

College of Education
Program Review Update – November 1, 2017

Early Childhood, Elementary, and Special Education

Monitor: Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduate rates, and other key performance indicators. Specific challenges and opportunities associated with the program have been identified. Improvement plans must be presented to the relevant dean by no later than fall 2016.

Program	Recommendation	Rationale	Update																									
Interdisciplinary Early Childhood Education (ECESE) B13-1210	Monitor 1. Implement the IECE grant and grow the program. 2. Create a timeline and goals /targets and monitor as the grant is implemented 3. Develop a plan to sustain the growth that the grant provides. 4. Develop specific strategies by Fall 2015 with a timeline for implementation and expected outcomes	The UG program has 59 UG majors, so that will be retained as it is. The graduate program is almost non-existent, the two-coordinating faculty have received a 1.2 million dollar 5-year training grant aimed at building the graduate program	<p>Actions Taken:</p> <ol style="list-style-type: none"> 1. Yes, grant was implemented 2. Yes, timeline and goals were established as part of the grant 3. No, plan still needs to be developed 4. Yes, strategies were established as part of the grant. <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1526 688 2360 974"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>55</td> <td>48</td> <td>51</td> <td>46</td> </tr> <tr> <td>SCH</td> <td>987</td> <td>1,510</td> <td>2,269</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>322</td> <td>366</td> <td>364</td> <td></td> </tr> <tr> <td>Degrees conferred</td> <td>7</td> <td>8</td> <td>14</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • Average enrollment of 48 has been seen since 2015 but need to review planning for the end of the grant cycle in December 2019. • Undergraduate and Graduate Programs (B13.1210)—Attempted to cull out graduate SCH and SCH/FTE, but data was unsuccessful in having the data make sense within the larger context of the data. The growth in the table for years 2015-16 and 2016-17 is due to the number of students enrolled in the IECE MAT program. • Need to understand why there was an enrollment drop in Fall 2017. • Undergraduate degrees conferred have not met CPE criteria in previous years but did meet it in 2016-17. <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Enrollment	55	48	51	46	SCH	987	1,510	2,269		SCH/FTE	322	366	364		Degrees conferred	7	8	14	
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Program	Recommendation	Rationale	Update																									
P-5 (ECESE) B13-1202	<p>Monitor</p> <ol style="list-style-type: none"> 1. Develop 2+ 2, 3+ 1 and 4+ 1 and 5-year BA/MA degree sequences. 2. Enhanced clinical model and development of a Professional Development School Network within the service region. 	<p>This program is robust and had appropriate productivity, but we also must respond to market trends and providing students with an edge in terms of preparation. However, within the College we are going to be making changes that reflect state and national trends and mandates:</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Content minor; P-5 programs can develop content concentrations or minors, in collaboration with content departments, to better prepare educators and meet external mandates. • Enhanced clinical model and development of a Professional Development School Network within the service region. • Develop 2+ 2, 3+ 1 and 4+ 1 and 5-year BA/MA degree sequences. 	<p>Actions Taken:</p> <ul style="list-style-type: none"> • Yes, 4+1 in development for Elementary STEM program and 2+2 agreements are in place with KCTCS • Yes, PPN model developed and being considered for broader implementation across P-5 program. <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1413 591 2467 915"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Undergraduate Enrollment</td> <td>217</td> <td>216</td> <td>192</td> <td>188</td> </tr> <tr> <td>SCH</td> <td>3,615</td> <td>3,582</td> <td>3,774</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>324</td> <td>335</td> <td>332</td> <td></td> </tr> <tr> <td>Undergraduate Degrees conferred</td> <td>29</td> <td>34</td> <td>42</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • Undergraduate and graduate enrollments while still good have been decreasing. • Undergraduate degrees conferred have met CPE criteria. • SCH and SCH/FTE crosses both Bachelor and Master <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Undergraduate Enrollment	217	216	192	188	SCH	3,615	3,582	3,774		SCH/FTE	324	335	332		Undergraduate Degrees conferred	29	34	42	
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Retained: *Program demonstrates high productivity based on headcount, degree production, credit hour production, graduation rates and other key performance indicators. Although retained, program must continue to seek out opportunities for improving academic quality and enrollment.*

Program	Recommendation	Rationale	Update																													
Special Education BA---LBD & MSD P-12, Community Support Services(ECESE) B13---1001	<p style="text-align: center;">Retain</p> <p>Currently we are at capacity and have several students on a waiting list for courses. We would like to increase capacity as are well above our 450 SCH/FTE target. Many faculty are voluntarily working in overload every year.</p>	<p>“Retain” undergraduate program. We have previously attained capacity of the undergraduate program and need to explore the management of admissions. Other solutions should also be explored: scheduling options, growth at regional campus locations, and refining Special Education and P-5 dual certification programs.</p>	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1454 488 2502 813"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Undergraduate Enrollment</td> <td>272</td> <td>278</td> <td>265</td> <td>205</td> </tr> <tr> <td>SCH</td> <td>4067</td> <td>4097</td> <td>3769</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>431</td> <td>411</td> <td>402</td> <td></td> </tr> <tr> <td>Undergraduate Degrees conferred</td> <td>37</td> <td>57</td> <td>47</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • There has been a steady decline in enrollments. • Undergraduate degrees conferred have met CPE criteria. • SCH and SCH/FTE crosses both Bachelor and Master <p>Program Response:</p>						2014-15	2015-16	2016-17	2017-18	Undergraduate Enrollment	272	278	265	205	SCH	4067	4097	3769		SCH/FTE	431	411	402		Undergraduate Degrees conferred	37	57	47	
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Middle Grades and Secondary Education

Modify: Program demonstrates low productivity based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. The program requires immediate and targeted action.

Program	Recommendation	Rationale	Update																									
Secondary (MGSE) 13.1205 B45.0101	Modify 1. Consolidate TESOL and FL Methods courses 2. Develop collaboratively taught courses for STEM education programs (integration of content and pedagogy) 3. House the secondary content certifications/pedagogical core in the COE from an organizational, governance, and data housing standpoint to make reporting, scheduling, accreditations, etc. streamlined and efficient 4. Move Social Studies to CoE.	These programs are critical in terms of providing teachers in our service region and beyond, but can be enhanced for efficiency.	<p>Actions Taken:</p> <ul style="list-style-type: none"> No, the foreign language methods classes are currently suspended until a new general secondary education degree can be developed. Yes, collaboratively taught STEM education courses are now being handled as a part of the UTEACH program. No, housing secondary content in the COE has not happened Yes, Social Studies was moved to the Middle Grades and Secondary Education department in the COE. <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1378 797 2502 1081"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Undergraduate Enrollment</td> <td>57</td> <td>53</td> <td>39</td> <td>40</td> </tr> <tr> <td>SCH</td> <td>0</td> <td>198</td> <td>585</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>0</td> <td>320</td> <td>251</td> <td></td> </tr> <tr> <td>Undergraduate Degrees conferred</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> Enrollments have been relatively stable each year with a minor dip in 16/17. There is a need to consider housing secondary education in the CoE to support centralized management of Educator Preparation Programs (EPPs) as required by CAEP, as well as the pressure from CPE to reduce the number of hours in programs. Currently the lines of responsibility for secondary programs are blurred and, given the makeup of the Teacher Education Committee which governs these programs, the pedagogical core in secondary teaching programs is subject to the biases of content faculty. Undergraduate degrees conferred have not met CPE criteria in previous years. SCH and SCH/FTE incorporates social studies in with the rest of secondary programs. <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Undergraduate Enrollment	57	53	39	40	SCH	0	198	585		SCH/FTE	0	320	251		Undergraduate Degrees conferred	0	0	0	
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MAT (MGSE) M13---0101	<p>Monitor</p> <ol style="list-style-type: none"> 1. Modifications could include more competitive tuition pricing 2. 8-week modules; year-round offerings. 3. Decrease release time of instructors assigned to the program to decrease use of adjuncts for supervision. 4. Explore returning Special Education MAT program for 2018-19. 	<p>“Retain” undergraduate program. We have previously attained capacity of the undergraduate program and need to explore the management of admissions. Other solutions should also be explored: scheduling options, growth at regional campus locations, and refining Special Education and P-5 dual certification programs.</p> <p>“Monitor” graduate program for SCH/FTE, graduate certification program numbers (in DoSE certification), and explore returning Special Education MAT program for 2018-19.</p>	<p>Actions Taken:</p> <ul style="list-style-type: none"> • Pricing proposal under review • No • Yes, Decreased the release time of instructors assigned to the program • Yes, Special Education MAT program was brought back for the Fall 2018 semester through curriculum approval process. <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1403 662 2456 961"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>103</td> <td>83</td> <td>88</td> <td>79</td> </tr> <tr> <td>SCH</td> <td>1,140</td> <td>1,248</td> <td>1,629</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>199</td> <td>215</td> <td>230</td> <td></td> </tr> <tr> <td>Graduate Degrees conferred</td> <td>61</td> <td>29</td> <td>30</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • Decreased the release time of instructors assigned to the program out of necessity, since vacancies for clinical faculty were not filled and administrative staff have taken over much supervision. Despite that, we are still short of enough supervisors to cover all needs within load. One of the supervisors initially cut in Spring 2016 had to be brought back the semester after the position was initially cut due to state regulations on student supervisor but having to use escrow because we cannot regain the line back. • Graduation degrees conferred meet the CPE criteria. • New admission standards were set by EPSB, which dramatically reduced the number of applicants eligible for admission. • 8-week modules haven’t been implemented due to management of scheduling issues within a semester. • SCH and SCH/FTE crosses both Bachelor and Master <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	103	83	88	79	SCH	1,140	1,248	1,629		SCH/FTE	199	215	230		Graduate Degrees conferred	61	29	30	
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Middle Grades (MGSE) B13---1203	<p style="text-align: center;">Retain</p> <p>1. Consolidate the STEM Education courses and make them middle and secondary;</p>		<p>Actions Taken:</p> <ul style="list-style-type: none"> No, this has not occurred. <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1454 557 2507 870"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Undergraduate Enrollment</td> <td style="text-align: center;">119</td> <td style="text-align: center;">88</td> <td style="text-align: center;">82</td> <td style="text-align: center;">77</td> </tr> <tr> <td>SCH</td> <td style="text-align: center;">1,544</td> <td style="text-align: center;">978</td> <td style="text-align: center;">1,920</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td style="text-align: center;">386</td> <td style="text-align: center;">322</td> <td style="text-align: center;">450</td> <td></td> </tr> <tr> <td>Undergraduate Degrees conferred</td> <td style="text-align: center;">33</td> <td style="text-align: center;">22</td> <td style="text-align: center;">17</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> There has been a slow decline in the number of middle grades majors for several years, but the sudden drop in 15-16 came as a surprise. This is a quality program that serves an important need in the region and is offered through ITV to students across the region. All four middle grades specialties – math, science, English, and social studies are identified nationally and by Kentucky’s Commissioner of Education as teacher shortage areas, so the program is critical to the state and the region. Given that, we believe that marketing this specific program in the region would pay off in significant enrollment increases. SCH are calculated based upon the CIP codes of faculty members. If a faculty member teaches classes in another program, his/her CIP code gets credit for it. In COE faculty often teach across programs, even departments, so the numbers sometimes fluctuate wildly even though enrollments in a program may be stable. SCH and SCH/FTE crosses both Bachelor and Master <p>Program Response:</p> <p>1. There has been a steady decline in overall numbers in middle grades since Fall 2012. I believe there are several factors to consider:</p>		2014-15	2015-16	2016-17	2017-18	Undergraduate Enrollment	119	88	82	77	SCH	1,544	978	1,920		SCH/FTE	386	322	450		Undergraduate Degrees conferred	33	22	17	
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			<ul style="list-style-type: none">• The elimination of FFA and Teacher Recruitment in the TES. These programs offered a process for sustainability of Middle Grades as well as other programs.• Our Middle Grades Program suffers from some retention issues in the Level II courses. I had that data on hand and am searching for it. We have an issue with students having to repeat courses in Level II and with students changing majors during Level II. These are issues that MUST be addressed in a proactive fashion. <p>2. Although our Program has declined in numbers, there is still a DEMAND for our Program in the Region (see attached).</p>
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Foundational and Graduate Studies in Education

Monitor: Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduate rates, and other key performance indicators. Specific challenges and opportunities associated with the program have been identified. Improvement plans must be presented to the relevant dean by no later than fall 2016.

Program	Recommendation	Rationale	Update																									
Teacher Leader Masters (FSGE) M13.1001 (Spec. Ed) M13.1202 (Elem) M13.1203 (Middle Grades) M13.1205 (Secondary)	Monitor 1. Modifications could include cohort discounts; 2. 8-week, year-round modules regular loop offering for a one-year completion 3. Regional Cohorts 4. Curriculum modifications	Changes from the traditional education MA programs per EPSB regulations have created issues with a reduction of student enrollment along with major competition from a private school.	<p>Actions Taken:</p> <ol style="list-style-type: none"> 1. Pricing proposal under review 2. No 3. No 4. Yes, Redesigned curriculum to assist with the creation of Dual-Credit teachers, removal of 0-credit hour capstone course, and rethinking delivery formats. <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1454 721 2502 1036"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td style="text-align: center;">58</td> <td style="text-align: center;">103</td> <td style="text-align: center;">106</td> <td style="text-align: center;">90</td> </tr> <tr> <td>SCH</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graduate Degrees conferred</td> <td style="text-align: center;">18</td> <td style="text-align: center;">21</td> <td style="text-align: center;">19</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • The enrollments have been relatively stable with a slight decrease in 2017. • Graduation degrees conferred meet the CPE criteria. • In July 2017, EPSB initiated a change in Teacher Leader standards that will significantly affect the Teacher Leader program and likely cause a significant revision of the program. • SCH and SCH/FTE could not be calculated as they are not broken out by Bachelor and Master <p>Program Response:</p> <ul style="list-style-type: none"> • We continue to believe that discounted tuition for graduate education programs would help boost enrollment. We continue to lose market value as compared with nearly every other Teacher Leader program, including Univ. of KY. 		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	58	103	106	90	SCH					SCH/FTE					Graduate Degrees conferred	18	21	19	
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			<ul style="list-style-type: none"> • We also continue to believe that flexibility in offering additional MAED degrees (in addition to the MA-TL degree) will be beneficial in attracting students. For example, a MA in Educational Studies, Rural Educational Policy, and Classical Education could attract niche markets from KY and beyond. • We believe that the MATL or a MAED program could create an option to prepare for the upcoming rush for teachers in the Charter School movement. • We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School marketing campaign. • We need to remain vigilant and responsive to the possibility of significant Legislative changes in graduate education for teachers and respond with appropriate prudence.
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Program	Recommendation	Rationale	Update																									
Educational Leadership – 13.0401 and 13.0499 (Ed Leadership and EDD)	Retain	Continues to meet demand for Educational Leadership in P-12 schools	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>81</td> <td>77</td> <td>61</td> <td>48</td> </tr> <tr> <td>SCH</td> <td>809</td> <td>975</td> <td>483</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>191</td> <td>200</td> <td>242</td> <td></td> </tr> <tr> <td>Graduate Degrees conferred*</td> <td>12</td> <td>22</td> <td>20</td> <td></td> </tr> </tbody> </table>		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	81	77	61	48	SCH	809	975	483		SCH/FTE	191	200	242		Graduate Degrees conferred*	12	22	20	
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			<p>Review Narrative:</p> <ul style="list-style-type: none"> • Enrollment impacted due to EPSB shifting Ed Leadership from MA to post-MA degree • Graduation degrees conferred meet the CPE criteria. • This is a combination of 0401 (EDD) and 0499 (Ed Leadership MA that was sunset) • Principal and Superintendent Programs currently under review by EPSB; may impact Certification programs. • Currently redesigning delivery format to a regional cohort • Aggressively seeking additional exposure and input in Region. <p>Program Response:</p> <ul style="list-style-type: none"> • We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School marketing campaign. • <u>Explanation of data presented in the table:</u> For entries that have two numbers separated by a slash, the number on the left side was obtained from APNA reports received and included 13.0499, which is not related to the Ed.D. program. The number on the right was obtained from the specific year’s University Profile report. <p>Regarding Graduate Enrollment and Graduate Degrees conferred, the first number represents a combination of student in a SIP code of 13.0401 and 13.0499. The second number for those two items are the number of student only in the program with SIP code of 13.0401.</p> <p>Based upon a conversation with IRA, SCH and SCH/FTE numbers are based upon the assigned SIP code to faculty rather than the program SIP. Since faculty teach in at least two programs, SCH and FTE figures are based upon the assigned SIP, which happens to be 13.0401. Based on this information, the first number in SCH and SCH/FTE are inflated because it includes all students taught by the faculty member regardless of the program the student is enrolled. The second number, which would be solely for 13.0401 cannot be determined as the true value of FTE is not presented in the University Profile.</p> <ul style="list-style-type: none"> • Graduation degrees conferred meet the CPE criteria. • This report reflects the three Doctor of Education programs offered and does not truly reflect the previous MA – School Administration • Administrative and Superintendent certifications are possible upon completion of the P-12 Education Administration specialization area. • Expanding outreach to areas outside of MSU service area and to other states. • Recruiting of students for the Ed.D. program has been and is being done at various state and national professional conferences for all three specialization. Additionally, Dr.
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			<p>Curry, an Ed Tech faculty, will be engaging in professional podcast that will promote our program. This recurring podcast specifically highlights educational technology practitioner programs.</p> <ul style="list-style-type: none">• The program provides announcements, celebrations, and notifications through a social media presence.
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Curriculum and Instruction – 13.0301 (Ed.S. - Instructional Leadership Program and Ed.S. - Curriculum & Instruction Rank I Program)	Retain	Continues to meet demand for Educational Leadership in P-12 schools	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1454 488 2505 784"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>60</td> <td>64</td> <td>59</td> <td>48</td> </tr> <tr> <td>SCH</td> <td>147/314</td> <td>0/321</td> <td>324/268</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>126</td> <td>0</td> <td>216</td> <td></td> </tr> <tr> <td>Graduate Degrees conferred*</td> <td>24</td> <td>28</td> <td>16</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> The enrollments have been in slight decline over the past several years. Graduation degrees conferred meet the CPE criteria. <p>Program Response:</p> <ul style="list-style-type: none"> We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School marketing campaign. We believe that discounted tuition for graduate education programs would help boost enrollment. <u>Explanation of data presented in the table:</u> For entries in the table that have two numbers separated by a slash, the number on the left side was obtained from APNA reports received and included 13.0301. The number on the right side was obtained from the specific year’s University Profile report. <p>Regarding Graduate Enrollment and Graduate Degrees conferred, the number represents students in a program with a SIP code of 13.0301.</p> <p>Based upon a conversation with IRA, SCH and SCH/FTE numbers are based upon the assigned SIP code to faculty rather than the program SIP. Since faculty teach in at least two programs, SCH and FTE figures are based upon the assigned SIP, which happens to</p>		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	60	64	59	48	SCH	147/314	0/321	324/268		SCH/FTE	126	0	216		Graduate Degrees conferred*	24	28	16	
	2014-15	2015-16	2016-17	2017-18																								
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			<p>be 13.0401. Based on this information, the first number in SCH and SCH/FTE are understated because it does not include students taught by the faculty member in a program with a CIP code of 13.0301. The second number for SCH was the number of SCH reported on the University Profile report for the particular year. The value of SCH/FTE cannot be determined using the University Profile report as the number for FTE is not reported for 13.0301.</p> <ul style="list-style-type: none"> • Graduation degrees conferred meet the CPE criteria. Upon completion of both Level 1 and Level 2 coursework in the EdS Instructional Leadership Program, or upon completion of the Ed.S. in Curriculum & Instruction Rank 1 program, graduation degrees are conferred. It is a common practice for an individual to begin the EdS Instructional Leadership Program and complete Level 1 to receive the various administrative certifications, and then wait 2-5 years to complete Level 2 of the program. It is at the completion of Level 2 that an Ed.S. degree would be conferred. • Administrative certification programs are currently (2018) under review by EPSB. This may impact certification programs as to when certification(s) can be obtained (MA or post-MA). • Currently designing a delivery format to serve regional cohorts of school districts • Actively seeking additional exposure and input in region by way of regional meetings through coop meetings and district meetings. • Beginning stages of planning for an aspiring administrator’s conference for individuals interested in pursuing administrative certification and for those currently enrolled in our administrator’s preparation program. This activity would help to promote our program along with meeting the needs of school districts MSU serves. • Collaboration between public state universities of professors in educational leadership programs (Kentucky Professors of Educational Leadership – KPEL) to share information. [There was a discussion at the March 2018 KPEL meeting that all universities are experiencing pricing competition from private universities offering the same certification in less time and at a reduced cost.]
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Retain: *Program demonstrates high productivity based on headcount, degree production, credit hour production, graduation rates and other key performance indicators. Although retained, program must continue to seek out opportunities for improving academic quality and enrollment.*

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Program	Recommendation	Rationale	Update																									
Educational Technology-13.05)	Retain	Continues to meet demand for incorporating Educational Technology in classrooms P-16 and beyond.	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1454 418 2507 776"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>38</td> <td>46</td> <td>31</td> <td>21</td> </tr> <tr> <td>SCH</td> <td>743</td> <td>1,117</td> <td>794</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>248</td> <td>319</td> <td>265</td> <td></td> </tr> <tr> <td>Graduate Degrees conferred*</td> <td>19</td> <td>19</td> <td>16</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • Enrollments have been relatively stable, but with a decline over the past two years • Graduation degrees conferred meet the CPE criteria. • Established a revised course delivery format of 8-week courses beginning in Fall 2018 • Exploring Instructional Design programs at the Undergraduate levels that could be a feeder or developed as a 4+1 program. <p>Program Response:</p> <ul style="list-style-type: none"> • We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School Marketing Campaign. • We believe that discounted tuition for graduate education programs would help boost enrollment. • SCH and SCH/FTE numbers may not be correct. According to the data sheet in the Fall of 2016 there are zeros for SCH and SCH/FTE; however, faculty were teaching Educational Technology courses. I understand it is an issue with the SIP codes to which faculty are assigned. Both Ed Tech faculty are designated as Ed.D. Faculty, which is a different SIP code. Consequently, the SCH and SCH/FTE numbers may not accurately reflect the Educational Technology program. • Recruitment: Ed Tech faculty have established MSU booths at an international (AECT) 		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	38	46	31	21	SCH	743	1,117	794		SCH/FTE	248	319	265		Graduate Degrees conferred*	19	19	16	
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			<p>and a state conference (KySTE) specifically for recruitment purposes. Additionally, Dr. Curry, an Ed Tech faculty, will be engaging in professional podcast that will promote our program. This recurring podcast specifically highlights educational technology practitioner programs.</p> <ul style="list-style-type: none">• We have adjusted our MAE program to be completed in one calendar year. This has garnered a lot of interest from potential students as seen at the KySTE recruitment booth this year.
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Retain: Program demonstrates high productivity based on headcount, degree production, credit hour production, graduation rates and other key performance indicators. Although retained, program must continue to seek out opportunities for improving academic quality and enrollment.

Program	Recommendation	Rationale	Update																									
School Counseling – 13.1101 (MA)	Retain	Student enrollment numbers remain high. Continues to be one of the graduate program in terms of student enrollment.	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1137 488 2193 802"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>84</td> <td>95</td> <td>77</td> <td>64</td> </tr> <tr> <td>SCH</td> <td>805</td> <td>1,029</td> <td>820</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>302</td> <td>294</td> <td>234</td> <td></td> </tr> <tr> <td>Graduate Degrees conferred*</td> <td>21</td> <td>32</td> <td>33</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • Recently went 100% online. • Enrollments had been relatively stable, but have been on a decline over the past two years • Graduation degrees conferred meet the CPE criteria. <p>Program Response:</p> <ul style="list-style-type: none"> • We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School Marketing campaign. • We believe that discounted tuition for graduate education programs would help boost enrollment. • We believe that School Counseling could play a role in a newly emerging theme of ‘trauma based’ education. • We believe that School Counseling would benefit from becoming CACREP accredited. It would allow us to meet our professional responsibilities and allow for recruitment of candidates in KY and beyond. • The Graduate Degrees conferred section in the above table has been corrected using data from M.A. in Counseling Exit Exams followed by Program Completion documents sent to the Graduate Office each semester. MSU's M.A. in Counseling Program is a 36-credit hour program accredited by KY Educational Professional Standards Board. Completion of the program leads to Kentucky P-12 5-year provisional school counselor certification. <p>* Number M.A. in Counseling Exit Exams Passed (spring + fall semesters): 100% pass-rate. **Fall Semester + Spring Semester on-track to graduate is 30: Spring Exit Exam April 2018 (100% pass-rate for last five years).</p>		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	84	95	77	64	SCH	805	1,029	820		SCH/FTE	302	294	234		Graduate Degrees conferred*	21	32	33	
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Program	Recommendation	Rationale	Update																									
Ed.S. in Counseling S- 13.1101 (Ed..S in Counseling: Two: Ed.S. degrees: Ed.S School Counseling Ed.S. (LPCA Option)	None given.	None given.	<p>Actions Taken: 3-Year Data Synopsis</p> <table border="1" data-bbox="1137 435 2190 732"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>10</td> <td>6</td> <td>3</td> <td>4</td> </tr> <tr> <td>SCH</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graduate Degrees conferred*</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Review Narrative:</p> <p>Program Response:</p> <ul style="list-style-type: none"> • We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School Marketing campaign. • We believe that discounted tuition for graduate education programs would help boost enrollment. • We believe that School Counseling could play a role in a newly emerging theme of ‘trauma based’ education. • We believe that School Counseling would benefit from becoming CACREP accredited. It would allow us to meet our professional responsibilities and allow for recruitment of candidates in KY and beyond. • The Ed.S. Programs (Ed.S. in School Counseling and Ed.S. LPCA Option) were not included in the COE form provided. The Ed.S.in School Counseling numbers have declined because fewer school districts offer a pay-raise for this degree. The Ed.S. (LPCA Option). This path to mental-health counseling certification (LPCC) in Kentucky was closed to all except CACREP-accredited programs January 15, 2015. No admissions were permitted after January, 15, 2015 at Morehead State University. Ten individuals were identified as being enrolled in the Ed.S. LPCA program and they were notified that they MUST graduate before 2020 because MSU's Counseling Programs are not CACREP Accredited.*PLEASE NOTE: Candidates in the Ed.S. LPCA Option often choose to obtain the requirements for the LPCA (specific 60 hours) and do NOT choose to complete the Applied Project and Ed.S. degree. Thus, no graduate degrees are conferred. 		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	10	6	3	4	SCH					SCH/FTE					Graduate Degrees conferred*	0	0	0	0
	2014-15	2015-16	2016-17	2017-18																								
Graduate Enrollment	10	6	3	4																								
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Program	Recommendation	Rationale	Update																									
Adult and Higher Ed – 13.1201 (MA & EdS)	Retain	Continued strong enrollment numbers; Potential for increased growth	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1454 488 2507 802"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Graduate Enrollment</td> <td>112</td> <td>98</td> <td>67</td> <td>40</td> </tr> <tr> <td>SCH</td> <td>1,030</td> <td>753</td> <td>756</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>294</td> <td>226</td> <td>216</td> <td></td> </tr> <tr> <td>Graduate Degrees conferred*</td> <td>21</td> <td>32</td> <td>33</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> • Need for aggressive marketing campaign • Need to review data as to why there has been a drop in enrollment over the past several years. • Graduation degrees conferred meet the CPE criteria. <p>Program Response:</p> <ul style="list-style-type: none"> • We believe that a targeted graduated school marketing campaign could boost our identity and increase enrollment. There is no Graduate School Marketing campaign. • Program faculty believe the drop in enrollment id due to the following reasons: <ol style="list-style-type: none"> 1. The national trend of lower enrollments when the economy (job market) is good. 2. Recent state budget cuts in all state programs, which include Kentucky Adult Education. 3. The bad publicity for MSU in 2016 (who wants to learn Higher Education from an institution of Higher Education that is perceived not to be able to run itself?). 4. Recent budget cuts in Kentucky Higher Education, which has essentially caused and is causing, the elimination of our student base (through lay-offs, and elimination of positions). <p>This situation can be ameliorated, if not reversed, with advertising. The past several years we have substantially revised our program to increase rigor (and reputation) and have a national appeal. This strategy was working as enrollments from 2010 through 2015 increased significantly. Unfortunately, we've not received any kind of advertising support to let the</p>		2014-15	2015-16	2016-17	2017-18	Graduate Enrollment	112	98	67	40	SCH	1,030	753	756		SCH/FTE	294	226	216		Graduate Degrees conferred*	21	32	33	
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			<p>rest of the country know of our competitively proceed quality programs. We are confident that when MSU's bad publicity is forgotten or replaced with better publicity, when state budget cuts, especially to higher education, are stopped or reversed, and we receive some – any – kind of national advertising for our programs, the current downward slide in enrollments will stabilize and reverse itsel</p>
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Middle Schools in Morehead State University Service Region, 2017

Citations:

Kentucky Council on Postsecondary Education. (2017). *University Service Regions*. Retrieved October 29th, 2017 from <http://cpe.ky.gov/campuses/svcregions.html>

Kentucky Department of Education. (2016-2017). *School Report Card*. Retrieved October 29th, 2017 from <http://applications.education.ky.gov/SRC/Default.aspx>

Kentucky Education Professional Standards Board. (2017). 16: KAR 2.170 Probationary certificate for Middle School Teachers. Retrieved October 29th, 2017 from <http://www.lrc.ky.gov/kar/016/002/170.htm>

According to the KY CPE website, MSU serves a 22 county service region in which there are approximately 43 schools housing the middle grades. Upon cursory examination of the data provided online, the schools below are the ones found that show the grade levels housed at each school. It is important to note that many schools in MSU's service region are consolidated elementary - middle – and high school. This provides the MSU Middle Grades graduates significant opportunity for job placement, as the certification (5 – 9) overlaps the elementary and secondary certifications. In addition, the KY EPSB, regulation <http://www.lrc.ky.gov/kar/016/002/170.htm> allows for teachers to teach one grade below and one grade above their certification level in their component content area, adding even more opportunity for our graduates.

The Middle Grades Program at MSU also services Perry County (not in the MSU service region) at the University Center of the Mountains in Hazard, KY via the ITV method of course delivery. By including this county, we add nine additional schools (i.e., Hazard Indep. Middle School,; AB Combs School, Chavies, Willard, Leatherwood, RW Combs, Robinson, Viper, and Willard Elementary --- all K – 8 schools).

On average, we can expect 30 teachers per middle school grade level per school identified. This would bring the total of approximate middle school (grades 5 – 9) teachers in the service region PLUS Perry County to 1,560 teachers in Eastern KY teaching grades 5 – 9. The only competitors to filling these teaching positions would be:

1. EKU (although they have their own service region as identified by CPE)
2. Alice Lloyd College (private, graduate fewer)
3. University of the Cumberlands (private, graduate fewer)
4. UPike.

Even if MSU and each of the 4 universities listed above were to graduate between 20 and 30 middle grades pre-service teachers per year, it would not be enough to fill the positions going vacant due to events such as the changes in the state teachers' retirement system and the baby boomers who already occupy these teaching positions who are nearing retirement.

Thus, it would behoove MSU's Middle Grades Program to advertise its degree program, and utilize resources such as CMLA to recruit students from throughout our service region to MSU and study middle grades education. It would also behoove the College of Education at MSU to find the funds to reinstate the Teacher Recruitment Program, FEA, and Diversity recruitment program --- which were all eliminated during Cathy Gunn's dean - ship. The decision to eliminate were likely prudent at the time, but one can see the noted unintended consequence on a viable program that was (and still is) meeting the middle school needs in Eastern KY --- an already very vulnerable region in the U.S., economically and educationally.

BATH COUNTY

Bath County Middle School

BOYD COUNTY

Boyd Co. Middle School

ASHLAND INDEPENDENT SCHOOLS (in Boyd County)

Ashland Middle School

BREATHITT COUNTY

Sebastian Middle School

CARTER COUNTY

East Carter Middle School

West Carter Middle School

ELLIOTT COUNTY

Elliott Co. High School (houses 7th and 8th grade)

FLEMING COUNTY

Simons Middle School

FLOYD COUNTY

South Floyd Middle / High School

Allen Central Middle School

James D. Adams Middle School

GREENUP COUNTY

McKell Middle School

Wurtland Middle School

RUSSELL INDEPENDENT (in Greenup Co.)

Russell Middle School

JOHNSON COUNTY

Johnson Co. Middle School

PAINTSVILLE INDEPENDENT (in Johnson Co.)

Paintsville High School (houses 7th & 8th)

KNOTT COUNTY

Cordia School (grades K – 12)

Beaver Creek Elementary (grades K – 8)

Carr Creek Elementary (grades K – 8)

Emmalena Elem. (K – 8)

Hindman Elem. (K – 8)

Jones Fork Elem. (K – 8)

LAWRENCE COUNTY

Louisa Middle School

LETCHER COUNTY

Fleming Neon Middle School

Letcher Middle School

Whitesburg Middle School

LEWIS COUNTY

Lewis Co. Middle School

MAGOFFIN COUNTY

Herald Whitaker Middle School

Salyersville Grade School (K – 8)

MARTIN COUNTY

Martin Co. Middle School

MASON COUNTY

Mason County Intermediate School (4 – 6)

Mason Co. Middle School (7 – 8)

MENIFEE COUNTY

Botts Elem. (K – 8)

Menifee Elem. (K – 8)

MONTGOMERY COUNTY

McNabb Middle School (7 – 8)

Mont. Co. Intermediate School (5-6)

MORGAN COUNTY

Morgan Co. Middle School

PIKE COUNTY

Belfry Middle School

Millard School (K – 8)

PIKEVILLE INDEPENDENT (in Pike Co.)

Pikeville H.S. (7 – 12)

ROWAN COUNTY

Rowan Co. Middle School

WOLFE COUNTY

Dessie Scott School (K – 12)

Wolfe Co. Middle School