

**PROGRAM REVIEW**

February 7, 2011

UNIT TESOL (GRAD) DEPARTMENT English COLLEGE College of Liberal Arts

GRADUATE X UNDERGRADUATE \_\_\_\_\_

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

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

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

**EXECUTIVE SUMMARY GRADUATE**

The MA TESOL program is a robust, high-quality, profitable program essential to the university's mission, especially in terms of globalization and diversity. The program's size is healthy with many opportunities for future growth. While enrollment did see a recent dip, that dip is most likely an anomaly rather than a trend; and that dip will likely be erased by agreements with foreign institutions soon to be finalized. Further, the program serves a large population of non-degree-seeking students, a population that almost doubles the reported size of the program. At the same time, the program's cost are relatively minimal: the program has generated a profit of at least 40% over the review period; and this profitability will increase as the program secures additional grant funding from federal and state sources. The program demonstrates high-quality inputs and outputs, resulting in a high level of student satisfaction and post-graduate success for all of its graduates. There is significant demand for the program both internally and externally: supporting the growing community of international students on campus, providing training to in-service teachers in response to state-mandated requirements, and meeting the needs of international students studying from their home country. The future of the program is very bright: continued growth, student success, and profitability will allow the program to continue its essential role in the university's mission to the region, the nation, and the globe.

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 (Graduate).

The MATESOL curriculum balances current theory and practice. Core courses include theories of language acquisition, linguistics and sociolinguistics, English grammar, ESL/EFL teaching methodology, and materials development/assessment. Elective courses address specific strategies in teaching ESL/EFL reading and writing, multicultural classroom management, computer-assisted language teaching, and current issues in language education. Students apply the theories and professional knowledge to real classroom teaching through a practicum and hands-on projects in their course work. The program also provides students the knowledge and skills required for continuing professional development through a course on research methods course and research-based capstone experience.

SIZE and SCOPE DATA GRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	60	100	91	90	75		
TESOL (MA) [MA/MA/TSLG]			91	90	75		
Completers UNIT Total	4	21	19	19	11		
TESOL (MA) [MA/MA/TSLG]			19	19	11		
UNIV - % Retention FS YR 1 -- F YR 2			0	0	100		
UNIV - % Retention FS YR3 -- F YR 4			0	0	0		
SCH On Campus FS			1,265	588	579		
SCH Off Campus FS			230	219	39		
SCH Total FS			1,495	807	618		
SCH Summer On and Off Campus			81	96	165		
SCHR (SCH ratios) On Campus Fall/Spring			126	161	145		
SCHR (SCH ratios) Off Campus Fall/Spring			129	190	295		
SCHR (SCH ratios) Total	184	263	127	168	150		
Delaware SCHR			223				
% of Sections with Enrollment < 10 (GR < 8)	7	2	30	5	15		

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

1. Decline in Majors AY08 to AY09
2. Decline in Completers AY08 to AY09
3. Low SCHR (SCH Ratios)
4. Increase in Sections with Enrollment <8 AY08 to AY09

**TEACHING PERSONNEL DATA GRADUATE**

	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number			0.00	0.00	1.00		
Unit Full Time Faculty Adjusted for Release			0.00	0.00	0.00		
Unit Full Time Faculty GR FTE			7.00	4.00	4.00		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel GR Number			12.00	4.00	2.00		
Other Teaching Personnel GR PTFTE			4.80	0.80	0.13		

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

None

**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	71.06	62.81	72.33	63.69	74.27	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	87.59	83.02	83.89	83.73	85.29	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	262.00	262.00	261.00	261.00	247.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	240.00	227.00	335.00	290.00	236.00	213.00				
SCHR (SCH ratios) Total	259.00	242.00	270.00	265.00	247.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	12.21	17.54	11.46	17.42	20.61	22.70				

**SIZE and SCOPE DATA SUMMARY GRADUATE**

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	85.3	Needs Improvement	85.33	Declining
TESOL (MA) [MA/MA/TSLG]	85.3			Declining
Completers UNIT Total	16.3	Needs Improvement	77.76	Declining
TESOL (MA) [MA/MA/TSLG]	16.3			Declining
UNIV - % Retention FS YR 1 -- F YR 2	33.3			Improving
UNIV - % Retention FS YR3 -- F YR 4	0.0			Static
SCH On Campus FS	810.7			Declining
SCH Off Campus FS	162.7			Declining
SCH Total FS	973.3			Declining
SCH Summer On and Off Campus	114.0			Improving
SCHR (SCH ratios) On Campus Fall/Spring	144.0			Irregular

SCHR (SCH ratios) Off Campus Fall/Spring	204.7			Improving
SCHR (SCH ratios) Total	148.3	Red Flag	56.39	Irregular
% of Sections with Enrollment < 10 (GR < 8)	16.7	Aspiration	833	Irregular

## GRADUATE

### Brief Conclusion from Data

1. Despite the appearance of the data, the MA TESOL program is generally strong and healthy as far as students go. There is a drop off from AY 08 to AY 09 in both Majors and Completers, but this is more of an anomaly than a trend. In AY09, federal law changed to limit the number of online hours an international student can enroll in; this change in the law is likely the main cause for the drop offs in Majors and Completers.
2. Throughout the review period, the data indicates a low SCHR ratio for the program. For AY09, at least, this ratio is skewed downward due to a stop-gap measure in response to the change in federal law limiting an international student's online hours: nominally face-to-face sections were created for international students to enroll in, so they could continue their classes and remain compliant with the law. This short-term solution also likely lies behind the increase in low-enrollment sections in AY09.
3. Nonetheless, a low SCH ratio is a recurrent issue for the program and will need to be addressed.

### Additional Data or Comments

The program serves a large demographic that is not reflected in the Provost's data: in-service teachers completing TESOL endorsement/certification (see below); these students are likely counted under the NOMQ major code. As the data provided by the grant officer who oversees the grant funding for these students indicates, this demographic is about as large as the declared MA TESOL students, doubling the number of students the program serves.

TESOL Endorsement/Certification Students

AY07AY08AY09

Enrolled739594

Completed291910

### Plan to Address

The decline in Majors and Completers is most likely an anomaly rather than a trend, and thus no response is currently needed beyond continued monitoring of the situation. The low SCH ratio will be addressed in part by recruitment and retention of students, especially through articulation agreements with foreign institutions; the program is currently involved in developing such agreements with institutions in China and Russia. In addition, the program has in contact with the Kansas City school district, which has a 17% Hispanic population and a significant need for TESOL training. The low SCH ratio and the percentage of low-enrolled sections will be addressed by careful monitoring and managing enrollment in the program.

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

As noted by the university committee, the previous program review did not include a "plan to address," so there is nothing to respond to.

### Program Review Final University Committee Chair Comments

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

REVENUE DATA GRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	294,638.42	179,162.19	194,747.40		
Off Campus FS	56,136.20	47,682.63	10,381.80		
Summer On and Off Campus	19,738.38	30,155.10	65,400.42		
Subtotal Revenue SCH	370,513.00	256,999.92	270,529.62		
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	370,513.00	256,999.92	270,529.62		
Major Courses - SCH Revenue					
On Campus FS	294,638.42	179,162.19	194,747.40		
Off Campus FS	56,136.20	47,682.63	10,381.80		
Summer On and Off Campus	19,738.38	30,155.10	65,400.42		
Subtotal Revenue SCH	370,513.00	256,999.92	270,529.62		
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	370,513.00	256,999.92	270,529.62		
Unit Revenue External Grants	201,515.00	0.00	0.00		

SUMMARY GRADUATE		
Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	222,849.34	Irregular
Off Campus FS	38,066.88	Declining
Summer On and Off Campus	38,431.30	Improving
Subtotal Revenue SCH	299,347.51	Irregular
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	299,347.51	Irregular
Major Courses - SCH Revenue		
On Campus FS	222,849.34	Irregular
Off Campus FS	38,066.88	Declining
Summer On and Off Campus	38,431.30	Improving
Subtotal Revenue SCH	299,347.51	Irregular
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	299,347.51	Irregular
Unit Revenue External Grants	67,171.67	Irregular

## GRADUATE

### Brief Conclusion from Data

- Revenue over reporting period has declined
  - o SCH revenue has dropped approximately 25% which is consistent with the decrease in majors noted in section I
  - o External grant revenue has decreased to \$0 because the current federal administration did not open competition to renew the grant the program had

### Additional Data or Comments

### Plan to Address

Although the program's revenue is sufficient to generate significant profit (see below), the decline in revenue is a concern. In order to increase revenue, the program will seek to increase recruitment and retention of students, in part by finalizing agreements with foreign institutions in China and Russia; these agreements will be finalized as soon as 2010. Further recruitment and retention of students will come from a Southeast-based certificate program for in-service teachers to supplement the current DESE certificate.

In addition, the program will seek to increase revenue by applying for federal and state grants: for instance, the Teachers and Administrators Partner for Education in Missouri grant, funded by the US Dept. of Education (\$100,000 annually), and the Missouri Training All Content Teachers for Interactive Classroom Success, funded by DESE (\$50,000 annually).

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

As noted by the university committee, the previous program review did not include a “plan to address,” so there is nothing to respond to.

**Program Review Final University Committee Chair Comments**

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

COSTS DATA GRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	2,220.00	1,684.00	1,885.00		
Unit Costs per Major SCH - On campus FS	253.00	196.00	218.00		
Unit Costs per Major SCH - Off campus FS	250.00	99.00	70.00		
Unit Costs per Major SCH - Summer	60.00	155.00	75.00		
Unit Costs per Major SCH - Overall	234.00	168.00	181.00		
Unit Costs for Major Crses - On campus FS	139,662.00	115,057.00	126,269.00		
Unit Costs for Major Crses - Off campus FS	57,506.00	21,650.00	2,740.00		
Unit Costs for Major Crses - Summer	4,888.00	14,886.00	12,379.00		
Unit Costs for Major Crses - Overall	202,055.00	151,592.00	141,387.00		
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	253.00	196.00	218.00		
Unit Costs per All SCH - Off campus FS	250.00	99.00	70.00		
Unit Costs per All SCH - Summer	60.00	155.00	75.00		
Unit Costs per All SCH - Overall	234.00	168.00	181.00		
Unit Costs for All Crses - On campus FS	139,662.00	115,057.00	126,269.00		
Unit Costs for All Crses - Off campus FS	57,506.00	21,650.00	2,740.00		
Unit Costs for All Crses - Summer	4,888.00	14,886.00	12,379.00		
Unit Costs for All Crses - Overall	202,055.00	151,592.00	141,388.00		



**COSTS COMPARISONS GRADUATE**

	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	4,466.00	4,625.00	2,171.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Deleware Study Cost per SCH Unit	0.00	0.00	0.00		
College Cost per Major SCHR	211.00	226.00	223.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	130.00	97.00	98.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	180.00	160.00	139.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	130.00	132.00	133.00		
University Cost per all SCHR	153.00	155.00	161.00		

**SUMMARY GRADUATE**

	Mean	Trend
Cost Per Major	1,929.66	Irregular
Unit Costs per Major SCH - On campus FS	222.33	Irregular
Unit Costs per Major SCH - Off campus FS	139.66	Declining
Unit Costs per Major SCH - Summer	96.66	Irregular
Unit Costs per Major SCH - Overall	194.33	Irregular
Unit Costs for Major Crses - On campus FS	126,996.00	Irregular
Unit Costs for Major Crses - Off campus FS	27,298.66	Declining
Unit Costs for Major Crses - Summer	10,717.66	Irregular
Unit Costs for Major Crses - Overall	165,011.33	Declining
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	222.33	Irregular
Unit Costs per All SCH - Off campus FS	139.66	Declining
Unit Costs per All SCH - Summer	96.66	Irregular
Unit Costs per All SCH - Overall	194.33	Irregular
Unit Costs for All Crses - On campus FS	126,996.00	Irregular
Unit Costs for All Crses - Off campus FS	27,298.66	Declining
Unit Costs for All Crses - Summer	10,717.66	Irregular
Unit Costs for All Crses - Overall	165,011.66	Declining

## GRADUATE

### Brief Conclusion from Data

1. The program is a profit generator: in AY07, the program generated \$369,973 of profit (64.68%); in AY08, \$105,407 (41.01%); and in AY09, \$129,141 (47.74%).
  - a. The decline between AY07 and AY08 is caused by the loss of reported external grant funding.
2. The costs of the program have decreased and are generally well below college and university benchmarks.
  - a. Over review period, program costs per major have decreased 15.09%; cost per major SCH and Cost for All SCH have decreased 22.65%; cost for All Courses has decreased 30.02%
    - b. In AY 09, program costs per major is 13.17% less than the college benchmark, and 9.51% less than the university benchmark; cost per Major SCH is 18.83% less than college benchmark, and 21.65% less than university benchmark.
    - c. In AY 09, cost for All SCH is 36.09% more than college benchmark, and 12.42% higher than university benchmark; however, the data appears to indicate the University Studies costs are taken into account for the college and university benchmarks, making the comparison to a graduate program that does not offer University Studies classes invalid.

### Additional Data or Comments

### Plan to Address

The data indicates no need for a response beyond continued monitoring of program costs.

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

As noted by the university committee, the previous program review did not include a “plan to address,” so there is nothing to respond to.

### Program Review Final University Committee Chair Comments



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

## **V. EXTERNAL DEMAND**

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

## VI. QUALITY OF PROGRAM INPUTS

GRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
GMAT Total	0.00	460.00	0.00		
GMAT Total Converted	0.00	0.00	0.00		

COMPARISONS GRADUATE															
Measure	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		460.00	500.55		0.00	0.00							
GMAT Total Converted	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY GRADUATE		
Measure	Mean	Trend
GMAT Total	460.00	Irregular
GMAT Total Converted	0.00	Static

### GRADUATE

#### Brief Conclusion from Data

1. No conclusion can be drawn from data reported by Provost's Office: there is no apparent data reported, and the GMAT is an irrelevant measure for the MA TESOL program.
2. Based on additional data derived from the criteria defined in Prioritizing Academic Programs and Services, the TESOL program's inputs are of very high quality: most of the faculty are tenured or tenure-track with terminal degrees in the field; 93% of courses are offered by full-time faculty; students meet the School of Graduate Studies' admission standards; and the program's curriculum is current, thorough, and fully adapted to technology.
3. The program, however, does have a concern regarding the language skills of the students in the program, especially as the number of international students increases.

#### Additional Data or Comments

1. Faculty and Staff
  - a. Courses in the program are taught by three full-time faculty members (all have a Ph.D., and are tenured or tenure-track), and one part-time faculty member with an MA TESOL degree.
2. Percentage of Instruction Offered by Full-Time Faculty

- a. 93% of the courses in the program are taught by the program's full-time faculty; only one section of one course is taught by part-time faculty.
- 3. Students/Admissions Standards
  - a. Currently, the program has no admission standards beyond those required by the School of Graduate Studies. There is, however, concern with the language skills of students, especially as international students become a larger demographic within the program's student population.
- 4. Curriculum
  - a. The program's curriculum is current and thorough (see Sections I and VII)
- 5. Adaptability to Technology
  - a. The MA TESOL program is an online program, and hence is fully adapted to technology.

### **Plan to Address**

The program will investigate the issue of language skills of its students. Currently, the concern is largely based on anecdotal evidence, so some investigation will need to be done to determine if this is an actual concern. Once the validity of this concern is established, appropriate steps will be investigated, such as implementing some assessment of English language skills as an admission requirement.

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

As noted by the university committee, the previous program review did not include a "plan to address," so there is nothing to respond to.

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

## VII. QUALITY OF PROGRAM OUTPUTS

### GRADUATE

#### Brief Conclusion from Data

No data received from Provost's Office. Based on additional data derived from the criteria defined in Prioritizing Academic Programs and Services, the program outputs are of high quality: IDEA evaluations indicate high quality teaching and learning; student exit surveys indicate a high level of student satisfaction; all of the program's graduates succeed in post-graduate activities; the faculty presents and publishes regularly; and the program has a high level of public service recognition.

#### Additional Data or Comments

##### 1. Outcomes Measurement/Teaching Effectiveness

a. According to IDEA evaluations, the program's courses are effectively taught and fulfill their learning outcomes.

Semester Adjusted Summary Evaluation from IDEA

Aggregate for all classes

(Average/Standard Deviation)

Fall 2006 4.4/.18

Spring 2007 4.2/.36

Summer 2007 4.3/.35

Fall 2007 4.3/.34

Spring 2008 4.2/.25

Summer 2008 4.5/.42

Fall 2008 4.4/.23

Spring 2009 4.4/.27

##### 2. Learning Outcomes Assessment

a. According to exit surveys delivered by the department, students perceive that the program is doing an excellent job fulfilling the program's learning outcomes.

Scale: 1 (Low) to 5 (High)

AY07AY08AY09

Advanced knowledge of language systems and their interrelationships. 4.14.35.0

Advanced knowledge of processes of first and second language acquisition. 4.94.85.0

Advanced knowledge of the relationship between language, culture, and society. 5.04.85.0

Advanced knowledge of the acquisition of skills in a second language. 4.94.85.0

Advanced knowledge of special problems in the field of TESOL. 4.64.35.0

Advanced proficiency in written communication. 4.64.85.0

Advanced proficiency in oral communication. 4.14.53.7

Advanced knowledge in locating and gathering data relevant to my studies. 4.55.05.0

Development of methods and techniques for teaching ESOL. 4.64.85.0



Development of curricula, units, and lessons. 4.64.85.0  
Critique and development of materials and assessment tools. 4.64.85.0  
Implementation of materials and assessment tools in an ESOL setting. 4.64.54.7  
Prepared to begin/continue career 4.65.05.0

b. Placement/Acceptance Data

i. According to data from the department's exit surveys, 100% of graduates have been accepted into a PhD program or found placement in positions related to the degree.

5. Faculty Publications

a. The two full-time TT faculty have regularly published and presented in national and international venues.

Academic Year Publications Presentations

2007 1 5

2008 1 4

2009 1 5

**Plan to Address**

The data does not indicate the need for any action beyond continued monitoring of the program.

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

As noted by the university committee, the previous program review did not include a "plan to address," so there is nothing to respond to.

**Program Review Final University Committee Chair Comments**

## **VIII. CURRENCY OF CURRICULUM**

### **GRADUATE**

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

We update the content of our curriculum on a regular basis. We keep the curriculum current by incorporating new theories, new teaching models, and new language policies into our regular courses. For instance, in recent years we have incorporated in our methodology, assessment, and practicum courses the ESL standards for K-12 ELLs (English Language Learners) since the overwhelming majority of our students are practicing K-12 classroom teachers. We have included new teaching models such as Sheltered Instruction Observation Protocol (SIOP) into our methodology class. We offer three one hour seminars on ESL standards and teaching strategies. We expand our course content and help our students keep pace with the recent development by providing dozens of additional supplementary readings in our major courses. In addition, we encourage MATESOL students to be actively involved in professional development opportunities. Our students give presentations every year at the Graduate Student Forum at the TESOL annual conference and at the Missouri Migrant Education and English Language Learning (MELL) conference. Our faculty members have worked hard in research to update their professional knowledge and they present papers every year at the TESOL annual convention and other international conferences.

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

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

### **GRADUATE**

The impact of the MA TESOL program is felt locally, regionally, and globally, helping to support the university's mission at all levels. In addition to providing teacher-training within our immediate region and the greater St. Louis area, the program delivers instruction to teachers state-wide. All ESL Instructional Specialists in the state's 9 ESL regional offices are graduates of Southeast's MA TESOL program. The program is also growing on a global scale: the program delivers training to students in several foreign countries, and there will likely be a large increase in the number of international students enrolled in the program.

The broad impact of the program allows it to support the university's mission: the MA TESOL program provides professional training to in-service and pre-service teachers through solid instruction and practical, real-world experiences; all of the program's courses are offered either online or ITV, providing easy access to not only our service area but also to students both state-wide and internationally; the program is a regional information center, relied on at a state-wide level for information, instruction, and graduates; the program enhances the university community by assisting the globalization of Southeast through training and instruction for international students and their language teachers; and the program benefits the University's fiscal and physical resources .

#### **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?**

### **GRADUATE**

The program will maintain healthy growth. The size will be pretty much the same. The number of certification students will decrease unless new federal or state funds become available, but, with our current recruiting efforts, the number of international and regular graduate students is expected to increase. The program will expand to include a professional certificate program (in discussion) and collaborative programs with foreign countries (China and Russia). Ours will continue to be the major MATESOL program in the state that trains ELL and regular classroom teachers. While K-12 classroom teachers will still be the major population we serve, we will have more regular and international students, and students or mid-career professionals from other fields who would like to add to their job marketability by acquiring a TESL/TEFL certificate. Our curriculum will be updated and diversified to meet the needs of our diversified student population. This diversification will provide a better learning experience with our students, and increase students' cross-culture interaction and understanding.

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

### **DEANS' COMMENTS**

The MA TESOL program in the English Department at Southeast Missouri State University is a program that is central to the University's commitment to diversity and globalization. Its stated goal of teaching English to speakers of other languages is one for which there is currently significant demand and this will likely continue into the foreseeable future.

The program is adequately staffed and one of its strengths is its ability to offer the vast majority of its courses by full time, tenure-track or tenured faculty. The curriculum appears to be current and updated on a regular basis. Faculty and students are actively involved in scholarship and dissemination of knowledge in appropriate professional venues. Assessment of instructional quality indicates high levels of satisfaction from students. There have been active efforts to establish cooperative agreements with educational institutions outside of the U.S. The program is cost-effective and incurs low levels of expenses.

The recent decline in enrollment is of some concern; while this is described as an anomaly, there does not seem to be a clear reason for this decline and enrollment should be monitored closely in coming semesters. The similar decline in completers and low SCH ratios should also be carefully examined. The plans for collaboration with foreign institutions are a positive step. These should continue to be encouraged, as should efforts to train teachers working with immigrant populations closer to the geographic area (St. Louis, southern Illinois).

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

### **Provost's Decision**

