campus			147	170	83		
SCHR (SCH ratios) On Campus Fall/Spring	266	293	245	232	277		
SCHR (SCH ratios) Off Campus Fall/Spring	266	293	142	119	143		
SCHR (SCH ratios) Total	266	293	228	212	254		
Delaware SCHR			226	206			

% of Sections with Enrollment < 10 (GR < 8)	10	5	51	50	37		
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### Area of Concern for Size and Scope Data (Undergraduate)

While the percent of sections with enrollment below 10 is above the university averages, the number of low enrollment sections in MSE is noticeably high. These sections of Block III specialty content techniques courses are assigned to and taught by the dual-appointee faculty members. Other low enrollment courses also include the alternative certification courses. All of these courses are mandated by DESE for certification.

The nature of these courses is such that, when students enter Block III, they focus only on their content specialty area. Before entering Block III, all majors are grouped together in Block II, where they are introduced to general pedagogical theories and methods. But by Block III, they must focus on more specific pedagogy related to their content areas. By necessity, these Block III techniques courses must be taught separately, and therefore, once the students are split up into subject disciplines, the numbers appear to be low, but in the real sense, the total number of majors in the program remains constant. Therefore, these Block III specialty techniques courses will continue to show low numbers.

At this point in time, it is uncertain how the junior college in Cape could affect the number of Block I sections we will need to offer on-campus, off-campus, and at the junior college, or the number of Block II and III sections that might need to be added should more students transfer in from the junior college.

### SIZE and SCOPE DATA GRADUATE

Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	31	47	47	40	40		
Secondary Education: Educ Tech [MA/MA/SETG]			11	15	19		
Secondary Education: Middle Lv [MA/MA/SEMG]			1	1	0		
Secondary Education: Educ Std [MA/MA/SEEG]			35	24	21		
Completers UNIT Total	7	11	12	9	8		
Secondary Education: Educ Tech [MA/MA/SETG]			1	2	4		
Secondary Education: Educ Std [MA/MA/SEEG]			11	7	4		
UNIV - % Retention FS YR 1 -- F YR 2			0	0	0		
UNIV - % Retention FS YR3 -- F YR 4			0	0	0		
SCH On Campus FS			222	252	267		
SCH Off Campus FS			817	580	263		
SCH Total FS			1,039	832	530		
SCH Summer On and Off Campus			308	264	236		
SCHR (SCH ratios) On Campus Fall/Spring			233	174	182		
SCHR (SCH ratios) Off Campus Fall/Spring			593	582	0		
SCHR (SCH ratios) Total	186	266	445	340	361		
Delaware SCHR			226	206			
% of Sections with Enrollment < 10 (GR < 8)	10	5	8	4	38		

### Area of Concern for Size and Scope Data (Graduate)

According to the data, the Educational Studies option is declining in numbers.

The data presented by IR regarding low enrollment sections, indicates that there was a jump from 4 low-enrollment sections in AY08, to 38 low-enrollment sections in AY09. What is not accounted for in this data is that, out of the more than 80 topics courses (SE680) which are offered by MSE, the records will show 1 or 2 students enrolled per course, none of which are assigned to a particular faculty member. Also, the records do not reflect the fact that these enrollees are actually grouped together for instruction, thus, making the records look as though each of these low-enrolled classes is taught by a different instructor, and thereby raising, spuriously, the percent of sections with supposedly low-enrollment.

Another issue with the SE680 Variable Topics courses is that most students are taking these 12 hours of electives first (at \$100 per 3 credit hours), and then enrolling in the core courses. This makes it very difficult to predict enrollment numbers for the core courses, and obviously to plan each semester's offerings.

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	6.00	7.00	6.00	6.00	7.00		
Unit Full Time Faculty Adjusted for Release	0.00	2.00	5.50	5.50	6.50		
Unit Full Time Faculty UG FTE			17.49	17.48	17.98		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel UG Number	0.00	0.00	8.00	15.00	9.00		
Other Teaching Personnel UG PTFTE	0.00	1.00	2.60	6.80	2.44		

#### Area of Concern for Teaching Personnel Data (Undergraduate)

Since MSE programs are continuing to grow (see "Additional Data" section), there will be a need to maintain and increase the number of teaching faculty in the department, in order to effectively handle the growth in numbers of majors. Also, with one or two faculty soon to be retired, it is especially important that those two positions be retained in the department.

At this point in time, it is uncertain how the junior college could affect the teaching loads of faculty who teach Block I courses. It is also unclear if the number of upper-level majors will also increase, necessitating an increased number of faculty to handle additional sections of courses. If increased numbers of students flow in from the junior college, this may also assist in building larger numbers of students in the low enrollment courses of Block III.

TEACHING PERSONNEL DATA GRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number			0.00	0.00	0.00		
Unit Full Time Faculty Adjusted for Release			0.00	0.00	0.00		
Unit Full Time Faculty GR FTE			1.73	2.04	1.47		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel GR Number			0.00	0.00	0.00		
Other Teaching Personnel GR PTFTE			0.60	0.40	0.00		

#### Area of Concern for Teaching Personnel Data (Graduate)

Since MA program in the Educational Technology option is continuing to grow in number, there will be a need to maintain the number of graduate teaching faculty

in the department in order to effectively handle the growth of this option. Also, with one or two faculty soon to be retired, it is especially important that those two positions be retained in the department.

COMPARISONS UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	57.45	50.77	57.14	50.82	57.81	47.04				
Unit - % Retention FS YR 1 -- F YR 2	60.93	62.68	58.73	63.69	64.80	66.03				
Unit - % Retention FS YR 3 -- F YR 4	72.81	82.78	76.92	83.34	77.58	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	70.83	62.81	69.44	63.69	73.60	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	82.50	83.02	89.84	83.73	84.82	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	211.00	262.00	197.00	261.00	212.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	216.00	227.00	244.00	290.00	246.00	213.00				
SCHR (SCH ratios) Total	212.00	242.00	209.00	265.00	220.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	25.53	17.54	29.43	17.42	31.76	22.70				

COMPARISONS GRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
UNIV - % Retention FS YR 1 -- F YR 2	70.83	62.81	69.44	63.69	73.60	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	82.50	83.02	89.84	83.73	84.82	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	211.00	262.00	197.00	261.00	212.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	216.00	227.00	244.00	290.00	246.00	213.00				
SCHR (SCH ratios) Total	212.00	242.00	209.00	265.00	220.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	25.53	17.54	29.43	17.42	31.76	22.70				

SIZE and SCOPE DATA SUMMARY UNDERGRADUATE				
Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	930.3	Needs Improvement	97.92	Irregular
Alternative Certification-SE [BSE-HS/BSEHS/ALTC]	141.0			Irregular
Art Education [BSE-HS/BSEHS/ARED]	30.3			Irregular
Art Education [PRE EDUC/BSE/ARED]	19.7			Improving
Biology Education [BSE-HS/BSEHS/BIED]	10.7			Declining
Biology Education [PRE EDUC/BSE/BIED]	11.7			Improving
Biology Education: Unified Sci [BSE-HS/BSEHS/BUSE]	4.3			Irregular
Biology Education: Unified Sci [PRE EDUC/BSE/BUSE]	9.3			Improving
Business & Marketing Education [BSE-HS/BSEHS/BMED]	8.3			Improving
Business Education [BSE-HS/BSEHS/BUED]	6.7			Declining



Chemistry Education [BSE-HS/BSEHS/CHED]	2.3		Irregular
Chemistry Education [PRE EDUC/BSE/CHED]	3.3		Declining
Chemistry Educatn:Unified Sci [BSE-HS/BSEHS/CUSE]	0.7		Irregular
Chemistry Educatn:Unified Sci [PRE EDUC/BSE/CUSE]	0.7		Irregular
English Education [BSE-HS/BSEHS/ENED]	45.7		Declining
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]	20.7		Irregular
Family & Consumer Sciences Edu [PRE EDUC/BSE/FCED]	6.3		Irregular
French Education [BSE-HS/BSEHS/FRED]	1.7		Irregular
German Education [BSE-HS/BSEHS/GNED]	0.7		Irregular
German Education [PRE EDUC/BSE/GNED]	1.0		Improving
Industrial Education [BSE-HS/BSEHS/INED]	19.0		Declining
Industrial Education [PRE EDUC/BSE/INED]	6.7		Irregular
Mathematics Education [BSE-HS/BSEHS/MAED]	27.7		Declining
Middle School Education [BSE-MS/BSEMS/MSED]	75.0		Declining
Middle School Education [PRE EDUC/BSE/MSED]	49.7		Improving
Music (Instrumental) [BME MUSIC/BME/MINT]	39.7		Declining
Music (Instrumental) [PRE EDUC/BSE/MINT]	17.7		Improving
Music (Vocal) [BME MUSIC/BME/MVCL]	23.7		Irregular
Music (Vocal) [PRE EDUC/BSE/MVCL]	6.0		Improving
No Major Required [BSE-HS/BSEHS/NOMQ]	0.3		Improving
Physical Education K-12 [BSE-HS/BSEHS/PEED]	80.3		Declining
Physical Education K-12 [PRE EDUC/BSE/PEED]	69.7		Improving
Physics Education [BSE-HS/BSEHS/PHED]	0.7		Irregular
Physics Education [PRE EDUC/BSE/PHED]	2.3		Declining
Physics Education: Unified Sci [BSE-HS/BSEHS/PUSE]	1.0		Static
Physics Education: Unified Sci [PRE EDUC/BSE/PUSE]	1.3		Irregular
Social Studies [BSE-HS/BSEHS/SSSED]	75.7		Declining
Social Studies [PRE EDUC/BSE/SSSED]	40.7		Irregular
Spanish Education [BSE-HS/BSEHS/SNED]	22.0		Declining
Spanish Education [PRE EDUC/BSE/SNED]	7.0		Improving
Speech & Theatre Education [BSE-HS/BSEHS/STED]	4.7		Declining
Speech & Theatre Education [PRE EDUC/BSE/STED]	5.3		Irregular
Teaching Asst Prep-Mdl/Sec [TAP CERT-M S/CERT2/TAPS]	1.3		Irregular
Technology Education [PRE EDUC/BSE/TCEI]	2.0		Static
Undeclared-Secondary Education [PRE EDUC/BSE/UDSE]	17.7		Irregular
Undeclared-Secondary Education [UND/BACH/UDSE]	8.3		Declining
Minors UNIT Total	227.0		Declining
Area of Concentratn not Declrd	0.3		Irregular
Language Arts Concntrtn:21 Hrs	36.0		Irregular
Language Arts Concntrtn:24 Hrs	1.0		Irregular

Language Arts Concentrtn:30 Hrs	5.0			Declining
Mathematics Concentratn-21 Hr	41.3			Irregular
Mathematics Concentratn-24 Hr	1.0			Irregular
Mathematics Concentratn-30 Hr	11.3			Declining
No Concentration Declared	12.0			Declining
Science Concentration-21 hour	43.7			Improving
Science Concentration-30 hour	2.3			Declining
Social Studies Concentrtn-21 hr	63.3			Improving
Social Studies Concentrtn-24 hr	0.3			Irregular
Social Studies Concentrtn-30 hr	9.3			Declining
Completers UNIT Total	119.3	Needs Improvement	98.61	Improving
Art Education [BSE-HS/BSEHS/ARED]	4.0			Irregular
Biology Education [BSE-HS/BSEHS/BIED]	3.7			Declining
Biology Education: Unified Sci [BSE-HS/BSEHS/BUSE]	2.0			Improving
Business & Marketing Education [BSE-HS/BSEHS/BMED]	0.7			Improving
Business Education [BSE-HS/BSEHS/BUED]	3.0			Irregular
Chemistry Education [BSE-HS/BSEHS/CHED]	0.7			Irregular
Chemistry Educatn:Unified Sci [BSE-HS/BSEHS/CUSE]	0.3			Improving
English Education [BSE-HS/BSEHS/ENED]	12.7			Improving
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]	4.7			Irregular
German Education [BSE-HS/BSEHS/GNED]	0.3			Irregular
Industrial Education [BSE-HS/BSEHS/INED]	5.7			Irregular
Mathematics Education [BSE-HS/BSEHS/MAED]	7.3			Improving
Middle School Education [BSE-MS/BSEMS/MSED]	20.7			Irregular
Music (Instrumental) [BME MUSIC/BME/MINT]	8.0			Irregular
Music (Vocal) [BME MUSIC/BME/MVCL]	2.7			Irregular
Physical Education K-12 [BSE-HS/BSEHS/PEED]	19.0			Irregular
Physics Education: Unified Sci [BSE-HS/BSEHS/PUSE]	0.3			Improving
Social Studies [BSE-HS/BSEHS/SSSED]	19.0			Irregular
Spanish Education [BSE-HS/BSEHS/SNED]	3.7			Improving
Speech & Theatre Education [BSE-HS/BSEHS/STED]	0.7			Irregular
Teaching Asst Prep-Mdl/Sec [TAP CERT-M S/CERT2/TAPS]	0.3			Irregular
% Completion Rate 6 YR	53.7	Needs Improvement	90.94	Irregular
Unit - % Retention FS YR 1 -- F YR 2	52.0	Red Flag	52	Improving
Unit - % Retention FS YR 3 -- F YR 4	76.0	Red Flag	76.76	Static
UNIV - % Retention FS YR 1 -- F YR 2	66.0			Improving
UNIV - % Retention FS YR 3 -- F YR 4	87.3			Irregular
SCH On Campus FS	4,486.3			Improving
SCH Off Campus FS	489.7			Irregular
SCH Total FS	4,976.0			Improving

SCH Summer On and Off Campus	133.3			Irregular
SCHR (SCH ratios) On Campus Fall/Spring	251.3	Red Flag	85.77	Irregular
SCHR (SCH ratios) Off Campus Fall/Spring	134.7	Red Flag	45.95	Irregular
SCHR (SCH ratios) Total	231.3	Red Flag	78.95	Irregular
% of Sections with Enrollment < 10 (GR < 8)	46.0	Aspiration	920	Declining

#### SIZE and SCOPE DATA SUMMARY GRADUATE

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	42.3	Needs Improvement	90.06	Irregular
Secondary Education: Educ Tech [MA/MA/SETG]	15.0			Improving
Secondary Education: Middle Lv [MA/MA/SEMG]	0.7			Declining
Secondary Education: Educ Std [MA/MA/SEEG]	26.7			Declining
Completers UNIT Total	9.7	Needs Improvement	87.81	Declining
Secondary Education: Educ Tech [MA/MA/SETG]	2.3			Improving
Secondary Education: Educ Std [MA/MA/SEEG]	7.3			Declining
UNIV - % Retention FS YR 1 -- F YR 2	0.0			Static
UNIV - % Retention FS YR3 -- F YR 4	0.0			Static
SCH On Campus FS	247.0			Improving
SCH Off Campus FS	553.3			Declining
SCH Total FS	800.3			Declining
SCH Summer On and Off Campus	269.3			Declining
SCHR (SCH ratios) On Campus Fall/Spring	196.3			Irregular
SCHR (SCH ratios) Off Campus Fall/Spring	391.7			Declining
SCHR (SCH ratios) Total	382.0	Aspiration	143.6	Irregular
% of Sections with Enrollment < 10 (GR < 8)	16.7	Aspiration	333.2	Irregular

### UNDERGRADUATE

#### Brief Conclusion from Data

In general, the MSE program is large, growing, and productive. Retention rates are high. MSE teaching faculty are highly productive.

#### Additional Data or Comments

There are currently 905 majors enrolled in MSE programs. These programs are: Middle Level (math, science, language arts, and social studies), Art, Biology, Business, Chemistry, English, Family and Consumer Sciences, French, German, Industrial Technology, Mathematics, Music, Physical Education, Physics, Social Studies, Spanish, Speech and Theatre, Unified Science Biology, Unified Science Chemistry, and Unified Science Physics.

The data show that the number of Pre-Ed Majors (those who have declared MSE as a major, but who have not yet been admitted into the teacher education program), is experiencing rapid growth, with 6 areas of certification doubling or tripling in number, and 6 other certification areas also increasing. The number of Admitted Majors (those students who have been admitted into the teacher education program), shows a decline in 16 of 21 certification areas. Yet, unit retention rates for MSE

students in Years 3 and 4 has remained steady at 76%, and for years 1 and 2 has gone up from 46% to 60% during AY07-09.

The percentage of MSE students completing the program in 6 years has gone up from 52% to 54% between AY07-09.

The number of student credit hours generated by MSE during fall and spring semesters from AY07-09 has gone up from 4,587 to 5,193.

Overall, 90% of courses offered by MSE in the major, both on-campus and off-campus, have enrollments of 12 or above.

Currently, there are 6 faculty members who teach the pedagogical courses for MSE and handle the day-to-day business of the department. Two are full professors, with one half-time associate professor, 4 assistant professors, and one instructor. Additionally, the Director of the Instructional Resource Center, who has a non-teaching role, has been assigned to the MSE department.

In addition to the 6 core teaching faculty, there are also 18 dual-appointee faculty (content specific faculty), and varying numbers of part-time and term faculty (8-15 during AY07-09). All of these faculty contribute to the MSE program, teaching during spring and fall semesters, on-campus and off-campus at the Sikeston, Poplar Bluff, Malden, and Kennett campuses.

MSE core teaching faculty and dual-appointees meet formally on a regular monthly basis to coordinate program goals and outcomes, and are in constant contact with one another and other COE staff involved in advising and certification.

MSE core teaching faculty and dual appointees constantly interact with middle and high school principals and teachers on a regular basis to coordinate and supervise students' field experiences (internships).

Representative core and dual-appointee faculty regularly attend state-level policy meetings to stay current with state-wide initiatives affecting middle and secondary education programs. (2344)

The data indicates that MSE faculty productivity ratios (212) are above the Delaware ratios (206), an indication of the level and capacity at which MSE faculty are working.

### **Plan to Address**

MSE faculty will continue to work with content subject faculty, to keep track of and monitor advisees so that Block III techniques courses can be offered when the numbers of students are close to or over the threshold for class size.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

In 2004, MSE reduced the total number of credit hours required for the degree by 8 hours, in response to the Phase I Program Review, which strongly recommended that programs limit their total hours for the degree to 120.

In 2006, MSE added back 4 credit hours (Block I) in response to the community colleges demand for credit transfer of lower-level teacher education courses.

Therefore, it was necessary to ensure that our on-campus/native students had the same preparation, thereby necessitating the addition of these two courses.

Since the last review, the unified science majors have also been added to the program, but earth science was dropped because of the closing of the geo-sciences department.

### **Program Review Final University Committee Chair Comments**

## **GRADUATE**

### **Brief Conclusion from Data**

In general, the MA program is small, but continues to grow and be productive, especially the Educational Technology option.

### **Additional Data or Comments**

The data show that the option in Educational Technology is experiencing growth, almost doubling in three years, from 11 majors in AY07 to 19 in AY09. The

number of completers continues to grow in Educational Technology, while Educational Studies is leveling off.

The percentage of MSE students completing the program is 87.81%. The number of student credit hours generated by MSE during fall and spring semesters from on- and off-campus courses is 530. For AY08, the data indicates that MSE faculty productivity ratios (340) are above the Delaware ratios (206). While data is not available for AY09 Delaware, the AY09 MSE ratios are even higher than AY08, standing at 361, an indication of the level and capacity at which MSE faculty are working.

### **Plan to Address**

Regarding the decline in the numbers of Educational Studies majors, there will be a need to examine the curriculum and the program delivery platforms to ascertain why these numbers are dropping, and how we might better address the needs of teachers in this option.

Ways that MSE can address this issue is: (1) MSE graduate faculty can work with the content subject faculty to create new options, especially in the STEM (science, technology, engineering, and math) areas, in which there are severe shortages state-wide, (2) become more involved with faculty who are working with the variable topics courses to advertise the two master's degree options to these teachers taking the SE680 courses, and (3) work with the RPDC, when they offer workshops and other training sessions for teachers, to advertise the two master's degree options.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

In 2004, MSE had only one MA program (with various options). In 2006, the MA program was re-designed and offered two MA degrees: Educational Studies and Educational Technology.

N/A - Unfortunately the report from the last review was not available to reflect upon, compare, and make judgments accordingly.

### **Program Review Final University Committee Chair Comments**

## II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	824,244.18	1,012,687.44	1,099,567.30		
Off Campus FS	91,059.52	112,548.27	112,087.80		
Summer On and Off Campus	30,652.48	39,094.53	20,303.54		
Subtotal Revenue SCH	945,956.18	1,164,330.24	1,231,958.64		
All Courses - Fees Revenue					
On Campus FS	660.00	220.00	160.00		
Off Campus FS	70.00	100.00	130.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	730.00	320.00	290.00		
All Courses - Total SCH and Fees	946,686.18	1,164,650.24	1,232,248.64		
Univ Studies Crses - SCH Revenue					
On Campus FS	38,557.35	58,492.74	66,028.80		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	8,897.85	4,534.32	695.04		
Subtotal Revenue SCH	47,455.20	63,027.06	66,723.84		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	47,455.20	63,027.06	66,723.84		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	0.00	0.00	0.00		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue Fees	0.00	0.00	0.00		
SER/BC/ROM - Total SCH and Fees	0.00	0.00	0.00		
Major Courses - SCH Revenue					

On Campus FS	785,686.83	954,194.70	1,033,538.50		
Off Campus FS	91,059.52	112,548.27	112,087.80		
Summer On and Off Campus	21,754.63	34,560.21	19,608.50		
Subtotal Revenue SCH	898,500.98	1,101,303.18	1,165,234.80		
Major Courses - Fees Revenue					
On Campus FS	660.00	220.00	160.00		
Off Campus FS	70.00	100.00	130.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	730.00	320.00	290.00		
Major Courses - Total SCH and Fees	899,230.98	1,101,623.18	1,165,524.80		
Unit Revenue External Grants	95,077.00	150,000.00	0.00		

REVENUE DATA GRADUATE

Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	54,245.52	64,074.12	71,769.90		
Off Campus FS	198,898.42	125,344.60	70,010.60		
Summer On and Off Campus	75,594.89	61,790.55	63,445.64		
Subtotal Revenue SCH	328,738.83	251,209.27	205,226.14		
All Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
All Courses - Total SCH and Fees	328,738.83	251,209.27	205,226.14		
Major Courses - SCH Revenue					
On Campus FS	54,245.52	64,074.12	71,769.90		
Off Campus FS	198,898.42	125,344.60	70,010.60		
Summer On and Off Campus	75,594.89	61,790.55	63,445.64		
Subtotal Revenue SCH	328,738.83	251,209.27	205,226.14		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Major Courses - Total SCH and Fees	328,738.83	251,209.27	205,226.14		
Unit Revenue External Grants	0.00	0.00	0.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	978,832.97	Improving
Off Campus FS	105,231.86	Irregular
Summer On and Off Campus	30,016.85	Irregular
Subtotal Revenue SCH	1,114,081.69	Improving
All Courses - Fees Revenue		
On Campus FS	346.67	Declining
Off Campus FS	100.00	Improving
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	446.67	Declining
All Courses - Total SCH and Fees	1,114,528.35	Improving
Univ Studies Crses - SCH Revenue		
On Campus FS	54,359.63	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	4,709.07	Declining
Subtotal Revenue SCH	59,068.70	Improving
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	59,068.70	Improving
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	0.00	Static
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue Fees	0.00	Static
SER/BC/ROM - Total SCH and Fees	0.00	Static
Major Courses - SCH Revenue		
On Campus FS	924,473.34	Improving
Off Campus FS	105,231.86	Irregular
Summer On and Off Campus	25,307.78	Irregular



Subtotal Revenue SCH	1,055,012.99	Improving
Major Courses - Fees Revenue		
On Campus FS	346.67	Declining
Off Campus FS	100.00	Improving
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	446.67	Declining
Major Courses - Total SCH and Fees	1,055,459.65	Improving
Unit Revenue External Grants	81,692.33	Irregular

#### SUMMARY GRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	63,363.18	Improving
Off Campus FS	131,417.87	Declining
Summer On and Off Campus	66,943.69	Irregular
Subtotal Revenue SCH	261,724.75	Declining
All Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
All Courses - Total SCH and Fees	261,724.75	Declining
Major Courses - SCH Revenue		
On Campus FS	63,363.18	Improving
Off Campus FS	131,417.87	Declining
Summer On and Off Campus	66,943.69	Irregular
Subtotal Revenue SCH	261,724.75	Declining
Major Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Major Courses - Total SCH and Fees	261,724.75	Declining
Unit Revenue External Grants	0.00	Static

#### UNDERGRADUATE

#### Brief Conclusion from Data

The MSE Department has highly productive and cost-effective programs. In AY09, it generated \$1,232,248.64 in total revenue, up from \$946,686.18 in AY07. On-campus and off-campus course revenues both increased during this period, but summer course revenues decreased. On-campus fees have gone down dramatically from \$660 in AY07 to \$160 in AY09, but off-campus fees have doubled from \$ 70 in AY07 to \$130 in AY09 because the number of ITV courses has increased. ITV courses are more cost-effective than it is to send faculty members to off-campus sites to teach individual face-to-face courses.

In the area of external grants, the MSE Department brought in \$245,077 in AY07-08. This revenue came from the U.S. State Department Grant – International Leaders in Education. In AY09, we did not have this grant, therefore, revenue appears to be irregular.

Overall, the total revenue generated from MSE continues to go up.

#### **Additional Data or Comments**

NA

#### **Plan to Address**

It is particularly necessary to offer summer classes, since some students have trouble fitting in their content and pedagogical courses into the framework of semester offerings. Therefore, we feel it is necessary to offer pedagogical courses that are not field-based, during the summer, in order to be responsive to the students' needs and offer them extra options in completing their programs.

Summer courses for AY09 were cancelled since the threshold for AY09 summer was raised from 10 to 12 students for undergraduate classes. During the next few years, MSE will need to address the types of courses we will offer during the summer, so that students can plan on taking courses they need in the summer as well as during regular semesters. This will bring in additional revenues during summer, which will continue to add to the total revenue.

#### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

NA – The 2004 Phase II report indicated that “data not available disaggregated by subject area.”

#### **Program Review Final University Committee Chair Comments**

### **GRADUATE**

#### **Brief Conclusion from Data**

The MA program in the MSE Department has been a productive and cost-effective program. In AY09, the student credit hour revenue for all courses was \$261,724.75. On-campus revenue for major courses is improving, off-campus revenue is declining, and summer revenue is irregular. Overall, the total revenue generated from MSE continues to go up.

This decline of off-campus revenue is due to more offerings of classes via ITV, blended, and online methods.

#### **Additional Data or Comments**

NA

#### **Plan to Address**

In order to maintain a consistent revenue stream, it is particularly necessary to offer courses in the promised rotation during each semester (fall, spring, and summer).

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

N/A- Unfortunately the report from the last review was not available to reflect upon, compare, and make judgments accordingly.

**Program Review Final University Committee Chair Comments**

### III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	603.00	654.00	780.00		
Unit Costs per Major SCH - On campus FS	124.00	127.00	134.00		
Unit Costs per Major SCH - Off campus FS	160.00	119.00	207.00		
Unit Costs per Major SCH - Summer	116.00	108.00	156.00		
Unit Costs per Major SCH - Overall	128.00	125.00	142.00		
Unit Costs for Major Crses - On campus FS	480,082.00	542,297.00	590,662.00		
Unit Costs for Major Crses - Off campus FS	74,900.00	60,179.00	102,687.00		
Unit Costs for Major Crses - Summer	11,603.00	16,163.00	12,515.00		
Unit Costs for Major Crses - Overall	566,584.00	618,639.00	705,864.00		
Unit Costs per Univ Studies SCH - On campus FS	173.00	294.00	195.00		
Unit Costs per Univ Studies SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Summer	120.00	335.00	448.00		
Unit Costs per Univ Studies SCH - Overall	163.00	297.00	198.00		
Unit Costs for Univ Studies Crses - On campus FS	33,265.00	79,295.00	55,571.00		
Unit Costs for Univ Studies Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Summer	5,392.00	7,033.00	1,344.00		
Unit Costs for Univ Studies Crses - Overall	38,657.00	86,328.00	56,914.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	0.00		
Unit Costs per All SCH - On campus FS	127.00	137.00	138.00		
Unit Costs per All SCH - Off campus FS	160.00	119.00	207.00		
Unit Costs per All SCH - Summer	117.00	136.00	167.00		
Unit Costs per All SCH - Overall	130.00	135.00	145.00		
Unit Costs for All Crses - On campus FS	513,347.00	621,592.00	646,233.00		
Unit Costs for All Crses - Off campus FS	74,900.00	60,179.00	102,687.00		
Unit Costs for All Crses - Summer	16,995.00	23,196.00	13,859.00		
Unit Costs for All Crses - Overall	605,241.00	704,967.00	762,778.00		

**COSTS DATA GRADUATE**

	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	2,042.00	2,628.00	1,740.00		
Unit Costs per Major SCH - On campus FS	115.00	165.00	218.00		
Unit Costs per Major SCH - Off campus FS	60.00	79.00	0.00		
Unit Costs per Major SCH - Summer	70.00	76.00	48.00		
Unit Costs per Major SCH - Overall	71.00	97.00	91.00		
Unit Costs for Major Crses - On campus FS	25,115.00	39,540.00	58,151.00		
Unit Costs for Major Crses - Off campus FS	49,396.00	45,649.00	0.00		
Unit Costs for Major Crses - Summer	21,460.00	19,949.00	11,444.00		
Unit Costs for Major Crses - Overall	95,971.00	105,139.00	69,595.00		
Unit Costs per Univ Studies SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Summer	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Overall	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Summer	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Overall	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	0.00		
Unit Costs per All SCH - On campus FS	115.00	165.00	218.00		
Unit Costs per All SCH - Off campus FS	60.00	79.00	0.00		
Unit Costs per All SCH - Summer	70.00	76.00	48.00		
Unit Costs per All SCH - Overall	71.00	97.00	91.00		
Unit Costs for All Crses - On campus FS	25,115.00	39,540.00	58,151.00		
Unit Costs for All Crses - Off campus FS	49,396.00	45,649.00	0.00		
Unit Costs for All Crses - Summer	21,460.00	19,949.00	11,444.00		
Unit Costs for All Crses - Overall	95,971.00	105,139.00	69,595.00		

**COSTS COMPARISONS UNDERGRADUATE**

	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	1,371.00	1,658.00	1,281.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	150.00	241.00	0.00		
College Cost per Major SCHR	135.00	157.00	153.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	133.00	182.00	134.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	106.00	141.00	100.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	133.00	156.00	147.00		
University Cost per all SCHR	153.00	155.00	161.00		

**COSTS COMPARISONS GRADUATE**

	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	1,371.00	1,658.00	1,281.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	150.00	241.00	0.00		
College Cost per Major SCHR	135.00	157.00	153.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	133.00	182.00	134.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	106.00	141.00	100.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	133.00	156.00	147.00		
University Cost per all SCHR	153.00	155.00	161.00		

**SUMMARY UNDERGRADUATE**

	Mean	Trend
Cost Per Major	679.00	Improving
Unit Costs per Major SCH - On campus FS	128.33	Improving
Unit Costs per Major SCH - Off campus FS	162.00	Irregular
Unit Costs per Major SCH - Summer	126.66	Irregular
Unit Costs per Major SCH - Overall	131.66	Irregular
Unit Costs for Major Crses - On campus FS	537,680.33	Improving
Unit Costs for Major Crses - Off campus FS	79,255.33	Irregular
Unit Costs for Major Crses - Summer	13,427.00	Irregular

Unit Costs for Major Crses - Overall	630,362.33	Improving
Unit Costs per Univ Studies SCH - On campus FS	220.66	Irregular
Unit Costs per Univ Studies SCH - Off campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Summer	301.00	Improving
Unit Costs per Univ Studies SCH - Overall	219.33	Irregular
Unit Costs for Univ Studies Crses - On campus FS	56,043.66	Irregular
Unit Costs for Univ Studies Crses - Off campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Summer	4,589.66	Irregular
Unit Costs for Univ Studies Crses - Overall	60,633.00	Irregular
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	0.00	Static
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	0.00	Static
Unit Costs per All SCH - On campus FS	134.00	Improving
Unit Costs per All SCH - Off campus FS	162.00	Irregular
Unit Costs per All SCH - Summer	140.00	Improving
Unit Costs per All SCH - Overall	136.66	Improving
Unit Costs for All Crses - On campus FS	593,724.00	Improving
Unit Costs for All Crses - Off campus FS	79,255.33	Irregular
Unit Costs for All Crses - Summer	18,016.66	Irregular
Unit Costs for All Crses - Overall	690,995.33	Improving

#### SUMMARY GRADUATE

	Mean	Trend
Cost Per Major	2,136.66	Irregular
Unit Costs per Major SCH - On campus FS	166.00	Improving
Unit Costs per Major SCH - Off campus FS	46.33	Irregular
Unit Costs per Major SCH - Summer	64.66	Irregular
Unit Costs per Major SCH - Overall	86.33	Irregular
Unit Costs for Major Crses - On campus FS	40,935.33	Improving
Unit Costs for Major Crses - Off campus FS	31,681.66	Declining
Unit Costs for Major Crses - Summer	17,617.66	Declining
Unit Costs for Major Crses - Overall	90,235.00	Irregular
Unit Costs per Univ Studies SCH - On campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Off campus FS	0.00	Static

Unit Costs per Univ Studies SCH - Summer	0.00	Static
Unit Costs per Univ Studies SCH - Overall	0.00	Static
Unit Costs for Univ Studies Crses - On campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Off campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Summer	0.00	Static
Unit Costs for Univ Studies Crses - Overall	0.00	Static
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	0.00	Static
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	0.00	Static
Unit Costs per All SCH - On campus FS	166.00	Improving
Unit Costs per All SCH - Off campus FS	46.33	Irregular
Unit Costs per All SCH - Summer	64.66	Irregular
Unit Costs per All SCH - Overall	86.33	Irregular
Unit Costs for All Crses - On campus FS	40,935.33	Improving
Unit Costs for All Crses - Off campus FS	31,681.66	Declining
Unit Costs for All Crses - Summer	17,617.66	Declining
Unit Costs for All Crses - Overall	90,235.00	Irregular

## UNDERGRADUATE

### Brief Conclusion from Data

In AY09, the program brought in \$1,231,958.64 and spent only \$762,778.00. In AY09, the cost per student was \$1,281, as compared to the university which was \$2,083.

The AY08 Delaware CSCH was \$241, MSE was \$156, and university \$155. For AY09, MSE overall CSCHR was \$147, university was \$161. (Delaware data not available for AY09). SCHR costs for MSE have gone down from \$156 to \$147.

In conclusion, steady net revenues and effective cost-benefit ratios makes the MSE program an asset to the College of Education, the University, and the region.

### Additional Data or Comments

Even though the data shows a high number of courses with low enrollment (see "Size, Scope..."), this still does not affect the cost-benefit ratio of the program offerings, since the MSE expenditures are much less than the revenue generated by the program.

In addition, off-campus courses are offered as individual sections, but are grouped together for faculty load, and delivered via ITV. Therefore, it appears that these sections are below the enrollment threshold, but in reality they meet the threshold, since they are grouped together. This arrangement also enhances cost-benefit ratios.



**Plan to Address**

Continue to be vigilant in monitoring the number of students who are enrolled in the variable topics courses and work closely with RPDC and other constituents to increase the number of graduate students.

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

NA – According to the 2004 Phase II Report, “data not available disaggregated by subject area.”

**Program Review Final University Committee Chair Comments****GRADUATE****Brief Conclusion from Data**

In AY09, the program brought in \$205,226.14 and spent only \$69,595.00. In AY09, the cost per student was \$1,281, as compared to the university which was \$2,083. For AY09, MSE overall SCHR was \$147, university was \$161. SCHR costs for MSE have gone down from \$156 to \$147 from AY07 to AY09. In conclusion, steady net revenues and effective cost-benefit ratios make the MSE master’s program an asset to the College of Education, the University, and the region.

**Additional Data or Comments**

Even though the data shows some irregularity because of lower revenues in summer and off-campus, this still does not affect the cost-benefit ratio of the program offerings, since the MSE expenditures are still much less than the revenue generated by the program.

**Plan to Address**

Continue to be vigilant in monitoring the number of students who are enrolled in the variable topics courses and work closely with RPDC and other constituents to increase the number of graduate students.

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

NA – Unfortunately the report from the last review was not available to reflect upon, compare, and make judgments accordingly.

**Program Review Final University Committee Chair Comments**

#### IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	195	270	285		
University Studies: Off Campus FS	0	0	0		
University Studies: Summer	45	21	3		
University Studies: Total	240	291	288		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	0	0	0		
ROM: Off Campus FS	0	0	0		
ROM: Summer	0	0	0		
ROM: Total	0	0	0		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	250.0	Improving
University Studies: Off Campus FS	0.0	Static
University Studies: Summer	23.0	Declining
University Studies: Total	273.0	Irregular
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	0.0	Static
ROM: Off Campus FS	0.0	Static
ROM: Summer	0.0	Static
ROM: Total	0.0	Static
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static

Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

## UNDERGRADUATE

### **Brief Conclusion from Data**

University Studies course offerings on-campus are improving, off-campus offerings remain static, and summer offerings are declining.

### **Additional Data or Comments**

NA

### **Plan to Address**

AY09 summer University Studies offerings were cancelled. We plan to address this downturn by giving additional information to majors during the spring and fall semesters showing University Studies course offerings for the summer, to assist students in planning course schedules.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

NA – Nothing was written about University Studies in the Phase II Report of 2004.

### **Program Review Final University Committee Chair Comments**

## V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
<b>ACT DATA</b>										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			1431	21.45						
EDUCATION GENERAL [580]			547	21.30						
JR HIGH/MIDDLE SCH EDUC [584]			75	20.70						
SECONDARY EDUCATION [586]			344	23.10						
TEACHER AIDE [588]			0	0.00						
TEACHER EDUCATION GEN [590]			426	20.50						
TEACHEREDUCATION OTHER [608]			39	20.90						
No. of ACT Scores to Southeast										
UNIT Totals			200	21.36						
EDUCATION GENERAL [580]			66	20.80						
JR HIGH/MIDDLE SCH EDUC [584]			10	20.00						
SECONDARY EDUCATION [586]			56	23.20						
TEACHER AIDE [588]			0	0.00						
TEACHER EDUCATION GEN [590]			64	20.50						
TEACHEREDUCATION OTHER [608]			4	21.80						
Yield: No. Enrolled at Southeast										
UNIT Totals			69	22.27						
EDUCATION GENERAL [580]			19	21.80						
JR HIGH/MIDDLE SCH EDUC [584]			7	21.10						
SECONDARY EDUCATION [586]			20	24.40						
TEACHER AIDE [588]			0	0.00						
TEACHER EDUCATION GEN [590]			21	20.60						
TEACHEREDUCATION OTHER [608]			2	27.00						

SUMMARY UNDERGRADUATE		
	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	22.3	
EDUCATION GENERAL [580]	21.8	
JR HIGH/MIDDLE SCH EDUC [584]	21.1	

SECONDARY EDUCATION [586]	24.4	
TEACHER AIDE [588]	0.0	
TEACHER EDUCATION GEN [590]	20.6	
TEACHEREDUCATION OTHER [608]	27.0	

Additional Data Available at [http://www.missourieconomy.org/occupations/occ\\_proj.stm](http://www.missourieconomy.org/occupations/occ_proj.stm)

## UNDERGRADUATE

### Brief Conclusion from Data

According to the Missouri Economic Research and Information Center (MERIC), secondary school teachers are one of Missouri's "Hot Jobs" for 2006-2016. MERIC has also listed middle and secondary school teachers as the "Southeast Missouri Region Top 50 Jobs" for 2006-2016. MERIC has predicted that over the next 10 years, 6,286 secondary teachers will be needed state-wide, as well as 350 middle and secondary teachers in the Southeast region of the state. DESE has also identified a critical shortage of STEM (science, technology, engineering, and math) subject teachers in the state. In 2007, U.S. government created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants up to \$4,000 per year for students who intend to teach in public or private elementary or secondary schools which serve students from low-income families. Grants became available for AY08 school year. "Race to the Top," another Department of Education stimulus financing program to the states in the amount of \$4.35 billion, emphasizes innovative education programs, especially in the STEM subjects. All of the above initiatives indicate that MSE could experience an upswing in numbers of STEM majors. As of AY09, Industrial Technology, Biology, and Unified Science Biology had already experienced an increase, with Unified Science Biology having doubled in number. While the same increase in numbers have not been seen in the Chemistry, Physics, and Unified Chemistry/Physics programs, this number could rise, based on the above data.

### Additional Data or Comments

The number of students identifying a planned major in secondary education at Southeast in AY08 was 344, with an average ACT of 23.10. For middle school, the number was 75, with an average ACT of 20.70. The number of ACT scores actually sent to Southeast for secondary education was 56, average ACT of 23.20 and for middle school, 10, with an average ACT of 20.00. The yield (number of students actually enrolling at Southeast) was 20 students in secondary education, with an average ACT of 24.40, and 7 middle school students with an average ACT of 21.10. This data indicates that the quality of students enrolling in secondary education at Southeast is improving, and well above the teacher education program requirement minimum of ACT 22. The program continues to attract students of excellent quality.

### Plan to Address

Increase the quality and scope of advising at the Block I level to recruit additional STEM majors to take advantage of both the TEACH grant and the Race to the Top program.

### Brief Follow Up on Outcomes of Plans to Address from Last Review

According to the 2004 Phase II Report, "The local demand, while it has been somewhat low, the last two years, due to the fiscal environment for the public schools, seems to be picking up in the state and locally. Whether this increase in jobs will continue past an election year, however, teachers do continue to retire, move and otherwise leave districts, and our graduates do not have a particularly difficult time finding positions." To update the Phase II Report, the demand state-wide and in Southeast Missouri has increased rapidly since 2004, and the numbers of graduates of middle and secondary programs are not keeping up with demand.

The rapid rise in the number of Pre-Education majors at Southeast, especially in STEM subjects, shows that enrollments are up and that MSE will help to fulfill the shortage of secondary teachers in the state and Southeast Missouri.

**Program Review Final University Committee Chair Comments**

## VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	22.91	23.21	23.13		
Selected Merit Scholarships	29.00	24.00	28.00		
High School GPA	3.41	3.46	3.40		
CBASE Composite	291.45	293.93	311.95		
CBASE English	291.37	295.58	302.67		
CBASE Math	314.43	318.18	334.15		
CBASE Science	305.60	307.16	308.82		
CBASE Social Studies	283.37	279.00	306.01		
CBASE Writing	297.27	303.34	305.60		

GRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
GMAT Total	0.00	0.00	0.00		
GMAT Total Converted	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	22.05	22.24	21.10	21.99	22.38	21.20	21.94	22.59	21.10						
High School GPA	3.34	3.31		3.40	3.29		3.40	3.40							
CBASE Composite	278.69	283.42		285.55	289.02		296.87	304.82							
CBASE English	284.28	287.05		293.09	294.61		293.93	298.45							
CBASE Math	306.73	309.80		314.47	316.58		324.00	329.57							
CBASE Science	294.85	298.96		301.29	303.65		299.48	305.89							
CBASE Social Studies	261.09	268.80		263.34	269.96		282.52	292.36							
CBASE Writing	295.13	295.93		300.86	302.15		299.26	303.43							

COMPARISONS GRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
GMAT Total	0.00	0.00		0.00	0.00		0.00	0.00							
GMAT Total Converted	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	23.09	Irregular
High School GPA	3.38	Irregular
CBASE Composite	298.07	Improving

SUMMARY GRADUATE		
Measure	Mean	Trend
GMAT Total	0.00	Static
GMAT Total Converted	0.00	Static

## UNDERGRADUATE

### Brief Conclusion from Data

MSE students' ACT scores have gone up from 22.91 to 23.13 during AY07-09.

The number of students selected for merit scholarships is irregular, ranging from 24-29 between AY07-09.

High school GPAs are roughly in the same range, from 3.40-3.46 for the AY07-09 period.

CBASE composite scores have gone up from 291.45 to 311.45 for AY07-09.

Based on this data, our students are coming in with strong skills necessary to succeed in the teacher education program.

### Additional Data or Comments

The mean ACT scores of MSE students for AY07-09 (23.09) are above both the university mean (22.4) and the national mean (21.13) for the same period.

The mean high school GPAs of MSE students for AY07-09 (3.38) are above the university mean (3.33) for the same period.

This is evidence that MSE attracts the best and brightest among the university students.

### Plan to Address

- Improve the scope and quality of advising to assist pre-ed students in meeting the teacher education requirements in a timely manner.
- Assist admitted majors in maintaining their GPAs, taking the proper sequence of courses, and completing the program in a timely manner.

### Brief Follow Up on Outcomes of Plans to Address from Last Review

The 2004 Phase II Report stated, "Efforts on the part of all departments involved in the preparation of teachers at the secondary level to generally hold firm in requiring that only academically-capable students are admitted to the College of Education's programs, including secondary education."

This trend of attracting the academically-capable students has continued, as evidenced by the average ACT in AY03 which was 22.7, and in AY09, 23.13.

### Program Review Final University Committee Chair Comments



## **GRADUATE**

### **Brief Conclusion from Data**

The IR data only provided GMAT measures, which does not apply to the MSE master's degree program. However, graduate students applying to complete a master's program in secondary education are well-qualified. Measures used for entry into the program are that: (1) they hold a valid teaching license, and (2) they must have a GPA of above 2.75. Our students are coming in with strong pedagogical skills necessary to succeed in the graduate teacher education program.

### **Additional Data or Comments**

All MSE faculty have graduate-faculty status, and are well-qualified to teach the graduate courses in the two options.

### **Plan to Address**

- Improve the scope and quality of advising to assist students in choosing courses in the proper rotation, and completing the program in a timely manner.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

N/A - Unfortunately the report from the last review was not available to reflect upon, compare, and make judgments accordingly.

### **Program Review Final University Committee Chair Comments**

## VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	23	20.17	28	17.72	27	20.76				
8.0 - 9.0 (proficiency)	79	69.29	108	68.35	80	61.53				
7.0 - 7.5 (marginal pass)	11	9.64	20	12.65	20	15.38				
< 7.0 (fail)	1	0.87	2	1.26	3	2.30				
Unit First Time Pass Rate	114	100.00	157	99.36	129	99.23				
Unit Mean	114	8.52	158	8.54	130	8.56				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.46	8.50	8.47		
College Pass Rate	100.00	98.97	99.62		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

DISCIPLINE SPECIFIC UNDERGRADUATE						
		AY07	AY08	AY09	Year 4	Year 5
Praxis Tests (Majors Only)						
PX29: PRX Mschl Engl 49-Total	Southeast	171.86	174.50	169.33		
	Comparison					
PX31: PRX Mschl Math 69-Total	Southeast	173.40	159.50	174.63		
	Comparison					
PX33: PRX Mschl science 439-Tot	Southeast	170.33	156.13	158.50		
	Comparison					
PX35: PRX Mschl Soc sci 89-Tot	Southeast	173.92	166.75	166.15		
	Comparison					
Praxis Tests (All Majors)						
PX29: PRX Mschl Engl 49-Total	Southeast	173.40	176.71	165.80		
	Comparison					

PX31: PRX Mschl Math 69-Total	Southeast	167.83	159.41	172.00		
	Comparison					
PX33: PRX Mschl science 439-Tot	Southeast	162.30	154.64	157.79		
	Comparison					
PX35: PRX Mschl Soc sci 89-Tot	Southeast	174.04	169.40	164.00		
	Comparison					

WP003 SUMMARY UNDERGRADUATE		
Method	Mean	Trend
WP003 Mean	8.55	Improving

DISCIPLINE SPECIFIC SUMMARY UNDERGRADUATE		
Method	Mean	Trend
Praxis Tests (Majors Only)		
PX29: PRX Mschl Engl 49-Total	172.61	Irregular
PX31: PRX Mschl Math 69-Total	168.91	Irregular
PX33: PRX Mschl science 439-Tot	160.67	Irregular
PX35: PRX Mschl Soc sci 89-Tot	169.26	Declining
Praxis Tests (All Majors)		
PX29: PRX Mschl Engl 49-Total	173.69	Irregular
PX31: PRX Mschl Math 69-Total	165.68	Irregular
PX33: PRX Mschl science 439-Tot	158.09	Irregular
PX35: PRX Mschl Soc sci 89-Tot	169.48	Declining

## UNDERGRADUATE

### Brief Conclusion from Data

On the WP003 test, 20.76% of MSE students scored above 9.5, indicating superior pass. 61.53% scored between 8-9, indicating proficient pass. Only 15.38% scored 7-7.5, a marginal pass; 2.3% scored below 7.0, which is a “fail.” 99.23% of MSE students passed the exam for the first time, which is higher than the university first-time pass rate, which is 98.23%. The unit mean is 8.56, which is higher than the university, which is 8.35.

MSE students match or perform above the range for all students taking the Praxis II. See additional data below.

In conclusion, the data demonstrates that the MSE program has good success rates.

### Additional Data or Comments

The Praxis data provided for this program review only reports the Middle School math, science, language arts, and social studies, which does not accurately represent the entire MSE population. Therefore, through Institutional Research, we have included the Praxis II data for individual programs.

	Avg Perf. Range SEMO St.	Avg Perf. Range All St.
English	172-188	164-187
Technology	610-650	610-680
Math	133-148	125-158
ME Math	149-179	152-277
Social Studies	154-178	155-176
ME Social Studies	144-170	153-179
PE	153-159	149-161
Music	163-171	161-187
Art	165-171	162-180
Spanish	163-171	161-187
ME Science	135-155	146-169

OTHER PRAXIS DATA 2007-2008 (Southeast Office of Institutional Research)

	Avg Score SEMO Students	Standard Deviation
Biology	162.25	5.85
Unified Science (Biology)	154	
Business	610	
FACS	650	29.66
German	161	
ME Language Arts	186	

**Plan to Address**

Continue monitoring program changes taking place at state and national level, in order to continue to maintain quality outputs.

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

The 2004 Phase II Report states, “Suffice it to say that our students enjoy an almost perfect passing grade on the Praxis II exam.” The data above mirrors this reflection. It shows that our program’s outputs continue to produce quality graduates.

**Program Review Final University Committee Chair Comments**

**GRADUATE**

**Brief Conclusion from Data**

There was no output data generated by IR.

**Additional Data or Comments**

In order to successfully complete the program, students must complete 33 credit hours with a minimum of a 3.0 GPA, and successfully pass a comprehensive exam

and graduate paper or thesis.

In AY09, MSE graduated 8 students who met the above requirements.

**Plan to Address**

Continue monitoring program changes taking place at state and national level, in order to continue to maintain quality outputs.

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

N/A- Unfortunately the report from the last review was not available to reflect upon, compare, and make judgments accordingly.

**Program Review Final University Committee Chair Comments**

## VIII. CURRENCY OF CURRICULUM

### UNDERGRADUATE

#### **What steps have you taken to ensure that your programs and courses are up-to-date and effective?**

The overall quality of the program is indicated most quickly by its reception under peer review, i.e., accreditation and certification processes. MSE has enjoyed continuous accreditation of its programs since becoming an NCATE institution in 1992. In 2002, during the last re-accreditation review, all secondary education folios not only received re-accreditation, but many received superior marks for their programs. DESE also re-certified all secondary education programs as being of the highest quality. In 2009, all programs, with the exception of foreign language, received national recognition, and social studies, received recognition as an exemplary program. In fall 2010, NCATE and DESE will concurrently review the entire College of Education for re-accreditation and re-certification. NCATE and DESE periodic reviews necessitate continual review and upgrading of programs and curriculum. MSE oversees the curriculum for all core courses (Block I and II), specialty techniques courses (Block III), and student teaching (Block IV).

#### **Program Review Final University Committee Chair Comments**

### GRADUATE

#### **What steps have you taken to ensure that your programs and courses are up-to-date and effective?**

As an approved program of Southeast's graduate school and CBHE, the master's program, by necessity, must continuously be reviewed and upgraded, and the curriculum revised on a regular basis, to keep pace with the needs of the teachers in the region. With the declining numbers in the Educational Studies option, additional review and scrutiny of the program and the curriculum will be necessary to determine how to make this option more viable and stimulating to area teachers.

#### **Program Review Final University Committee Chair Comments**

## **IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION**

### **UNDERGRADUATE**

As evidenced by the MERIC data, Southeast and the state currently have middle and secondary teacher shortages. Even with increased numbers of Pre-Ed students entering the program, the program will struggle to provide school districts with sufficient numbers of well-qualified teachers, especially in the STEM (science, technology, engineering, and math) subjects in the near future.

As the only 4-year NCATE-accredited institution in Southeast Missouri, the University has as its regional mission to build a highly-trained workforce at very reasonable costs. The Middle and Secondary Education Department, through a variety of programs and off-campus sites, provides aspiring teachers with a high-quality, accessible, and affordable education.

Southeast has been educating teachers to take their places in regional schools since 1873. In 1987, the teacher education department was split up into several units, with secondary education becoming one of them. Since increased numbers of students, at all levels, were wanting to become teachers, the teacher education program faculty decided that specialization of degrees and certification programs at the various levels would be more effective, and would provide for further growth of each program. With the initiation of the middle level degree and certification program in 1997, the department changed its mission to respond to this expanded role of educating teachers from middle through high school.

This report has shown that MSE is a highly productive, cost-effective program with high retention and graduation rates. Its students are consistently of high quality, as shown by scores on the ACT and C-BASE, their GPAs, and the number of students holding merit scholarships. The outputs also indicate quality through the WP003 and Praxis II scores, which demonstrate that the students have achieved at above the university and national averages.

The high productivity of the MSE department, coupled with low cost-benefit ratios, quality students, and quality results, as well as high demand for secondary teachers, demonstrate that this program is absolutely necessary. On a consistent basis, the MSE program has responded to students' needs both on and off-campus, through adjustments in course delivery methods, and in program requirements. Through its continual networking with school personnel in the region and with state policy officials, MSE faculty has worked to meet new initiatives and requirements from DESE. Through continuous updating of curriculum and programs, it has continued to meet NCATE accreditation standards, a national measure of teacher education program quality.

#### **Program Review Final University Committee Chair Comments**

### **GRADUATE**

The University has as its regional mission to build a highly-trained workforce at very reasonable costs. The master's program, through two program options and off-campus sites, provides teachers with a high-quality, accessible, and affordable education.

This report has shown that the master's program is a productive and cost-effective program. High quality inputs are shown through the students' entrance requirements. The outputs also indicate quality through the GPA, comprehensive exam and graduate paper or thesis.

The high productivity of the MSE department, coupled with low cost-benefit ratios, quality students, and quality results, as well as demand for graduate studies, especially Educational Technology, demonstrate that this program is necessary. On a consistent basis, the MSE program has responded to students' needs both on and off-campus, through adjustments in course delivery methods, and in program requirements. Through its continual networking with school personnel in the region and MSE faculty has worked hard to meet the needs of our region.

#### **Program Review Final University Committee Chair Comments**

## X. PLANNING FOR THE FUTURE

**Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?**

### UNDERGRADUATE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years?

In five years, two people will be retiring most likely, the junior college in Cape will be in full force, and shortages of teachers in middle and secondary schools will persist (MERIC, 2009).

Two new tenure-track faculty will be needed to replace professors who are retiring, and at least one more faculty member to meet the needs of all the students on-campus who are in the pipeline at present (see I. Size, Scope, Productivity).

Depending on the impact of the junior college in Cape, we could need additional faculty for increased numbers of upper-level students transferring into the MSE department on campus (Block II). Additional sections of Block I may also need to be staffed at the junior college in Cape.

What components would be phased out?

The NCATE and DESE evaluations will give some indication as to which programs are in danger of losing certification and accreditation. Based on this information, the MSE program will take action on these issues.

What components would be reduced in size?

The NCATE and DESE evaluations will give some indication as to which programs need to be reduced in size. Based on this information, the MSE program will take action on these issues.

What components will have grown?

Based on the data provided by IR, the department will study and take action on programs which have shown steady increase in numbers. Right now, 6 programs have doubled/tripled in number (Unified Science Biology, FACS, Music Instrumental and Vocal, PE, and Social Studies). If this trend continues throughout the next five years, these programs will need extra personnel and resources.

What new components will have been developed?

The new Ag Ed program will be in place within the next year, and should be developing a solid cadre of students within the next five years.

There will be a reorganization of content elements within the Block courses to strengthen the assessment and classroom management/discipline components.

With the MERIC data and the shortage of STEM teachers, MSE will be developing an MAT program to move more students with bachelor's degrees in content areas into a teacher education program that will certify them at the graduate level.

What other units might be involved in the new components? (Undergraduate)

It is a given that the 19 departments, who currently have programs in MSE, will be involved in these decisions. Ag Ed will be one of these new departments.

In conclusion, strengthening communications and relationships among the content programs is crucial in developing strong, effective programs.

### Program Review Final University Committee Chair Comments

### GRADUATE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years?

In five years, two people will be retiring, most likely. Two new tenure-track faculty will be needed to replace these professors who are retiring.



The number of students interested in the graduate program will be increased, especially in the Educational Technology option. Therefore, at least one more faculty member will be needed to meet the needs of all the students.

What components would be phased out?

N/A

What components would be reduced in size?

N/A

What components will have grown?

If the state decides that the master's degree will become a requirement for the renewal of the teaching license, then all teachers will have to earn master's degrees. This will increase the number of students in the program itself, as well as the number of students taking variable topics courses (SE680). Both of these will increase student numbers and revenue for the College of Education and the university.

What new components will have been developed?

The Masters of Arts in Teaching will be proposed and fully in place by fall 2011. The MAT will attract graduates with a BA or BS degree in the content disciplines who wish to earn their teaching licenses. This program must follow the DESE standards and must be approved by the State. This is a certification program, and eventually will have to be included under the next NCATE accreditation review process.

What other units might be involved in the new components?

In conclusion, strengthening communications and relationships among the content programs and state is crucial in developing a strong and effective MA program.

## **Program Review Final University Committee Chair Comments**

### **DEANS' COMMENTS**

### **Final University Committee Chair Comments on Entire Document**

### **Provost's Decision**