

Program	Master of Science in Career & Technical Education
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SECTION 1: Program Overview

The Master of Science in Career & Technical Education (MSCTE) program enables career and technical instructors in allied health, business, and technical education at secondary and post-secondary levels, as well as industrial training and development personnel, to attain an advanced education by building on previous training and occupational experience. The program is designed to improve career and technical education competency and refine the instructional and/or administrative skills of current and prospective CTE teachers and business & industry trainers.

History

The Master of Science in Career & Technical Education (MSCTE) program was the first Master's degree program at Ferris State University. The original program design included options for secondary and post-secondary vocational instructors, administrators and trainers in business and industry. At that time, the College of Education exclusively offered undergraduate teacher certification programs in vocational education content areas with only mathematics and science teaching minors and developed the Master's degree to be a natural progression to the successful undergraduate program.

The graduate program was designed and developed by FSU's college of education faculty and staff with the assistance of an impressive group of Michigan's finest vocational educators. The name was changed from 'vocational education' to 'occupational education' and now uses the current definition of 'career and technical education'. The influential group of educators who assisted in the design of the program expressed a strong desire for Ferris to offer an innovative graduate-level program that would improve Michigan's CTE's programs.

Once launched in 1984, enrollment quickly increased as the reputation and uniqueness of the program became known and courses were offered in convenient locations at several sites including Traverse City, Flint, Metropolitan Detroit, Lansing, the Upper Peninsula and Benton Harbor in evening and weekend formats. The convenient locations, along with the evening and weekend delivery schedule expanded and complemented graduate offerings in CTE to better serve the master's students. In addition, the degree opportunities for individuals seeking leadership positions in secondary and postsecondary institutions, in four-year universities, and in employment and training agencies was dramatically increased.

The focus of the program has not changed over the years. Other public institutions in Michigan eliminated their graduate CTE programs (undergraduate and graduate); however, Ferris has remained the leader in providing the level of services to the CTE community.

A. PROGRAM GOALS

1. State the goals of the program.

Specific program goals for the Master's in Career-Technical Education (MSCTE) in the School of Education, College of Education and Human Services include:

- Serve as a national and state leader in graduate level programming in preparing high quality career and technical education (CTE) teachers, administrators, and corporate training professionals
- Excel at designing and delivering high quality, theoretical and practical graduate level content by using the most recent pedagogical-content knowledge and technology necessary for adding value to our students
- Monitor, change and continuously improve the program content ensuring that students are well-prepared to make immediate contributions to their employers and society upon graduation.
- Increase enrollment and retention through managing efficiently financial resources and seeking external grant and contract funding

2. Explain how and by whom the goals were established.

The original program goals were drafted by the original designers and have since undergone revisions as the program has (1) adopted the TEACH conceptual framework, (2) received the Michigan Center for Career and Technical Education Research Grant in 2006, (3) increased involvement in the Malcolm Baldrige Quality Award Program through examining award-winning institutions, and (4) began the development of a doctorate level program related to Workforce Development.

3. How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

The goals are used to demonstrate how effectively the program is in implementing and deploying the mission and vision of the School of Education and ultimately the College of Education & Human Services. It is anticipated that the graduates of the MSCTE program would serve as the source of future leaders in the state, nation, and world. For example, the graduates of the administrative option serve in leadership roles within the secondary and post-secondary CTE institutions. Graduates of the training and development option become leaders in designing and delivering industry-based training. Furthermore, the program options under the umbrella of MSCTE, and the courses within each, must remain innovative, flexible, competency-based, and responsive to business and industry needs as well as to the needs of our students. The data required to determine if the program has met these goals assists in continually improving the program.

4. Have the goals changed since the last program review? If so, why and how? If not, why not?

The goals of this program have been updated since the last program review in 2001. The original program goals were drafted by the original designers and have since undergone revisions as the program has (1) adopted the TEACH conceptual framework, (2) received the Michigan Center for Career and Technical Education Research Grant in 2006, (3) increased involvement in the Malcolm Baldrige Quality Award Program through examining award-winning institutions, and (4) began the development of a doctorate level program related to Workforce Development.

The revised goals were developed after the School of Education received the Michigan Center for Career and Technical Education (MCCTE-FSU) grant in 2006 and it became clear the MSCTE program needed to update its image as the grant catapulted the program into a much more visible state position. The grant provided the program with access to a vast array of CTE educators, administrators and industry professionals who now look to FSU for professional development and CTE leadership.

The faculty in the School of Education adopted the T.E.A.C.H. conceptual framework in the late 1990's. The framework is grounded in the faculty's belief that the education of teachers must be **T**ransformative, **E**xperiential, **A**ssessment-driven, **C**ollaborative and **H**olistic. As the academic programs in the School of Education are undergoing academic program reviews, specific program goals are being developed to align to the TEACH conceptual framework.

In March, 2002, the School of Education created a special advisory committee to specifically handle the Career & Technical Education programs (undergraduate and graduate). The CTE advisory committee met for several years and provided the program with excellent input; however, a change in the School of Education leadership with a new focus on other degree programs has resulted in the advisory committee not meeting for several years.

5. Describe the relationship of the program goals to the University’s mission, and the departmental, college and divisional strategic plans.

Table 1 below provides a summary alignment of the mission of the university, the college and the school of education’s conceptual framework, and the MSCTE program.

Table 1
Summary Alignment of Missions

University Mission	COEHS Mission	COEHS Strategic Plans	SOE Conceptual Framework: TEACH	Program (MSCTE) Goals: The MSCTE Program will
Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.	The mission of COEHS is to deliver high quality instruction and services in programs that are relevant accessible, effective, and flexible.	Pillar 1: Learning-Centered University Improve assessments	Transformative Assessment-Driven	Monitor, change and continuously improve program to ensure students make immediate impact
		Pillar 2: Working together Cross-college relationships and discussions	Collaborative Experiential	Excel are designing and delivering content to add value to students
		Pillar 3: Engaged Campus Expanding partnerships, building relationships, re-establishing advisory committee	Holistic	Serve as a national and state leader in delivering CTE

The new mission statement of Ferris State University was adopted March, 2008. It states “*Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.*”

The MSCTE program aligns with this mission statement as it is the state leader in preparing professionals for service in a variety of instructional institutions. The flexible delivery options that include multiple delivery locations and many online and hybrid course offerings, provides these professionals with significant lifelong learning opportunities. Likewise, many of these graduates will be impacting the education of students from K-12 (administrative option) through post-secondary education (the instructor and post-secondary administrative options), and business and industry (the training & development option). In addition, the partnership with the Michigan Department of Education grant and the School of Education has built a strong partnership with the CTE community and the MSCTE program.

College of Education and Human Services Pillars

Pillar 1: Learning-Centered University

The MSCTE program has begun to benchmark and improve assessments as hallmark assignments are developed for each course. The addition of capstone experiences—project or thesis—facilitates graduate reflective practice. Both of these activities provide feedback for continuous improvement that can be used to modify course content and evaluate program options.

Pillar 2: Work Together

The flexibility within the MSCTE program provides unique opportunities to improve cross-college relationships and discussions. Since several FSU instructors enroll in the program annually, earning their master's degree in order to retain their teaching positions, channels of communication are often open for collaboration. In the past, the MSCTE program has worked with the College of Business to deliver a special option for the Professional Tennis Program which allowed their graduates to earn a master's degree in training. Currently, the MSCTE program is working with the College of Pharmacy to develop a degree designed specifically for their PharmD students who desire to instruct at colleges and universities. Furthermore, the possibility exists for the development of shared programs with many other program areas at FSU.

Pillar 3: Create an Engaged Campus

The MSCTE program actively seeks to assist in the creation of an engaged campus. In 2006, the program was awarded a Michigan Department of Education grant to operate the Michigan Center for Career & Technical Education. The work on the grant involves assisting the Office of Career and Technical Education (OCTE) staff and consultants to comply with the new Perkins IV legislation. Perkins IV requires the all states identify and/or develop common technical standards with valid and reliable assessments for all of its CTE programs. During the first year of operation, the grant designed, developed and piloted a secure, state-of-the-art, internet-based data collection system to identify the common standards for all of Michigan's CTE programs. For the thirty CIP codes requiring the identification of statewide technical standards, the project conduct an innovative, statewide, comprehensive research project which identified and compiled potential lists of national standards (such as, national certifications or lists developed by other states) by CIP code, converted the lists into to a common excel duty and task format, and uploaded the lists into the secure, electronic database. Teachers and business representatives nominated by their administrators blindly rated the duty area content within the lists. The project then analyzed the data and identified the technical standard with the highest rated content. The OCTE consultants worked with the project to finalize the technical standard lists and the project released the technical standards for all of the CIP codes to the CTE community via a webcast. Many of the FSU program areas have been involved with this exciting work.

School of Education

The mission of the School of Education's mission is to provide high quality instruction in the preparation of quality teachers, administrators, and other educators in a variety of school and non-school settings using the most current research knowledge, technologies, and continuous improvement management philosophies in an innovative and stimulating environment.

There is a strong match between the mission of the School of Education and the MSCTE program. The founding focus of the School of Education was career-oriented education and was the first Master's level program offered at Ferris. Given the leadership the program now has in the state, the MSCTE programs will continue to be a strong and active partner in helping re-establish a strong economy and workforce for the State of Michigan.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

1. Describe any unique features or components of the program.

The most unique and visible component of the MSCTE graduate education program is the *unique* relationship between the Michigan Department of Education, Office of Career & Technical Education and the School of Education through the MCCTE-FSU state grant. By coordinating the high visibility of the grant activities with the academic content and requirements of the department, the MSCTE students are now provided with the opportunity to remain updated and serve as a recruitment tool for new graduate students.

The MSCTE offers courses designed to accommodate the teachers they serve in flexible formats and locations, including accelerated summer sessions, weekend and evening course offerings at extension sites (Flint, Traverse City, Dowagiac and Grand Rapids), as well as online and hybrid delivery.

The program's excellent reputation in the state, along with its alignment to Ferris's career-oriented mission, provides a unique position in the state. With the exception of Western Michigan University and minor programming from Wayne State and Eastern Michigan Universities, the MSCTE program at FSU is the only graduate-level program in the state with a long history of serving the CTE community and a track record of serving the CTE community with enthusiasm and dedication.

Another unique characteristic of the program is the cooperative doctorate the program has with Western Michigan University's Ph.D. program in Educational Leadership with an emphasis in CTE. MSCTE graduates are eligible to enroll in the WMU program with no restriction on transfer credit. The graduate program is actively involved in developing a new doctorate program with emphasis in community college leadership and workforce development.

2. Describe and assess the program's ability to attract quality students.

Students eligible for admission to the graduate program must hold a bachelors degree from an accredited college or university with a 2.75 or higher GPA on a 4.0 scale. Conditional entry may be granted when the 2.75 requirement has not been met. Once a student has been granted conditional entry, he/she must earn a GPA of 2.75 within the first nine (9) hours of graduate level courses. When required, candidates should hold or be eligible for professional licensure, registration or certification to practice in the occupational specialty. Previous teaching experience is not a requirement. An admissions committee reviews all application materials and recommends appropriate action. Upon admission to the graduate program, each student is assigned a graduate advisor.

In addition, the MCCTE-FSU grant provides greater opportunity for the MSCTE faculty to interact with many CTE teachers and administrators in Michigan. It is anticipated that enrollments will increase as the work in the grant continues to expand and even more CTE teachers and administrators are exposed to FSU.

3. **Identify the institutions that are main competitors for perspective students in this program.**

The programs outlined in the table following were selected after an extensive national internet search. There are three Michigan institutions that report graduate programs in CTE; however, a closer investigation reveals that the program that aligns closest to our program is Western Michigan University; as the emphasis on CTE is not as evident in the other two state programs. For the two out-of-state programs, the FSU curriculum aligns nicely.

Programs Reviewed:

Wayne State University
Eastern Michigan University
Western Michigan University
University of Wisconsin—Stout
Louisiana State University

Table 2 below provides an analysis of FSU MSCTE's required content compared to the required courses in these comparable programs.

Table 2

Current FSU Courses in MSCTE	FSU-MSCTE Program Options				Wayne State University	Eastern Michigan University	Western Michigan University	University of Wisconsin—Stout	Louisiana State University
	Secondary Admin.	PS Admin.	Instructor	T & D	MED-CTE	MS in CTE & Workforce Dev	MA in CTE Leadership/Instruction	MSCTE General	MSCTE General
	31-33 hrs				30 hrs minimum	30 hrs	30 hrs.	Min. 30 hrs	30-36 hrs
ECTE 500 Found & Organization of CTE or EDUC 516 Issues in CTE		X	X		x		x	x	
EDUC 508 Instruc of Exceptional Learners	X		X				x		
EDUC 511 Princ of Ed Eval & Research	X	X	X	X	x	x	x	x	x
ECTE 516 Issues in CTE	X		Elec		x		x	x	
EDIC 518 Diversity/Classroom & Workplace	X	X	Elec	X				x	
EDUC 601 Curriculum Leadership/Development		X	Elec		x		x	x	x
EDIC 620 Adv Integrated Curriculum Design/Eval	X	X	X	x			x		
ECTE 521 Ldrshp & Organ Dynamics	X	X	Elec	X					
ECTE 600 Admin Educational Programs	X	X					x	x	
EDUC 606 Funding/Financing Educ Programs	X	X	Elec					Grant Writing	
EDUC 630 School Law	X	X	Elec						
EDUC 635 School Personnel Mgt	X	x							
ECTE 504 Curriculum Dev. In CTE	X	X	X	X		x	x		
ECTE 505 Training in Bus & Industry				X			x		
ECTE 509 Occup Analysis/Needs Assessment				X		x			
ECTE 510 Evaluation in CTE	X	X	X			x	x	x	
EDUC 512 Research Field Study	X	x	Elec				x		
ECTE 591 Internship in CTE		X	X	x			x	x	
ECTE 650 Implementing TQM in EDUC			Elec	X		x			
EDUC 501 Prin of Teaching & Learning or EDUC 570 Teaching/Learning Theories			Elec	X			x	x	x

Current FSU Courses in MSCTE	FSU-MSCTE Program Options				Wayne State University	Eastern Michigan University	Western Michigan University	University of Wisconsin—Stout	Louisiana State University
	Secondary Admin.	PS Admin.	Instructor	T & D		MS in CTE & Workforce Dev	MA in CTE	MSCTE General	MSCTE General
EDUC 680 Capstone Project or EDUC 699 Thesis	X	X	X	X	x (Master's Seminar)	x		x	x
Additional CTE-related courses required					Coordination of Cooperative Occ Ed.	<ul style="list-style-type: none"> Trends & Adm in CTE 	<ul style="list-style-type: none"> Grant Writing 	<ul style="list-style-type: none"> Co-op Occ Ed Programs 	<ul style="list-style-type: none"> HR Educ & Workforce Dev
						<ul style="list-style-type: none"> Technology in Workplace 	<ul style="list-style-type: none"> Studies/Technology 	<ul style="list-style-type: none"> Public Relations 	<ul style="list-style-type: none"> HR Seminar
							<ul style="list-style-type: none"> Occ. Selection/Train. 	<ul style="list-style-type: none"> Psychometric Theory & App 	<ul style="list-style-type: none"> Technology
							<ul style="list-style-type: none"> Work-based Learning 		
							<ul style="list-style-type: none"> Insurance Education 		
							<ul style="list-style-type: none"> Adolescent Dev. 		
							<ul style="list-style-type: none"> Org. of Employment/ Training 		
							<ul style="list-style-type: none"> Telecommunications for Teaching/ Learning 		

C. PROGRAM RELEVANCE

1. Provide a labor market demand analysis.

According to the 2008-09 Occupational Outlook Handbook, through 2016, overall student enrollments in elementary, middle, and secondary schools—a key factor in the demand for teachers—are expected to rise more slowly than in the past as children of the baby boom generation leave the school system. This will cause employment of teachers from kindergarten through the secondary grades to grow as fast as the average. Projected enrollments will vary by region. Fast-growing States in the South and West—led by Nevada, Arizona, Texas, and Georgia—will experience the largest enrollment increases. Enrollments in the Midwest are expected to hold relatively steady, while those in the Northeast are expected to decline. Teachers who are geographically mobile and who obtain licensure in more than one subject should have a distinct advantage in finding a job.

Employment of postsecondary teachers is expected to grow much faster than average as student enrollments continue to increase. However, a significant proportion of these new jobs will be part-time and non-tenure-track positions. Retirements of current postsecondary teachers should create numerous openings for all types of postsecondary teachers, so job opportunities are generally expected to be very good, although they will vary by the subject taught and the type of educational institution.

Employment of education administrators is projected to grow about as fast as average, as education and training take on greater importance in everyone's lives. Job opportunities for many of these positions should be excellent because a large proportion of education administrators are expected to retire over the next 10 years.

Employment of education administrators is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations, primarily due to growth in enrollments of school-age children. Enrollment of students in elementary and secondary schools is expected to grow slowly over the next decade, which will limit the growth of principals and other administrators in these schools. However, the number of administrative positions will continue to increase as more administrative responsibilities are placed on individual schools, particularly related to monitoring student achievement.

Employment of adult literacy and remedial education teachers is expected to grow by 14 percent through 2016, faster than the average for all occupations. As employers increasingly require a more literate workforce, workers' demand for adult literacy, basic education, and secondary education classes is expected to grow.

The demand for adult literacy and basic and secondary education often fluctuates with the economy. When the economy is good and workers are hard to find, employers may relax their standards and hire workers without a degree or GED or good proficiency in English. As the economy softens, employers can be more selective, and more students may find that they need additional education to get a job.

The number of instructional coordinators is expected to grow by 22 percent over the 2006-16 decade, much faster than the average for all occupations, as they will be instrumental in developing new curricula to meet the demands of a changing society and in training teachers. Although budget constraints may limit employment growth to some extent, a continuing emphasis on improving the quality of education should result in an increasing demand for these workers. The emphasis on accountability also should increase at all levels of government and cause more schools to focus on improving standards of educational quality and student performance. Growing numbers of coordinators will be needed to incorporate the new standards into existing curricula and make sure teachers and administrators are informed of changes.

Employment of human resources, training, and labor relations managers and specialists is expected to grow faster than the average for all occupations. Overall employment is projected to grow by 17 percent between 2006 and 2016, faster than the average for all occupations. Legislation and court rulings setting standards in various areas—occupational safety and health, equal employment opportunity, wages, health care, pensions, and family leave, among others—will increase demand for human resources, training, and labor relations experts. Rising health care costs should continue to spur demand for specialists to develop creative compensation and benefits packages that firms can offer prospective employees. Demand may be particularly strong for certain specialists. For example, employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs and technological advances that can leave employees with obsolete skills. Additionally, as highly trained and skilled baby boomers retire, there should be strong demand for training and development specialists to impart needed skills to their replacements. In addition, increasing efforts throughout industry to recruit and retain quality employees should create many jobs for employment, recruitment, and placement specialists.

2. Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.

Generally, the program has responded to emerging issues in the discipline by incrementally updating the course material in the curriculum, responding to changes in educational delivery, and customizing the programs to meet the needs of individual students and their employers.

Recent course improvements have included updating legislative and policy issues, updating safety regulations, incorporating new viewpoints on adult learning theory, and constantly comparing the curriculum to what is learned from consulting with business and industry. In addition, more of the courses have been partially or fully converted to online delivery using the FerrisConnect platform.

3. Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

a. How well does the program meet student expectations?

As detailed in Section 2 of this report, student consistently responded that their educational experiences in the program from good to very high. Most students cited four reasons for selecting the MSCTE program at FSU: (a) cost, (b) location, (c) type of program and (d) convenient schedule.

b. How is student sentiment measured?

In addition to the SAI evaluations at the end of the course, the program conducts a current student and graduate student follow-up survey for this APRC review. The results of these surveys are presented in section 2 of this report. In addition, with the implementation of a required capstone presentation of their thesis or project, the opportunity is now available for this to occur while students are on campus for their presentation. These data will be useful in modifying both curriculum and program delivery.

PROGRAM VALUE

4. Describe the benefit of the program, facilities and personnel to the University.

The major benefit of the program is that the program passionately serves an un-served “niche” in the educational realm—CTE teachers and administrators and industry trainers/specialists. The alignment of the program to FSU’s career-oriented mission enhances FSU’s state image and assists in recruiting CTE’s high school students to enroll in FSU’s postsecondary technology, business, and health programs.

The MCCTE-FSU grant from the Michigan Department of Education was awarded to FSU because of the strong reputation of the program in serving the CTE community. In addition, the faculty within the SOE believes the MSCTE faculty “are current with the needs of the CTE community,” which reinforces the concept that they are in tune with the needs of educational and business/industry employers.

5. Describe the benefit of the program facilities, and personnel to the student enrolled in the program.

As senior faculty, Dr. Katherine Manley is the most visible of the faculty to entities outside of FSU. Her position as Director of the Michigan Center for Career Technical Education allows her unique access to legislatures, Michigan Departments of Education and Labor and Economic Growth representatives, as well as to employers and educators across the State. This interaction with high level policy makers and employers translates into relevant and current content that puts our MSCTE students on the cutting edge of the rapid change occurring in the educational community.

Dr. F. Michael Ennis has made over 30 presentations to external audiences. He has also reviewed proposals and grants for the American Education Research Association, the Michigan Department of Labor and Economic Growth, the Association for Career and Technical Education, the National Science Foundation and has authored several grants and was responsible for over 40 project articles and publications related to career and technical education.

Dr. Cheryl Thomas brings with her extensive experience in the K-12 arenas in both Michigan and Colorado. Because she remains active with Michigan Association of Secondary School Principals, Michigan Association of School Boards, Michigan Association of School Administrators, Association for Supervision and Curriculum Development, Association of Career Technical Education, she synthesizes information from each into the courses and program.

6. What is the assessment of the program personnel of the value of the program to employers? Explain how this value is determined.

The program conducts an employer survey during the APRC review process. Based on the current faculty survey conducted for this study, cogent concepts include:

- There is a strong demand for MSCTE graduates.
- The program serves teachers and educational organizations in Michigan and prepares students as well as other educational institutions in the State.
- When the employers were asked: “**Do you believe that the MSCTE program helped faculty improve their teaching skills?**” the overwhelming response was YES. The students have a technical focus with little or no teaching skill. The program introduces these skills and reinforces them through course work.
- When asked “**In what ways do you believe the MSCTE program improved the quality of the programs they teach?**” the employers indicated that pedagogy, classroom management, student assessment, and use of technology for instruction were the most important value added skills that the students learned from the program. Although the employers mentioned that technology use increased, more skills were need in this area as the technology changes.
- The employers overwhelmingly indicated that they would recommend the program to a new faculty member.
- The employers indicated that the future trends that should be addressed include:
 - Hybrid delivery of the coursework,
 - Increase the use of technology in instruction,
 - Student assessment of learning and specifically how to create and use assessments and how to adjust the curriculum based on the assessments.
 - Developing creative educational experiences with business and industry addressing updated skills and international opportunities.

7. Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).

In addition to her teaching, Dr. Manley serves as a Senior Consultant to the National Occupational Competency Testing Institute and consults for many Fortune 500 companies. She provides job and task analyses and test development services for such prestigious companies/organization as General Mills; 3M; Toyota Motor Manufacturing; the United Association of Plumbers and Pipefitters; Kellogg; Kemper Insurance; Steelcase; GTE; Philip Morris; Nestle; General Motors; Lucent Technologies; Bosch; Diesel Technology Company; Digital Audio Disc Corporation (Sony-Terre Haute, IN); Sony Music; E.I. Dupont Chemical-Delisle Plant; Vista-United Telecommunications and Reedy Creek Utilities (Walt Disney World-Orlando); Tampa Electric Corporation; and Caterpillar-Mossville Engine Plant (Peoria, IL). She has also provided International consulting to Ministry of Education in Micronesia including the islands of Palau, American Samoa and Kosrae. Recently she was asked to serve on a World Bank funded project to be a part of an international team to improve the CTE delivery system in Iran (where she lived from 1975-1979).

Dr. Manley also serves as a Judge for the Michigan Leadership Quality Award Program and an Examiner for the National Malcolm Baldrige National Quality Award Program. As part of a cooperative doctorate Ferris has with Western Michigan University in Career & Technical Education, she developed and teaches a four course sequence in implementing total quality management in the classroom built around the Malcolm Baldrige National Quality Award Performance Criteria.

Dr. Thomas has been actively involved in building a culture that values assessment of student learning within the School of Education and the College of Education and Human Services where she serves as chairperson of the COESH Assessment Committee. Further, she participates in assessment activities across the campus through her membership in the Academic Affairs Assessment Committee. She is also part of the Higher Learning Commission Academy team that is working to build a positive culture of assessment of student learning across the University.

Dr. Ennis's extensive experience at the Michigan Department of Education and the Michigan Center for Career Technical Education—MSU has given him the ability to diagnose pathways of action and leadership for our programs.

8. What services for extra-University general public groups (e.g., presentations in schools or to community organizations_ have faculty, staff or students provided? Describe how these services benefit students, program and community.

Dr. Manley's position with the Michigan Center for Career Technical Education has opened opportunities for her to consult and serve individual and collective entities across the State. Her role on the Board of Judges for the Michigan Quality Council (Malcolm Baldrige National Quality Award educational division) and a National Baldrige Examiner provides entrance to award-winning educational programs across the nation. She makes many state and national professional presentations. The following is a partial list of presentations since 2007:

- Presentation, "Strategies for Engaging the GenX and Millennial Students," Michigan Career Conference, Detroit, MI February 11th, 2008.
- Presentation, "Creating a Culture of Achievement for All Students," Michigan Career Conference, Detroit, MI, February 11, 2008.
- Presentation, Moving Forward with Michigan's NEW CTE Curriculum Initiative—Implementing Career Clusters, Career Pathways and Technical Standards (with Glenna Zollinger-Russell, OCTE and Jan Vogel) Michigan Career Conference, February 12, 2008.
- Presentation, "Segmenting CTE Standards for Instructional Delivery, (with Glenna Zollinger-Russell)" MI Career Conference, February 12, 2008.
- Presentation, "Creating a Culture of Achievement for All Students," Association for Career & Technical Education, ACTE, Las Vegas, December 12, 2007
- Presentation, "Motivation Matters," Association for Career & Technical Education, ACTE, Las Vegas, December 13, 2007.
- Presentation, "Michigan CTE Curriculum Standards Update," Michigan Health Occupations Education Association (MHOEA) in Brighton, MI, November 8, 2007.
- Presentation, "Moving Forward with Michigan's New CTE Curriculum Initiative—Implementing Career Clusters, Career Pathways, and Technical Standards, Michigan Drafting Educators Association (MDEA), Big Rapids, MI, November 6, 2007.
- Presentation, "Strategies for Engaging the GenX and Millennial Student," Michigan Business Education Association (MBEA), Frankenmuth, MI, October 25, 2007.
- Presentation, "Michigan CTE Curriculum Standards Update" (live and webcast) Michigan Business Education Association (MBEA), Frankenmuth, MI, October 25, 2007.
- Presentation, Career and Technical Education Standards and Gap Analysis" statewide webcast hosted by Wayne RESA with Jan Vogel and Glenna Zollinger-Russell, October 23, 2007.
- Presentation, "What Brain Research Shows Us About How Students Learn", July 12, 2007, American Refrigeration Institute (ARI) Regional Summit at Ferris State University, July 12, 2007.
- Presentation, "Developing Assessments", July 12, 2007, American Refrigeration Institute (ARI) Regional Summit at Ferris State University, July 12, 2007.
- Presentation, "Update on MCCTE-FSU's Technical Standards," Regional Teacher Academy, Ferris State University, June 15, 2007.
- Presentation, Webcast, Michigan CTE Technical Standards Update, May 22, 2007, Webcast from Wayne RESA, Wayne, MI (with Patty Cantu and Glenna Zollinger-Russell)
- Presentation, "MCCTE-FSU Update—CTE as a Solution," Kent Intermediate School District, Grand Rapids, MI, April 17, 2007.
- Presentation, "Career & Technical Education's (CTE) Role in Changing Michigan's High Schools: What You Need to Know About CTE's Statewide Efforts Relative to Rigor and Relevance", 2007 12th Annual Governor's Education Summit in Lansing, March 26, 2007 (with Glenna Zollinger-Russell)
- Presenter, "High School Redesign with a focus on Relevance provided by CTE". Calhoun ISD High School Redesign Session, Battle Creek, MI, February 26, 2007, Battle Creek, MI
- Presenter, "A Value of a Statewide System Approach to Curriculum and Assessment", 2007 Michigan's Career Conference, February 11-13, 2007 (with Dr. Steve Clark)

Presenter, ““Sneak Peek” the New CTE State Standards”, 2007 Michigan’s Career Conference, Detroit, February 11-13, 2007 (with Drs. Clark and Thomas)
Presenter, “A Balanced Scorecard Approach that Focuses on Results and Creating Value”, 2007 Michigan’s Career Conference, Detroit, February 11-13, 2007.

Dr. Ennis has provided service to the Urban League of Flint by researching and authoring a publication entitled “How Wide the GAP: The Condition of Blacks in Flint, Michigan: 25 Years Later” along with participating in a press conference concerning the publication. He has also contributed to a variety of educational experiences and events at the Grand Blanc community Schools in Grand Blanc, Michigan. Dr. Ennis has made over 30 presentations to external audiences. He has also reviewed proposals and grants for the American Education Research Association, the Michigan Department of Labor and Economic Growth, the Association for Career and Technical Education, the National Science Foundation and has authored several grants and was responsible for over 40 project articles and publications related to career and technical education.

Dr. Thomas has provided service on the Board of Trustees for the Midland Children and Family Services and the Green Township Parks & Recreation Board and continues to contribute to the local community. She has also supervised student teacher and MSCTE interns. She consults on organizational dynamics and leadership issues with the Northern Michigan District of the Wesleyan Church, providing workshops on excellence, core values, vision casting, and mission building throughout the District.

Section 2: Collection of Perceptions

GRADUATES

A. Graduate Follow-up Survey:

The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.

MCSTE Graduate Follow-Up Survey Summary:

Program Course Requirements:

When asked “How important do you perceive this course to be a MS CTE program requirement?”, the program graduate consistently rated the content “very important” or “somewhat important” in the program. Very few graduates indicated that the program requirements were “not important” if they had taken the course.

Course Quality:

When asked to rate the quality of the courses they had taken, again graduates indicated a “very high” to “good quality” rating for the courses. The course with the lowest quality rating was EDUC 560 Adv. Application of Educational and the courses with the highest quality rating were EDUC 635 School Personnel Management and EDUC 680 Capstone Portfolio/ Project both with a mean rating of 3.75 on a 4.0 scale.

Course Delivery Activities:

When asked “How important do you perceive this to be as a requirement in the MS CTE program?” graduates indicated that “Completing relevant assignments and projects that can be used in your teaching or job” as the highest rated activity and “using the library to look up information” as the lowest rated item.

Emphasis on Activities in Courses:

The graduates were asked: “As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?” Overwhelmingly the graduates indicated more emphasis is needed in the courses on “Completing relevant assignments and projects that can be used in your teaching or job” and less emphasis on “Using the library to look up information.” The graduates indicated that the amount of activity related to “Using the internet to look up information” should stay the same. It is speculated that the program attracts mainly adults with more critical responsibilities and they do not have the time to conduct traditional research activities based in a library. Accessing resources electronically on the internet saves time and is more efficient.

Delivery, Methods, Locations and Times:

Graduates indicated the two most popular course delivery options were: 1). Two Saturdays with the remainder of the course online and 2) Fully online offerings. If a course was required to meet face to face, the two top preferred locations were Big Rapids and Grand Rapids.

Progress Gained by Taking Coursework:

When asked: “As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following.” The graduates indicated the top four gains:

- 1). Desire to make a difference for those I teach and/or work
- 2). To generally improve myself professionally
- 3). Desire to be a life-long learner
- 4). Ability to learn on my own, pursue ideas and find information

Additional Information Survey Bullet Points:

- ❖ 75% graduated within the last four years, 2004-2008.
- ❖ 80% took three or less years to complete the degree requirements.
- ❖ Educational technology and the Instructor option are the top two most popular degree options.
- ❖ 45% of the graduates indicated that the quality of the graduate education provided in this program with that of other universities/colleges is better.
- ❖ 33% plan to earn a Ph.D. or Ed. D. while 55% do not plan any degree beyond the masters.
- ❖ Most indicated that they planned to reduce the amount of formal credit or degree based professional development after earning the masters degree.
- ❖ 90% of the graduates were part-time students
- ❖ Cost, location, and type of program were the top three reasons graduates chose the program.
- ❖ 80% would recommend the program to a friend without reservation.
- ❖ 95% were very satisfied to satisfied with their graduate experience at FSU.
- ❖ 70% are teaching full-time.
- ❖ 56% of the graduates reported that the community in which they live is a city or town with 10,000 to 30,000 people.
- ❖ 85% Public school or college/ university in Michigan
- ❖ Graduates were evenly spread between High Schools, Vocational/ Technical Schools, Community Colleges and Universities.
- ❖ 70% have been in their present position five or more years.
- ❖ 90% are between 36 and 55 years of age.
- ❖ 90% are white
- ❖ 50% Female
- ❖ 70% have 5-2 years of teaching experience.

MCSTE Graduate Survey Summary:

E- Mail Introduction:

Hello MS CTE Graduate:

We believe asking those who received our degree about the importance and quality of the content we require is essential. Therefore, it is important for us to know your perception on 1) the importance of including specific content in our core curriculum and 2) if you took that course in your program of study at FSU, what is your rating of its quality. Your responses will be held in confidence and will only be reported in an aggregate format. Thank you for participating in this survey. If you have any questions, please e-mail Mike Ennis at ennisf@ferris.edu or call 810 762-5156. Please indicate your level of agreement and supply opened ended responses to the following questions.

Purpose:

The purpose of this survey is to collect MS CTE Graduate's perceptions of the Master of Science in Career and Technical Education (MSCTE) Degree with concentrations in Administration, Instructor, Post-Secondary Administration, and Training and Development offered within the college for the Academic Program Review. We are asking for your cooperation and participation in answering the following questions. When answering the questions, feel free to answer truthfully and fully as your answers will be used to improve the program and your specific responses will be held in confidence; only collective responses will be reported and in no way will any individual be associated with any specific response.

Directions:

Please indicate your level of agreement with the following statements about the Master of Science in Career and Technical Education in the School of Education. Thank you for participating in this survey. If you have any questions please e-mail ennisf@ferris.edu or call Mike Ennis at 810 762-5156.

MS CTE Graduate Survey: Content and Delivery

1. How important do you perceive this course to be a MS CTE program requirement?

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
ECTE 500 Found & Organization of CTE	36.4% (8)	45.5% (10)	0.0% (0)	18.2% (4)	2.44	22
ECTE 504 Curriculum Dev. in Career & Technical Education	59.1% (13)	22.7% (5)	0.0% (0)	18.2% (4)	2.72	22
ECTE 505 Training in Bus & Industry	23.8% (5)	42.9% (9)	0.0% (0)	33.3% (7)	2.36	21
ECTE 509 Occupational Analysis/Needs Assessment	39.1% (9)	26.1% (6)	4.3% (1)	30.4% (7)	2.50	23
ECTE 510 Evaluation in CTE	65.2% (15)	30.4% (7)	0.0% (0)	4.3% (1)	2.68	23
ECTE 516 Issues in CTE	38.1% (8)	28.6% (6)	4.8% (1)	28.6% (6)	2.47	21
ECTE 521 Leadership & Organ Dynamics	56.5% (13)	21.7% (5)	0.0% (0)	21.7% (5)	2.72	23
ECTE 591 Internship in CTE	26.1% (6)	39.1% (9)	17.4% (4)	17.4% (4)	2.11	23
ECTE 595 Content/Instructional Workshops & Seminars/CTE	18.2% (4)	50.0% (11)	0.0% (0)	31.8% (7)	2.27	22
ECTE 650 Implementing TQM in EDUC	30.4% (7)	26.1% (6)	8.7% (2)	34.8% (8)	2.33	23
ECTE 694 Graduate Topics in CTE	19.0% (4)	23.8% (5)	0.0% (0)	57.1% (12)	2.44	21
ECTE 697 Special Studies in CTE	9.5% (2)	28.6% (6)	0.0% (0)	61.9% (13)	2.25	21

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
EDUC 508 Instruction of Exceptional Learners	27.3% (6)	36.4% (8)	4.5% (1)	31.8% (7)	2.33	22
EDUC 511 Principles of Ed Evaluation & Research	82.6% (19)	8.7% (2)	8.7% (2)	0.0% (0)	2.74	23
EDUC 512 Research Field Study	43.5% (10)	26.1% (6)	13.0% (3)	17.4% (4)	2.37	23
EDUC 518 Diversity/Classroom & Workplace	50.0% (12)	20.8% (5)	16.7% (4)	12.5% (3)	2.38	24
EDUC 540 Educational Technology in the Classroom	34.8% (8)	47.8% (11)	4.3% (1)	13.0% (3)	2.35	23
EDUC 570 Teaching/Learning Theories	17.4% (4)	30.4% (7)	8.7% (2)	43.5% (10)	2.15	23
EDUC 601 Curriculum Leadership/Development	68.2% (15)	13.6% (3)	0.0% (0)	18.2% (4)	2.83	22
EDUC 606 Funding/Financing Education Programs	39.1% (9)	21.7% (5)	0.0% (0)	39.1% (9)	2.64	23
EDUC 620 Adv Integrated Curriculum Design/Evaluation	59.1% (13)	18.2% (4)	0.0% (0)	22.7% (5)	2.76	22
EDUC 630 School Law	22.7% (5)	31.8% (7)	4.5% (1)	40.9% (9)	2.31	22
EDUC 635 School Personnel Management	21.7% (5)	30.4% (7)	8.7% (2)	39.1% (9)	2.21	23
EDUC 660 Action Research	9.5% (2)	28.6% (6)	4.8% (1)	57.1% (12)	2.11	21
EDUC 680 Capstone-Portfolio/Project	27.3% (6)	27.3% (6)	0.0% (0)	45.5% (10)	2.50	22
EDUC 699 Thesis	4.5% (1)	36.4% (8)	4.5% (1)	54.5% (12)	2.00	22

2. If you took the course listed below, please rate the quality of the course.

	Very High Quality	High Quality	Good Quality	Low Quality	N/A	Mean	Raw Count
ECTE 500 Found & Organization of CTE	31.6% (6)	21.1% (4)	31.6% (6)	0.0% (0)	15.8% (3)	3.00	19
ECTE 504 Curriculum Dev. in Career & Technical Education	31.3% (5)	25.0% (4)	25.0% (4)	0.0% (0)	18.8% (3)	3.08	16
ECTE 505 Training in Bus & Industry	20.0% (3)	6.7% (1)	13.3% (2)	0.0% (0)	60.0% (9)	3.17	15
ECTE 509 Occupational Analysis/Needs Assessment	6.7% (1)	26.7% (4)	20.0% (3)	0.0% (0)	46.7% (7)	2.75	15
ECTE 510 Evaluation in CTE	50.0% (9)	22.2% (4)	5.6% (1)	0.0% (0)	22.2% (4)	3.57	18
ECTE 516 Issues in CTE	40.0% (6)	20.0% (3)	13.3% (2)	0.0% (0)	26.7% (4)	3.36	15
ECTE 521 Leadership & Organ Dynamics	46.7% (7)	13.3% (2)	6.7% (1)	0.0% (0)	33.3% (5)	3.60	15
ECTE 591 Internship in CTE	26.7% (4)	26.7% (4)	6.7% (1)	0.0% (0)	40.0% (6)	3.33	15
ECTE 595 Content/Instructional Workshops & Seminars/CTE	20.0% (3)	0.0% (0)	13.3% (2)	0.0% (0)	66.7% (10)	3.20	15
ECTE 650 Implementing TQM in EDUC	43.8% (7)	6.3% (1)	6.3% (1)	0.0% (0)	43.8% (7)	3.67	16
ECTE 694 Graduate Topics in CTE	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (13)	0.00	13
ECTE 697 Special Studies in CTE	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (14)	0.00	14
EDUC 501 Principles of Teaching & Learning	33.3% (5)	20.0% (3)	0.0% (0)	0.0% (0)	46.7% (7)	3.63	15

	Very High Quality	High Quality	Good Quality	Low Quality	N/A	Mean	Raw Count
EDUC 511 Principles of Ed Evaluation & Research	61.1% (11)	27.8% (5)	11.1% (2)	0.0% (0)	0.0% (0)	3.50	18
EDUC 512 Research Field Study	37.5% (6)	31.3% (5)	0.0% (0)	6.3% (1)	25.0% (4)	3.33	16
EDUC 518 Diversity/Classroom & Workplace	41.2% (7)	29.4% (5)	5.9% (1)	11.8% (2)	11.8% (2)	3.13	17
EDUC 540 Educational Technology in the Classroom	23.5% (4)	29.4% (5)	23.5% (4)	0.0% (0)	23.5% (4)	3.00	17
EDUC 560 Adv Application of Ed Tech	6.7% (1)	6.7% (1)	0.0% (0)	6.7% (1)	80.0% (12)	2.67	15
EDUC 570 Teaching/Learning Theories	14.3% (2)	7.1% (1)	0.0% (0)	0.0% (0)	78.6% (11)	3.67	14
EDUC 601 Curriculum Leadership/Development	31.3% (5)	31.3% (5)	0.0% (0)	0.0% (0)	37.5% (6)	3.50	16
EDUC 606 Funding/Financing Education Programs	13.3% (2)	13.3% (2)	0.0% (0)	0.0% (0)	73.3% (11)	3.50	15
EDUC 620 Adv Integrated Curriculum Design/Evaluation	35.3% (6)	17.6% (3)	0.0% (0)	0.0% (0)	47.1% (8)	3.67	17
EDUC 630 School Law	7.1% (1)	7.1% (1)	14.3% (2)	0.0% (0)	71.4% (10)	2.75	14
EDUC 635 School Personnel Management	20.0% (3)	6.7% (1)	0.0% (0)	0.0% (0)	73.3% (11)	3.75	15
EDUC 660 Action Research	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (14)	0.00	14
EDUC 680 Capstone-Portfolio/Project	20.0% (3)	6.7% (1)	0.0% (0)	0.0% (0)	73.3% (11)	3.75	15

EDUC 699 Thesis	16.7% (2)	8.3% (1)	0.0% (0)	0.0% (0)	75.0% (9)	3.67	12
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3. How important do you perceive this to be as a requirement in the MS CTE program?

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
A. Discussing current and relevant issues in the schools during class time	85.0% (17)	15.0% (3)	0.0% (0)	0.0% (0)	2.85	20
B. Completing relevant assignments and projects that can be used in your teaching or job	90.0% (18)	10.0% (2)	0.0% (0)	0.0% (0)	2.90	20
C. Learning about and experiencing new teaching strategies	84.2% (16)	10.5% (2)	5.3% (1)	0.0% (0)	2.79	19
D. Learning about new research and ways to translate the research into schools and jobs	55.0% (11)	35.0% (7)	10.0% (2)	0.0% (0)	2.45	20
E. Using professor-developed course packs and materials	60.0% (12)	35.0% (7)	5.0% (1)	0.0% (0)	2.55	20
F. Using internet based materials	35.0% (7)	65.0% (13)	0.0% (0)	0.0% (0)	2.35	20
G. Completing assignments as a team rather than an individual during class time.	35.0% (7)	40.0% (8)	25.0% (5)	0.0% (0)	2.10	20
H. Making presentations to the class	35.0% (7)	50.0% (10)	15.0% (3)	0.0% (0)	2.20	20
I. Conducting research	65.0% (13)	30.0% (6)	5.0% (1)	0.0% (0)	2.60	20
J. Completing and submitting assignment on the internet	35.0% (7)	65.0% (13)	0.0% (0)	0.0% (0)	2.35	20
K. Participating in field trips or assignments that require you to work in or visit a business and industry	25.0% (5)	45.0% (9)	30.0% (6)	0.0% (0)	1.95	20
L. Using the library to look up information.	25.0% (5)	35.0% (7)	40.0% (8)	0.0% (0)	1.85	20

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
M. Writing term papers, reports, and other writing assignments	15.0% (3)	65.0% (13)	20.0% (4)	0.0% (0)	1.95	20
N. Participating in field trips or assignments that require you to work in or visit a model school	35.0% (7)	20.0% (4)	40.0% (8)	5.0% (1)	1.95	20
O. Completing cooperative and team learning projects outside of the classroom	25.0% (5)	50.0% (10)	20.0% (4)	5.0% (1)	2.05	20

4. As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?

	Increase	Stay the Same	Decrease	No Opinion/ Do not Recall	Mean	Raw Count
A. Discussing current and relevant issues in the schools during class time	30.0% (6)	70.0% (14)	0.0% (0)	0.0% (0)	2.30	20
B. Completing relevant assignments and projects that can be used in your teaching or job	55.0% (11)	45.0% (9)	0.0% (0)	0.0% (0)	2.55	20
C. Learning about and experiencing new teaching strategies	50.0% (10)	45.0% (9)	5.0% (1)	0.0% (0)	2.45	20
D. Learning about new research and ways to translate the research into schools and jobs	35.0% (7)	55.0% (11)	10.0% (2)	0.0% (0)	2.25	20
E. Using professor-developed course packs and materials	30.0% (6)	45.0% (9)	25.0% (5)	0.0% (0)	2.05	20
F. Using internet based materials	15.8% (3)	78.9% (15)	5.3% (1)	0.0% (0)	2.11	19

G. Completing assignments as a team rather than an individual during class time.	20.0% (4)	55.0% (11)	20.0% (4)	5.0% (1)	2.00	20
H. Making presentations to the class	25.0% (5)	55.0% (11)	20.0% (4)	0.0% (0)	2.05	20
I. Conducting research	31.6% (6)	47.4% (9)	21.1% (4)	0.0% (0)	2.11	19
J. Completing and submitting assignment on the internet	30.0% (6)	70.0% (14)	0.0% (0)	0.0% (0)	2.30	20
K. Using the library to look up information.	10.0% (2)	55.0% (11)	30.0% (6)	5.0% (1)	1.79	20
L. Using the internet to look up information.	10.5% (2)	84.2% (16)	5.3% (1)	0.0% (0)	2.05	19
M. Writing term papers, reports, and other writing assignments	15.0% (3)	70.0% (14)	15.0% (3)	0.0% (0)	2.00	20

	Increase	Stay the Same	Decrease	No Opinion/ Do not Recall	Mean	Raw Count
N. Participating in field trips or assignments that require you to work in or visit a model school	25.0% (5)	40.0% (8)	25.0% (5)	10.0% (2)	2.00	20
O. Completing cooperative and team learning projects outside of the classroom	20.0% (4)	55.0% (11)	25.0% (5)	0.0% (0)	1.95	20

5. Please mark the response that best reflects your preferred delivery methods, locations and times that made the degree possible.

	Preferred all courses in this format	Preferred most of the courses in this format	Only if the format was the only way	Did not enroll	No Opinion	Mean	Raw Count
A. Weekend courses: Sat and Sun (typically meets 3 or 4 weekends)	26.3% (5)	52.6% (10)	15.8% (3)	5.3% (1)	0.0% (0)	3.00	19
B. Weekend courses: Fri night and Sat (typically meets 3 or 4 weekends)	15.0% (3)	25.0% (5)	10.0% (2)	45.0% (9)	5.0% (1)	2.11	20
C. Two Saturdays and rest on internet	42.1% (8)	36.8% (7)	15.8% (3)	5.3% (1)	0.0% (0)	3.16	19
D. One weekend and rest on internet	26.3% (5)	31.6% (6)	31.6% (6)	10.5% (2)	0.0% (0)	2.74	19
E. All content delivered on the internet	31.6% (6)	26.3% (5)	42.1% (8)	0.0% (0)	0.0% (0)	2.89	19
F. Saturday classes (6 or 7 Saturdays)	0.0% (0)	10.5% (2)	21.1% (4)	68.4% (13)	0.0% (0)	1.42	19
G. Evenings one night a week for 15 weeks	0.0% (0)	0.0% (0)	47.4% (9)	52.6% (10)	0.0% (0)	1.47	19
H. Evenings 2 nights a week for 7 weeks	0.0% (0)	0.0% (0)	31.6% (6)	68.4% (13)	0.0% (0)	1.32	19
I. One solid week M-F during summer	10.0% (2)	20.0% (4)	25.0% (5)	35.0% (7)	10.0% (2)	2.06	20

6. What was your preferred physical location for class meetings?

	Preferred Location	Will Travel to if I had to	Did not travel to this location	Will try to enroll for an online course offering	No Opinion	Mean	Raw Count
Big Rapids	45.0% (9)	50.0% (10)	5.0% (1)	0.0% (0)	0.0% (0)	3.40	20
Grand Rapids	30.0% (6)	60.0% (12)	10.0% (2)	0.0% (0)	0.0% (0)	3.20	20
Flint	10.0% (2)	30.0% (6)	55.0% (11)	5.0% (1)	0.0% (0)	2.45	20
Traverse City	15.0% (3)	35.0% (7)	40.0% (8)	10.0% (2)	0.0% (0)	2.55	20
Lansing	10.5% (2)	15.8% (3)	68.4% (13)	5.3% (1)	0.0% (0)	2.32	19

7. As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following.

	Very Much	Quite a Bit	Some	Very Little	N/A	Mean	Raw Count
Desire to make a difference for those I teach and/or work	65.0% (13)	15.0% (3)	20.0% (4)	0.0% (0)	0.0% (0)	3.45	20
To generally improve myself professionally	60.0% (12)	25.0% (5)	15.0% (3)	0.0% (0)	0.0% (0)	3.45	20
Desire to be a life-long learner	70.0% (14)	10.0% (2)	10.0% (2)	10.0% (2)	0.0% (0)	3.40	20
Ability to learn on my own, pursue ideas and find information	60.0% (12)	15.0% (3)	15.0% (3)	10.0% (2)	0.0% (0)	3.25	20
To use and interpret research and data	35.0% (7)	50.0% (10)	10.0% (2)	5.0% (1)	0.0% (0)	3.15	20
Ability to think analytically and logically	40.0% (8)	35.0% (7)	20.0% (4)	5.0% (1)	0.0% (0)	3.10	20
Writing clearly and effectively	30.0% (6)	30.0% (6)	30.0% (6)	10.0% (2)	0.0% (0)	2.80	20
Acquiring computer and technology skills	35.0% (7)	40.0% (8)	20.0% (4)	5.0% (1)	0.0% (0)	3.05	20
Speaking clearly and effectively	25.0% (5)	35.0% (7)	35.0% (7)	5.0% (1)	0.0% (0)	2.80	20

8. We are concerned with how well you feel you were prepared to become a professional. Please indicate to which you agree or disagree with the following statements: Please circle the response that best describes the way you feel.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A	Mean	Raw Count
Most of my professors at FSU in the Master's program were good teachers.	70.0% (14)	25.0% (5)	0.0% (0)	0.0% (0)	5.0% (1)	0.0% (0)	4.55	20
The Master's degree has improved my income.	60.0% (12)	15.0% (3)	5.0% (1)	15.0% (3)	0.0% (0)	5.0% (1)	4.26	20
The learning environment in most of the course was relaxed and supportive.	60.0% (12)	35.0% (7)	5.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	4.55	20
The courses I took in my Master's program were helpful to me professionally.	40.0% (8)	55.0% (11)	0.0% (0)	5.0% (1)	0.0% (0)	0.0% (0)	4.30	20
My program of study was appropriate in terms of meeting my professional goals.	45.0% (9)	50.0% (10)	5.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	4.40	20

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A	Mean	Raw Count
Most of my classes in the Master's program at Ferris were stimulating.	50.0% (10)	35.0% (7)	10.0% (2)	5.0% (1)	0.0% (0)	0.0% (0)	4.30	20
I modified or changed curriculum content in the courses I teach as a result of my graduate coursework.	47.4% (9)	26.3% (5)	5.3% (1)	5.3% (1)	0.0% (0)	15.8% (3)	4.38	19
The learning experiences in most of the courses related to my job.	30.0% (6)	40.0% (8)	20.0% (4)	0.0% (0)	5.0% (1)	5.0% (1)	3.95	20

9. The items below address your plans for continued professional development. Please indicate your choice of response by using the scale below. Please mark the response that best reflected your plans after completing the Masters Degree.

	Definitely Will	Considering it Strongly	Probably Will	Recognize the need but have no plans	Definitely Will Not	Mean	Raw Count
Enroll in graduate coursework for graduate credit to upgrade my knowledge and skills but not pursue a graduate degree at this time.	21.1% (4)	10.5% (2)	5.3% (1)	36.8% (7)	26.3% (5)	2.63	19
Participate in non-credit experience only as required by my school district or employer.	5.3% (1)	15.8% (3)	21.1% (4)	15.8% (3)	42.1% (8)	2.26	19
Enroll in a graduate program leading to a graduate degree on a part-time basis.	25.0% (5)	5.0% (1)	10.0% (2)	15.0% (3)	45.0% (9)	2.50	20
Enroll in a graduate program leading to a graduate degree on a full-time basis.	5.3% (1)	5.3% (1)	0.0% (0)	15.8% (3)	73.7% (14)	1.53	19

10. What year did you graduate from the MS CTE program?

Year	Response Percent	Raw Count
1990	4.8%	1
1991	0.0%	0
1992	0.0%	0
1993	0.0%	0
1994	0.0%	0
1995	0.0%	0
1996	0.0%	0
1997	0.0%	0
1998	4.8%	1
1999	0.0%	0
2000	0.0%	0
2001	4.8%	1
2002	4.8%	1
2003	9.5%	2
2004	23.8%	5
2005	4.8%	1
2006	19.0%	4
2007	23.8%	5
2008	0.0%	0

11. How long did it take you to complete the MS CTE Program?

Years	Response Percent	Raw Count
1	4.8%	1
2	42.9%	9
3	33.3%	7
4	9.5%	2
5	0.0%	0
More than 5	9.5%	2

12. In which degree option did you graduate?

Options:	Response Percent	Raw Count
Instructor	23.8%	5
Sec. Admin.	9.5%	2
P. Sec. Admin.	14.2%	3
Training In Business and Industry	19.0%	4
Educational Technology	33.3%	7

13. How would you compare the quality of the graduate education provided in this program with that of other universities/colleges?

Options:	Response Percent	Raw Count
Better	45.0%	9
About the Same	30.0%	6
Worse	5.0%	1
Not able to Judge	20.0%	4

14. What was your enrollment status while attending FSU's Program?

Options:	Response Percent	Raw Count
Primarily Full-Time (9 credits or more per semester)	9.5%	2
Primarily Part-Time (8 credits or less per semester)	90.5	19

15. What was the single most important reason for choosing Ferris's MS CTE program?

Options:	Response Percent	Raw Count
Cost	52.9%	9
Admission Standards	0.0%	0
Location of Courses	47.1%	8
Type of Program	47.1%	9
Academic Reputation	29.4%	5
Advice of Colleague	23.5%	4
Convenient Schedule	29.4%	5

Other Comments:

I already received an undergrad degree from Ferris; Single-Best CTE Program in the state!; Previous degree from program and acceptance of credits and degree options; Received CTE SCHOLARSHIP, I have friends that attended Ferris through the Mott campus, and talked highly of the Ferris program.

16. Would you recommend FSU's MS CTE program to a friend?

Options:	Response Percent	Raw Count
Yes, without reservation	80.0%	16
Yes, with reservation	15.0%	3
No, probably not.	5.0%	1
No, under any circumstances	0.0%	0

17. Overall, how satisfied are you with your graduate experience at FSU?

Options:	Response Percent	Raw Count
Very satisfied	65.0%	13
Satisfied	30.0%	6
Dissatisfied	0.0%	0
Very Dissatisfied	5.0%	1

18. Employment: In terms of your employment status, are you now:

Options:	Response Percent	Raw Count
Teaching Full-Time	68.8%	11
Teaching Part-Time	12.5%	2
Employed in the field of education as an administrator	6.3%	1
Employed in the field of education as a counselor.	6.3%	1
Employed outside the field of education	6.3%	1
Unemployed and seeking employment in the field of education.	0.0%	0
Not currently employed and not seeking employment.	0.0%	0

Other Comments:

Working in the private sector; At my same job with General Motors; Employed in education as a coordinator; Kept "day job" at Ferris. Still teach FSU in fall semesters, but was doing that before got degree

19. If you are working in a wage earning job, please indicate the type of community in which your employment is located?

Options:	Response Percent	Raw Count
Large Urban (pop. Over 100,000)	16.7%	3
Urban area (pop. 30,000 to 100,000)	2.2%	4
Suburban Area	0.0%	0
City or Town (pop. 10,000 to 30,000)	55.6%	10
Rural Area	5.5%	1

20. If you are working full or part-time, is your place of employment:

Options:	Response Percent	Raw Count
Public school or college/ university in Michigan	85.0%	17
Public school or college/ university outside of Michigan	0.0%	0
Private school or college/ university in Michigan	5.0%	1
Private school or college/ university in Michigan	0.0%	0
Business in Michigan	5.0%	1
Business outside of Michigan	5.0%	1
Government agency in Michigan	0.0%	0
Government agency outside of Michigan.	0.0%	0

21. If you are employed in a private or public school, indicate the level of the institution:

Options:	Response Percent	Raw Count
Elementary	0.0%	0
Middle School	0.0%	0
High School	18.8%	3
Vocational/ Technical School	18.8%	3
Community College	18.8%	3
College/ University	43.8%	7

22. Number of years in your present role?

Options:	Response Percent	Raw Count
Less than 1 year	0.0%	0
1-2 years	10.0%	2
3-4 years	20.0%	4
5-8 years	30.0%	6
9 or more years	40.0%	8

23. Demographic questions: What is your current age?

Options:	Response Percent	Raw Count
Under 25 years	0.0%	0
26-35	0.0%	0
36-45	60.0%	12
46-55	30.0%	6
56-65	10.0%	2
66 or greater	0.0%	0

24. How do you classify your race or ethnic background?

Options:	Response Percent	Raw Count
White (not Hispanic)	90%	18
Black or African American	5.0%	1
Hispanic / Latino	0.0%	0
Asian, Asian Indian, or Pacific Islander	0.0%	0
Native American or Alaskan Native	0.0%	0
Other Race	0.0%	0
Prefer not to respond	5.0%	1

25. What is your gender?

Options:	Response Percent	Raw Count
Female	50.0%	10
Male	50.0%	10

26. Academic Information: Current highest degree earned?

Options:	Response Percent	Raw Count
Associates	0.0%	0
Bachelor	0.0%	0
Masters	100.0%	20
Ed. Specialists	0.0%	0
Ph.D.	0.0%	0

27. How long has it been since your last college/ university course?

Options:	Response Percent	Raw Count
Currently Enrolled	21.1%	4
Less than 1 year	26.3%	5
1-4 years	47.4%	9
More than 5 years	5.3%	1

28. Number of years teaching experience (if appropriate)

Options:	Response Percent	Raw Count
No teaching experience	11.1%	2
Less than 1 year	0.0%	0
1-4 years	16.7%	3
5-8 years	33.3%	6
9-12 years	38.9%	7
13 or more years	0.0%	0

29. What is the highest degree you plan to earn?

Options:	Response Percent	Raw Count
Ph. D. or Ed. D.	33.3%	6
Ed. Specialist	5.6%	1
Not Seeking degree beyond the Masters	55.6%	10
Uncertain	5.6%	1

EMPLOYERS:

B. Employer follow-up survey:

This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.

A review of program graduates indicates that over 90% are employed at educational institutions including Michigan Community Colleges, Career and Technical Education Centers, and Universities. It was decided that personal interviews of a random selection of deans from Michigan Community Colleges, principals of Career and Technical Education Centers and select schools and colleges at Ferris State University would perform of role of program graduate employers.

Employer Summary:

When the employers were asked: “**Do you believe that the MSCTE program helped faculty improve their teaching skills?**” the overwhelming response was YES. The students have a technical focus with little or no teaching skill. The program introduces these skills and reinforces them through course work.

When asked “**In what ways do you believe the MSCTE program improved the quality of the programs they teach?**” the employers indicated that pedagogy, classroom management, student assessment, and use of technology for instruction were the most important value added skills that the students learned from the program. Although the employers mentioned that technology use increased, more skills were need in this area as the technology changes.

The employers overwhelmingly indicated **that they would recommend the program to a new faculty member.** Any additional coursework that supported teaching and learning was good.

The employers indicated a wider variety of topics in their responses to the question: “**What are the future trends the program should address to prepare future graduates in the program?**” The employers indicated that the future trends that should be addressed include:

1. Hybrid delivery of the coursework,
2. Increase the use of technology in instruction,
3. Student assessment of learning and specifically how to create and use assessments and how to adjust the curriculum based on the assessments.
4. Developing creative educational experiences with business and industry addressing updated skills and international opportunities.

Michigan Community Colleges Deans

Two Michigan Community College Deans of Technical Divisions that had faculty who participated in the Wenrich Scholarship for Community College faculty were contacted to gain insight into this program review. The deans were asked to comment on their perception of the impact the program had on his/her faculty members that participated in the program.

Michigan Community Colleges:

Employer	1. Number of Faculty Members in Program	2. Do you believe that the MSCTE program helped faculty improve their teaching skills?	3. In what ways do you believe the MSCTE program improved the quality of the programs they teach?	4. Would you recommend the program to a new faculty member?	5. What are the future trends the program should address to prepare future graduates in the program?
Robert Loft, Dean Business Division 810 762-0501 Mott Community College	3at least	Absolutely. The faculty member is more effective just by understanding the principles of learning. Often they have the technical skills but not the teaching skills.	More research in non-specialized areas and more information in teaching and learning process and applying. The faculty member definitely uses more technology in his course by virtue of being in your program.	Definitely would recommend the program.	The future focus should be on teaching and learning. Many of our instructors are technically focused and were not trained to be teachers.
Dr. John Lightner, Academic Chair, Media Art, and Informational Technology Lansing Community College	4 at least	Yes, the program is improving in this area.	The faculty has increased the pedagogy skills and understanding of CTE and state and federal requirements as they affect the curriculum.	Yes, but it depends on the goals of the individual.	Use more hybrid technology to deliver the courses. The program should be 100% online. Combine with public and private agencies to create unique and targeted programming.

Ferris State University Department Chairs:

Employer	1. Number of Faculty Members in Program	2. Do you believe that the MSCTE program helped faculty improve their teaching skills?	3. In what ways do you believe the MSCTE program improved the quality of the programs they teach?	4. Would you recommend the program to a new faculty member?	5. What are the future trends the program should address to prepare future graduates in the program?
Jeff Carney Chair, Welding Engineering Technology Department	4	Absolutely, the faculty is more organized, i.e. content, student evaluation and assessment, and lessons.	The overall quality of instruction received by the students is higher because of the program.	Absolutely	Highlight the projected shortage of vocational education instructors and vocational education in general.
Greg Key, Department Chair/Professor, Automotive Service Technology Program	5 or more	Many had education degrees when hired in combination with their technical skills.	Same as first answer.	Not necessarily, because our field is now requiring engineering degrees to accreditation rather than education related degrees	Your market should be more focused on 9-16 grade instructors and not necessarily programs at the university that are increasingly requiring at least a bachelor degree.
Ed Brayton, Chair, Construction Technology and Management Dept.	2 or more	Yes	Many of the faculty has technical skills but not teaching skills. This program helps to make the link to the role of a faculty member.	Yes	The faculty needs grounding in the use of new technology and its delivery. Ferris Connect, Smart Boards, Spreadsheets, Power Points, Test writing,

Skill and Technical Centers:

Employer	1. Number of Faculty Members in Program	2. Do you believe that the MSCTE program helped faculty improve their teaching skills?	3. In what ways do you believe the MSCTE program improved the quality of the programs they teach?	4. Would you recommend the program to a new faculty member?	5. What are the future trends the program should address to prepare future graduates in the program?
Beverly Brown Vice Principal Genesee Area Skills Center 810-760-1444	At least 6 students	Yes, Generally all the teachers have improved	Better connection with academics and CTE and the processes that are required.	Yes.	Integration of more flexible teaching strategies. Examples include: online blogs of the lesson plans, online delivery. Online blogs to help students with writing skills. More creative teaching techniques rather than rote exercises. Alternative methods of teaching.
Harvey Vermeesch, Principal, Lapeer Education and Technology Center 810 664-1124	5 or 6	Yes, any additional education is helpful concerning pedagogy.	Working with other professionals to share information on program improvement.	Yes.	CTE has a shortage of certified people. Entrepreneurship skills should be included to help teachers understand how to market their skills. Help students to become bosses rather than employees. Creative employment skills. Marketing skills. Global economy and international experiences.

Skill and Technical Centers: Continued:

Employer	1. Number of Faculty Members in Program	2. Do you believe that the MSCTE program helped faculty improve their teaching skills?	3. In what ways do you believe the MSCTE program improved the quality of the programs they teach?	4. Would you recommend the program to a new faculty member?	5. What are the future trends the program should address to prepare future graduates in the program?
<p>Deb Wild, Principal Sanilac County Career Center 175 E. Aitken Road, Peck, MI 48466 (810) 648-4700</p>	<p>4 at least</p>	<p>Yes</p>	<p>The graduates of the program have an increased skill level in teaching methods, classroom management, curriculum development and assessment.</p>	<p>Yes</p>	<p>Topics include: Essential learning, Creating assessments and then learning how to use the results. Increase the use of technology in the program. Increase the use of assessment as we get people from business and industry that do not know how to create assessments. Student disabilities are very important as we learn more about these issues.</p>

GRADUATING STUDENT EXIT SURVEY

C. Graduating Student Exit Survey:

Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates. A separate graduate exit survey for this program has not been conducted in the past. The Student Assessment of Instruction (SAI) and additional faculty produced questions and surveys have been used as a formative assessment for course and collectively used as a summative evaluation for the program.

D. Student Program Evaluation:

Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey should be conducted during the year before the PRP report is submitted.

MCSTE Current Student Survey Summary

Program Course Requirements:

When asked “How important do you perceive this course to be a MS CTE program requirement?”, the program current students consistently rated the content “very important” or “somewhat important” in the program. Very few students indicated that the program requirements were “not important” if they had taken the course.

Course Quality:

When asked to rate the quality of the courses they had taken, again students indicated a “very high” to “good quality” rating for the courses.

Course Delivery Activities:

When asked “How important do you perceive this to be as a requirement in the MS CTE program?” students indicated that “Completing relevant assignments and projects that can be used in your teaching or job”, “Learning about and experiencing new teaching strategies”, and “Using the Internet to lookup information”, as the highest rated activities and “Using the library to look up information”, and “Completing assignments as a team rather than an individual during class time” as the lowest rated items.

Emphasis on Activities in Courses:

The students were asked: “As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?” Overwhelmingly the graduates indicated more emphasis is needed in the courses on “Completing relevant assignments and projects that can be used in your teaching or job” and less emphasis on “Writing term papers, reports, and other writing assignments.” and “Completing cooperative and team learning projects outside of the classroom.”

Delivery, Methods, Locations and Times:

The students indicated the two most popular course delivery options were: 1) Fully online offerings and 2). Two Saturdays with the remainder of the course online. If a course as required to meet, the two top preferred locations were Big Rapids and Grand Rapids.

Progress Gained by Taking Coursework:

When asked: “As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following.” The students indicated the top four gains:

- 1). To generally improve myself professionally
- 2). Desire to make a difference for those I teach and/or work
- 3). Desire to be a life-long learner
- 4). Ability to learn on my own, pursue ideas and find information

Professional Preparation:

- ❖ 68% indicated that the FSU office staff were friendly and helpful.
- ❖ 63% indicated that the learning environment was relaxed and supportive.
- ❖ 63% indicated that most of the professors at FSU in the masters program were good teachers.

Additional Information Survey Bullet Points:

- ❖ 78% of the students plan to graduate within the next two years 2008 – 2009.
- ❖ 68% of students have earned 13 or more credits toward the degree requirements.
- ❖ The Instructor degree option is the most popular with 78% of the students reporting in this category.
- ❖ 52% of the students indicated they could not judge the quality of the graduate education provided in this program with that of other universities/colleges.
- ❖ 16% plan to earn a Ph.D. or Ed. D. while 53% do not plan any degree beyond the masters.
- ❖ Most indicated that they planned to reduce the amount of formal credit or degree based professional development after earning the masters degree.
- ❖ 79% of the students are part-time students
- ❖ Cost, location, type of program and convenient schedule were the top four reasons students chose the program.
- ❖ 68% would recommend the program to a friend without reservation.
- ❖ 89% were very satisfied to satisfied with their graduate experience at FSU.
- ❖ 73% are teaching full-time.
- ❖ 41% of the students reported that the community in which they live is a city or town with 10,000 to 30,000 people.
- ❖ 95% work in a public school or college/ university in Michigan
- ❖ 59% of the students work at community colleges and universities.
- ❖ 36% have been in their present position five or more years.
- ❖ 84% are between 36 and 55 years of age.
- ❖ 95% are white
- ❖ 44% Female
- ❖ 37% have 13 years or more years teaching experience.

MSCTE Current Student Survey Summary

E- Mail Introduction:

Hello MSCTE Student:

We believe asking those who are in our degree program about the importance and quality of the content we require is essential. Therefore, it is important for us to know your perception on 1) the importance of including specific content in our core curriculum and 2) if you have taken a specific course in your program of study at FSU, what is your rating of its quality. Your responses will be held in confidence and will only be reported in an aggregate format. Thank you for participating in this survey. If you have any questions, please e-mail Mike Ennis at ennisf@ferris.edu or call 810 762-5156.

Please indicate your level of agreement and supply opened ended responses to the following questions.

Purpose:

The purpose of this survey is to collect current MSCTE student's perceptions of the Master of Science in Career and Technical Education (MSCTE) Degree with concentrations in Administration, Instructor, Post-Secondary Administration, and Training and Development offered within the college for the Academic Program Review. We are asking for your cooperation and participation in answering the following questions. When answering the questions, feel free to answer truthfully and fully as your answers will be used to improve the program and your specific responses will be held in confidence; only collective responses will be reported and in no way will any individual be associated with any specific response.

Directions:

Please indicate your level of agreement with the following statements about the Master of Science in Career and Technical Education in the School of Education. Thank you for participating in this survey. If you have any questions please e-mail ennisf@ferris.edu or call Mike Ennis at 810 762-5156.

MS CTE Graduate Survey: Content and Delivery

1. How important do you perceive this course to be a MS CTE program requirement?

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
ECTE 500 Found & Organization of CTE	55.6% (10)	16.7% (3)	11.1% (2)	16.7% (3)	2.53	18
ECTE 504 Curriculum Dev. in Career & Technical Education	60.0% (9)	6.7% (1)	6.7% (1)	26.7% (4)	2.73	15
ECTE 505 Training in Bus & Industry	26.7% (4)	26.7% (4)	0.0% (0)	46.7% (7)	2.50	15
ECTE 509 Occupational Analysis/Needs Assessment	35.7% (5)	35.7% (5)	0.0% (0)	28.6% (4)	2.50	14
ECTE 510 Evaluation in CTE	73.3% (11)	20.0% (3)	6.7% (1)	0.0% (0)	2.67	15
ECTE 516 Issues in CTE	21.4% (3)	35.7% (5)	7.1% (1)	35.7% (5)	2.22	14
ECTE 521 Leadership & Organ Dynamics	37.5% (6)	31.3% (5)	0.0% (0)	31.3% (5)	2.55	16
ECTE 591 Internship in CTE	30.8% (4)	23.1% (3)	7.7% (1)	38.5% (5)	2.38	13
ECTE 595 Content/Instructional Workshops & Seminars/CTE	57.1% (8)	0.0% (0)	14.3% (2)	28.6% (4)	2.60	14

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
ECTE 650 Implementing TQM in EDUC	31.3% (5)	25.0% (4)	12.5% (2)	31.3% (5)	2.27	16
ECTE 694 Graduate Topics in CTE	30.8% (4)	23.1% (3)	7.7% (1)	38.5% (5)	2.38	13
ECTE 697 Special Studies in CTE	28.6% (4)	35.7% (5)	0.0% (0)	35.7% (5)	2.44	14
EDUC 501 Principles of Teaching & Learning	53.8% (7)	15.4% (2)	0.0% (0)	30.8% (4)	2.78	13
EDUC 508 Instruction of Exceptional Learners	46.7% (7)	26.7% (4)	6.7% (1)	20.0% (3)	2.50	15
EDUC 511 Principles of Ed Evaluation & Research	42.9% (6)	35.7% (5)	0.0% (0)	21.4% (3)	2.55	14
EDUC 512 Research Field Study	28.6% (4)	28.6% (4)	14.3% (2)	28.6% (4)	2.20	14
EDUC 518 Diversity/Classroom & Workplace	37.5% (6)	31.3% (5)	12.5% (2)	18.8% (3)	2.31	16
EDUC 540 Educational Technology in the Classroom	60.0% (9)	26.7% (4)	0.0% (0)	13.3% (2)	2.69	15

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
EDUC 560 Adv Application of Ed Tech	30.8% (4)	23.1% (3)	0.0% (0)	46.2% (6)	2.57	13
EDUC 601 Curriculum Leadership/Development	28.6% (4)	35.7% (5)	0.0% (0)	35.7% (5)	2.44	14
EDUC 606 Funding/Financing Education Programs	21.4% (3)	28.6% (4)	14.3% (2)	35.7% (5)	2.11	14
EDUC 620 Adv Integrated Curriculum Design/Evaluation	35.7% (5)	28.6% (4)	7.1% (1)	28.6% (4)	2.40	14
EDUC 630 School Law	40.0% (6)	20.0% (3)	6.7% (1)	33.3% (5)	2.50	15
EDUC 635 School Personnel Management	28.6% (4)	21.4% (3)	14.3% (2)	35.7% (5)	2.22	14
EDUC 660 Action Research	0.0% (0)	42.9% (6)	21.4% (3)	35.7% (5)	1.67	14
EDUC 680 Capstone-Portfolio/Project	21.4% (3)	42.9% (6)	7.1% (1)	28.6% (4)	2.20	14
EDUC 699 Thesis	14.3% (2)	28.6% (4)	21.4% (3)	35.7% (5)	1.89	14

2. If you took the course listed below, please rate the quality of the course.

	Very High Quality	High Quality	Good Quality	Low Quality	N/A	Mean	Raw Count
ECTE 500 Found & Organization of CTE	26.7% (4)	33.3% (5)	13.3% (2)	13.3% (2)	13.3% (2)	2.85	15
ECTE 504 Curriculum Dev. in Career & Technical Education	33.3% (4)	16.7% (2)	8.3% (1)	0.0% (0)	41.7% (5)	3.43	12
ECTE 505 Training in Bus & Industry	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	80.0% (8)	3.50	10
ECTE 509 Occupational Analysis/Needs Assessment	18.2% (2)	18.2% (2)	0.0% (0)	0.0% (0)	63.6% (7)	3.50	11
ECTE 510 Evaluation in CTE	38.5% (5)	15.4% (2)	7.7% (1)	7.7% (1)	30.8% (4)	3.22	13
ECTE 516 Issues in CTE	7.7% (1)	23.1% (3)	7.7% (1)	7.7% (1)	53.8% (7)	2.67	13
ECTE 521 Leadership & Organ Dynamics	8.3% (1)	16.7% (2)	8.3% (1)	0.0% (0)	66.7% (8)	3.00	12
ECTE 591 Internship in CTE	11.1% (1)	0.0% (0)	22.2% (2)	0.0% (0)	66.7% (6)	2.67	9
ECTE 595 Content/Instructional Workshops & Seminars/CTE	33.3% (3)	0.0% (0)	11.1% (1)	0.0% (0)	55.6% (5)	3.50	9

ECTE 600 Admin Educational Programs	30.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	70.0% (7)	4.00	10
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	Very High Quality	High Quality	Good Quality	Low Quality	N/A	Mean	Raw Count
ECTE 694 Graduate Topics in CTE	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	88.9% (8)	3.00	9
ECTE 697 Special Studies in CTE	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	80.0% (8)	3.50	10
EDUC 501 Principles of Teaching & Learning	22.2% (2)	11.1% (1)	0.0% (0)	0.0% (0)	66.7% (6)	3.67	9
EDUC 508 Instruction of Exceptional Learners	25.0% (3)	25.0% (3)	16.7% (2)	0.0% (0)	33.3% (4)	3.13	12
EDUC 511 Principles of Ed Evaluation & Research	25.0% (3)	33.3% (4)	0.0% (0)	16.7% (2)	25.0% (3)	2.89	12

	Very High Quality	High Quality	Good Quality	Low Quality	N/A	Mean	Raw Count
EDUC 512 Research Field Study	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	88.9% (8)	4.00	9
EDUC 518 Diversity/Classroom & Workplace	15.4% (2)	30.8% (4)	15.4% (2)	0.0% (0)	38.5% (5)	3.00	13
EDUC 540 Educational Technology in the Classroom	30.0% (3)	20.0% (2)	10.0% (1)	0.0% (0)	40.0% (4)	3.33	10
EDUC 560 Adv Application of Ed Tech	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	88.9% (8)	4.00	9
EDUC 570 Teaching/Learning Theories	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	88.9% (8)	4.00	9
EDUC 601 Curriculum Leadership/Development	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (9)	0.00	9

EDUC 620 Adv Integrated Curriculum Design/Evaluation	16.7% (2)	16.7% (2)	0.0% (0)	0.0% (0)	66.7% (8)	3.50	12
EDUC 630 School Law	20.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	80.0% (8)	4.00	10
EDUC 635 School Personnel Management	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	77.8% (7)	4.00	9
EDUC 660 Action Research	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (9)	0.00	9
EDUC 680 Capstone-Portfolio/Project	0.0% (0)	0.0% (0)	22.2% (2)	0.0% (0)	77.8% (7)	2.00	9
EDUC 699 Thesis	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (9)	0.00	9

3. How important do you perceive this to be as a requirement in the MS CTE program?

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
Discussing current and relevant issues in the schools during class time	63.2% (12)	36.8% (7)	0.0% (0)	0.0% (0)	2.63	19
Completing relevant assignments and projects that can be used in your teaching or job	89.5% (17)	10.5% (2)	0.0% (0)	0.0% (0)	2.89	19
Learning about and experiencing new teaching strategies	89.5% (17)	10.5% (2)	0.0% (0)	0.0% (0)	2.89	19
Learning about new research and ways to translate the research into schools and jobs	52.6% (10)	47.4% (9)	0.0% (0)	0.0% (0)	2.53	19
Using professor-developed course packs and materials	47.4% (9)	47.4% (9)	5.3% (1)	0.0% (0)	2.42	19
Using internet based materials	72.2% (13)	22.2% (4)	5.6% (1)	0.0% (0)	2.67	18
Completing assignments as a team rather than an individual during class time.	21.1% (4)	47.4% (9)	31.6% (6)	0.0% (0)	1.89	19
Making presentations to the class	26.3% (5)	52.6% (10)	21.1% (4)	0.0% (0)	2.05	19
Conducting research	47.4% (9)	47.4% (9)	5.3% (1)	0.0% (0)	2.42	19

	Very Important	Somewhat Important	Not Important	N/A	Mean	Raw Count
Participating in field trips or assignments that require you to work in or visit a business and industry	31.6% (6)	36.8% (7)	31.6% (6)	0.0% (0)	2.00	19
Using the library to look up information.	26.3% (5)	52.6% (10)	21.1% (4)	0.0% (0)	2.05	19
Using the internet to look up information.	84.2% (16)	10.5% (2)	5.3% (1)	0.0% (0)	2.79	19
Writing term papers, reports, and other writing assignments	47.4% (9)	31.6% (6)	21.1% (4)	0.0% (0)	2.26	19
Participating in field trips or assignments that require you to work in or visit a model school	31.6% (6)	47.4% (9)	21.1% (4)	0.0% (0)	2.11	19
Completing cooperative and team learning projects outside of the classroom	26.3% (5)	31.6% (6)	42.1% (8)	0.0% (0)	1.84	19

4. as you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?

	Increase	Stay the Same	Decrease	No Opinion/ Do not Recall	Mean	Raw Count
Discussing current and relevant issues in the schools during class time	21.1% (4)	73.7% (14)	5.3% (1)	0.0% (0)	2.16	19
Completing relevant assignments and projects that can be used in your teaching or job	42.1% (8)	52.6% (10)	5.3% (1)	0.0% (0)	2.37	19
Learning about and experiencing new teaching strategies	47.4% (9)	52.6% (10)	0.0% (0)	0.0% (0)	2.47	19
Learning about new research and ways to translate the research into schools and jobs	26.3% (5)	68.4% (13)	5.3% (1)	0.0% (0)	2.21	19
Using professor-developed course packs and materials	5.3% (1)	89.5% (17)	5.3% (1)	0.0% (0)	2.00	19
Using internet based materials	27.8% (5)	61.1% (11)	11.1% (2)	0.0% (0)	2.17	18
Completing assignments as a team rather than an individual during class time.	31.6% (6)	31.6% (6)	26.3% (5)	10.5% (2)	2.06	19
Making presentations to the class	10.5% (2)	68.4% (13)	21.1% (4)	0.0% (0)	1.89	19
Conducting research	21.1% (4)	63.2%	10.5%	5.3% (1)	2.11	19

		(12)	(2)			
Completing and submitting assignment on the internet	15.8% (3)	63.2% (12)	21.1% (4)	0.0% (0)	1.95	19

	Increase	Stay the Same	Decrease	No Opinion/ Do not Recall	Mean	Raw Count
Using the library to look up information.	10.5% (2)	68.4% (13)	15.8% (3)	5.3% (1)	1.94	19
Using the internet to look up information.	27.8% (5)	72.2% (13)	0.0% (0)	0.0% (0)	2.28	18
Writing term papers, reports, and other writing assignments	5.6% (1)	50.0% (9)	38.9% (7)	5.6% (1)	1.65	18
Participating in field trips or assignments that require you to work in or visit a model school	36.8% (7)	31.6% (6)	21.1% (4)	10.5% (2)	2.18	19
Completing cooperative and team learning projects outside of the classroom	31.6% (6)	31.6% (6)	36.8% (7)	0.0% (0)	1.95	19

5. Please mark the response that best reflects your preferred delivery methods, locations and times that will make the degree possible.

	Prefer all courses in this format	Prefer most of the courses in this format	Only if the format is the only way	Would not enroll	No Opinion	Mean	Raw Count
Weekend courses: Sat and Sun (typically meets 3 or 4 weekends)	5.3% (1)	36.8% (7)	47.4% (9)	10.5% (2)	0.0% (0)	2.37	19
Weekend courses: Fri night and Sat (typically meets 3 or 4 weekends)	0.0% (0)	36.8% (7)	36.8% (7)	21.1% (4)	5.3% (1)	2.17	19
Two Saturdays and rest on internet	27.8% (5)	38.9% (7)	22.2% (4)	5.6% (1)	5.6% (1)	2.94	18
One weekend and rest on internet	23.5% (4)	35.3% (6)	35.3% (6)	5.9% (1)	0.0% (0)	2.76	17
All content delivered on the internet	36.8% (7)	21.1% (4)	26.3% (5)	15.8% (3)	0.0% (0)	2.79	19
Saturday classes (6 or 7 Saturdays)	0.0% (0)	15.8% (3)	42.1% (8)	42.1% (8)	0.0% (0)	1.74	19
Evenings one night a week for 15 weeks	10.5% (2)	10.5% (2)	47.4% (9)	31.6% (6)	0.0% (0)	2.00	19
Evenings 2 nights a week for 7 weeks	5.3% (1)	15.8% (3)	42.1% (8)	36.8% (7)	0.0% (0)	1.89	19
One solid week M-F during summer	10.5% (2)	47.4% (9)	21.1% (4)	15.8% (3)	5.3% (1)	2.56	19

6. What was your preferred physical location for class meetings?

	Preferred Location	Will travel if I must	Will not travel to this location	Will try to enroll for an online course offering	No Opinion	Mean	Raw Count
Big Rapids	50.0% (9)	38.9% (7)	0.0% (0)	11.1% (2)	0.0% (0)	3.28	18
Grand Rapids	31.6% (6)	52.6% (10)	5.3% (1)	10.5% (2)	0.0% (0)	3.05	19
Flint	11.1% (2)	33.3% (6)	38.9% (7)	16.7% (3)	0.0% (0)	2.39	18
Traverse City	5.3% (1)	42.1% (8)	31.6% (6)	21.1% (4)	0.0% (0)	2.32	19
Lansing	5.6% (1)	50.0% (9)	27.8% (5)	16.7% (3)	0.0% (0)	2.44	18

7. As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following.

	Very Much	Quite a Bit	Some	Very Little	N/A	Mean	Raw Count
Desire to make a difference for those I teach and/or work	52.6% (10)	26.3% (5)	15.8% (3)	0.0% (0)	5.3% (1)	3.39	19
To generally improve myself professionally	57.9% (11)	26.3% (5)	10.5% (2)	0.0% (0)	5.3% (1)	3.50	19
Desire to be a life-long learner	47.4% (9)	26.3% (5)	21.1% (4)	5.3% (1)	0.0% (0)	3.16	19
Ability to learn on my own, pursue ideas and find information	47.4% (9)	26.3% (5)	15.8% (3)	5.3% (1)	5.3% (1)	3.22	19
To use and interpret research and data	31.6% (6)	42.1% (8)	15.8% (3)	10.5% (2)	0.0% (0)	2.95	19
Ability to think analytically and logically	42.1% (8)	21.1% (4)	21.1% (4)	15.8% (3)	0.0% (0)	2.89	19
Writing clearly and effectively	36.8% (7)	26.3% (5)	36.8% (7)	0.0% (0)	0.0% (0)	3.00	19
Acquiring skills in using the internet	47.4% (9)	21.1% (4)	21.1% (4)	10.5% (2)	0.0% (0)	3.05	19
Acquiring computer and technology skills	36.8% (7)	26.3% (5)	26.3% (5)	10.5% (2)	0.0% (0)	2.89	19
Speaking clearly and effectively	21.1% (4)	21.1% (4)	36.8% (7)	15.8% (3)	5.3% (1)	2.50	19

8. We are concerned with how well you feel you will be prepared to become a professional. Please indicate to which you agree or disagree with the following statements: Please circle the response that best describes the way you feel.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A	Mean	Raw Count
Most of my professors at FSU in the Master's program were good teachers.	63.2% (12)	21.1% (4)	5.3% (1)	5.3% (1)	5.3% (1)	0.0% (0)	4.32	19
The Master's degree has improved my income.	26.3% (5)	21.1% (4)	21.1% (4)	15.8% (3)	0.0% (0)	15.8% (3)	3.69	19
The learning environment in most of the course was relaxed and supportive.	63.2% (12)	26.3% (5)	0.0% (0)	5.3% (1)	0.0% (0)	5.3% (1)	4.56	19
The courses I took in my Master's program were helpful to me professionally.	42.1% (8)	36.8% (7)	5.3% (1)	15.8% (3)	0.0% (0)	0.0% (0)	4.05	19
My program of study was appropriate in terms of meeting my professional goals.	47.4% (9)	26.3% (5)	10.5% (2)	10.5% (2)	5.3% (1)	0.0% (0)	4.00	19
The office staff at Ferris was friendly and helpful.	68.4% (13)	26.3% (5)	0.0% (0)	5.3% (1)	0.0% (0)	0.0% (0)	4.58	19
Most of my professors were available outside of class to help	47.4%	26.3%	10.5%	15.8%	0.0% (0)	0.0%	4.05	19

students.	(9)	(5)	(2)	(3)		(0)		
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	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A	Mean	Raw Count
Most of my classes in the Master's program at Ferris were stimulating.	42.1% (8)	36.8% (7)	5.3% (1)	5.3% (1)	10.5% (2)	0.0% (0)	3.95	19
I modified or changed curriculum content in the courses I teach as a result of my graduate coursework.	31.6% (6)	47.4% (9)	10.5% (2)	10.5% (2)	0.0% (0)	0.0% (0)	4.00	19
The learning experiences in most of the courses related to my job.	26.3% (5)	31.6% (6)	15.8% (3)	21.1% (4)	5.3% (1)	0.0% (0)	3.53	19
I implemented new assessment/grading strategies as a result of my graduate coursework.	26.3% (5)	52.6% (10)	10.5% (2)	10.5% (2)	0.0% (0)	0.0% (0)	3.95	19
The Master's degree has contributed to a job promotion for me.	31.6% (6)	5.3% (1)	31.6% (6)	10.5% (2)	5.3% (1)	15.8% (3)	3.56	19
The office staff at the Flint extension office was friendly and helpful	31.6% (6)	5.3% (1)	15.8% (3)	0.0% (0)	0.0% (0)	47.4% (9)	4.30	19

Since earning my Master's degree, I am seeking a new position.	15.8% (3)	15.8% (3)	15.8% (3)	5.3% (1)	0.0% (0)	47.4% (9)	3.80	19
Courses taught by adjunct faculty were very good.	26.3% (5)	21.1% (4)	15.8% (3)	5.3% (1)	0.0% (0)	31.6% (6)	4.00	19

9. The items below address your plans for continued professional development. Please indicate your choice of response by using the scale below. Please mark the response that best reflected your plans after completing the Masters Degree.

	Definitely Will	Considering it Strongly	Probably Will	Recognize the need but have no plans	Definitely Will Not	Mean	Raw Count
Enroll in graduate coursework for graduate credit to upgrade my knowledge and skills but not pursue a graduate degree at this time.	5.6% (1)	33.3% (6)	27.8% (5)	16.7% (3)	16.7% (3)	2.94	18
Participate in non-credit experience only as required by my school district or employer.	16.7% (3)	11.1% (2)	27.8% (5)	27.8% (5)	16.7% (3)	2.83	18
Enroll in a graduate program leading to a graduate degree on a part-time basis.	15.8% (3)	21.1% (4)	10.5% (2)	31.6% (6)	21.1% (4)	2.79	19
Enroll in a graduate program leading to a graduate degree on a full-time basis.	5.6% (1)	5.6% (1)	5.6% (1)	22.2% (4)	61.1% (11)	1.72	18

10. What year do you plan on graduating from the MS CTE program?

Year	Response Percent	Raw Count
2008	47.4%	9
2009	31.6%	6
2010	5.3%	1
2011	5.3%	1
2012	0.0%	0
Not Sure	10.5%	2

11. How many graduate credits have you completed already?

Years	Response Percent	Raw Count
0-6	5.3%	1
7-12	26.3%	5
13-21	31.6%	6
22 or more	36.8%	7

12. In which degree option did you graduate?

Options:	Response Percent	Raw Count
Instructor	77.8%	14
Sec. Admin.	5.6%	1
P. Sec. Admin.	5.6%	1
Training In Business and Industry	0.0%	0
Educational Technology	11.1%	2

13. So far, how would you compare the quality of graduate education provided in this program with that of other universities / colleges?

Options:	Response Percent	Raw Count
Better	21.1%	4
About the Same	15.8%	3
Worse	10.5%	2
Not able to Judge	52.6%	10

14. What was your enrollment status while attending FSU's Program?

Options:	Response Percent	Raw Count
Primarily Full-Time (9 credits or more per semester)	21.1%	4
Primarily Part-Time (8 credits or less per semester)	78.9%	15

15. What was the single most important reason for choosing Ferris's MS CTE program?

Options:	Response Percent	Raw Count
Cost	52.9%	9
Admission Standards	5.9%	1
Location of Courses	58.8%	10
Type of Program	58.8%	10
Academic Reputation	11.8%	2
Advice of Colleague	11.8%	2
Convenient Schedule	52.9%	9

Other Comments: Earned my Undergrad degree at FSU and was familiar with the school. I figured having a Master's from the same University would look good on a résumé as well..., Scholarship, Father is an alumnus; Class of 1939

16. Would you recommend FSU's MS CTE program to a friend?

Options:	Response Percent	Raw Count
Yes, without reservation	68.4%	13
Yes, with reservation	21.1%	4
No, probably not.	10.5%	2
No, under any circumstances	0.0%	0

17. Overall, how satisfied are you with your graduate experience at FSU?

Options:	Response Percent	Raw Count
Very satisfied	52.6%	10
Satisfied	36.8%	7
Dissatisfied	5.3%	1
Very Dissatisfied	5.3%	1

18. Employment: In terms of your employment status, are you now:

Options:	Response Percent	Raw Count
Teaching Full-Time	73.3%	14
Teaching Part-Time	10.5%	2
Employed in the field of education as an administrator	5.3%	1
Employed in the field of education as a counselor.	0.0%	0
Employed outside the field of education	5.3%	1
Unemployed and seeking employment in the field of education.	0.0%	0
Not currently employed and not seeking employment.	5.3%	1

Other Comments:

Employed in the field of education as clerical wanting MSCTE to aid in bridging to administrator; Also Instructional Assistant, instructor summer only; Working full-time in my field using my Undergrad degree earned at FSU.

19. If you are working in a wage earning job, please indicate the type of community in which your employment is located?

Options:	Response Percent	Raw Count
Large Urban (pop. Over 100,000)	5.9%	1
Urban area (pop. 30,000 to 100,000)	17.6%	3
Suburban Area	17.6%	3
City or Town (pop. 10,000 to 30,000)	41.2%	7
Rural Area	17.6%	3

20. If you are working full or part-time, is your place of employment:

Options:	Response Percent	Raw Count
Public school or college/ university in Michigan	94.4%	17
Public school or college/ university outside of Michigan	0.0%	0
Private school or college/ university in Michigan	0.0%	0
Private school or college/ university in Michigan	0.0%	0
Business in Michigan	5.6%	1
Business outside of Michigan	0.0%	0
Government agency in Michigan	0.0%	0
Government agency outside of Michigan.	0.0%	0

21. If you are employed in a private or public school, indicate the level of the institution:

Options:	Response Percent	Raw Count
Elementary	12.5%	1
Middle School	0.0%	3
High School	0.0%	8
Vocational/ Technical School	25.0%	4
Community College	6.3%	3
College/ University	56.3%	0

22. Number of years in your present role?

Options:	Response Percent	Raw Count
Less than 1 year	5.3%	1
1-2 years	15.8%	3
3-4 years	42.1%	8
5-8 years	21.1%	4
9 or more years	15.8%	3

23. Demographic questions: What is your current age?

Options:	Response Percent	Raw Count
Under 25 years	5.3%	1
26-35	10.5%	2
36-45	21.1%	4
46-55	42.1%	8
56-65	21.1%	4
66 or greater	0.0%	0

24. How do you classify your race or ethnic background?

Options:	Response Percent	Raw Count
White (not Hispanic)	94.7	18
Black or African American	0.0	0
Hispanic / Latino	0.0	0
Asian, Asian Indian, or Pacific Islander	0.0	0
Native American or Alaskan Native	0.0	0
Other Race	0.0	0
Prefer not to respond	5.3	1

25. What is your gender?

Options:	Response Percent	Raw Count
Female	44.4%	8
Male	55.6%	10

26. Academic Information: Current highest degree earned?

Options:	Response Percent	Raw Count
Associates	0.0%	0
Bachelor	94.7%	18
Masters	5.3%	1
Ed. Specialists	0.0%	0
Ph.D.	0.0%	0

27. How long has it been since your last college/ university course?

Options:	Response Percent	Raw Count
Currently Enrolled	78.9%	15
Less than 1 year	5.3%	1
1-4 years	5.3%	1
More than 5 years	10.5%	2

28. Number of years teaching experience (if appropriate)

Options:	Response Percent	Raw Count
No teaching experience	10.5%	2
Less than 1 year	5.3%	1
1-4 years	21.1%	4
5-8 years	15.8%	3
9-12 years	10.5%	2
13 or more years	36.8%	7

29. What is your highest degree you plan to earn?

Options:	Response Percent	Raw Count
Ph. D. or Ed. D.	15.8%	3
Ed. Specialist	10.5%	2
Not Seeking degree beyond the Masters	52.6%	10
Uncertain	21.1%	4

Other Comments:

At this point & time, I will have earned the MSCTE degree in 18 months, while holding down a FT job & raising a family. I need a break!

D. FACULTY

Faculty Survey Highlights

MS CTE Faculty Survey:

- ❖ The faculty agreed to strongly agree that the MS CTE program is consistent with the mission statement of FSU, is generally visible within the state, and is an integral part of the college.
- ❖ The faculty agree to strongly agree that the program serves teachers and educational organizations in Michigan and prepares students as well as other educational institutions in the state.
- ❖ The faculty agree to strongly agree that there is a strong demand for MS CTE graduates and that the MS CTE students make positive comments about the program.
- ❖ 100% of the faculty believes they are “current with the needs of the CTE community”.
- ❖ 57% of the faculty is neutral on the statement that “the adjunct faculty who teach in the program are current with the needs of the CTE community”.
- ❖ 71% of the faculty disagree that the program has enough full-time faculty to permit optimum program effectiveness.
- ❖ 100% of the faculty agree to strongly agree that more students should be recruited into the program and the program entrance requirements are adequate for the program.
- ❖ There is a general agree that the curriculum options within the degree should be revised to better reflect the needs of CTE teachers and administrators.
- ❖ Approximately 85% of the faculty are neutral or disagree that the College of Education and Human Services administration provides support for the MS CTE program to thrive and optimize its potential.
- ❖ 100% of the faculty rated the program quality good to very good.
- ❖ The suggestions for program improvement are mixed ranging from more course flexibility to less flexibility with courses, from centralizing to decentralizing the program availability.
- ❖ The program serves a technical niche, is designed to serve working adults with diverse experiences and has earned a strong reputation for CTE.
- ❖ The responses indicate that an additional faculty member is needed to help promote the program.

Faculty Survey Results:

Purpose:

The purpose of this survey is to collect School of Education Faculty perceptions of the Master of Science in Career and Technical Education (MSCTE) Degree with concentrations in Administration, Instructor, Post-Secondary Administration, and Training and Development offered within the college for the Academic Program Review. We are asking for your cooperation and participation in answering the following questions. When answering the questions, feel free to answer truthfully and fully as your answers will be used to improve the program and your specific responses will be held in confidence; only collective responses will be reported and in no way will any individual be associated with any specific response.

Directions:

Please indicate your level of agreement with the following statements about the Master of Science in Career and Technical Education in the School of Education. Thank you for participating in this survey. If you have any questions please e-mail ennisf@ferris.edu or call Mike Ennis at 810 762-5156.

1. The Master of Science in Career in Technical Education program description is consistent with the Ferris State University Mission Statement. FSU Mission Statement: Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society. MS CTE: Improved career and technical education competency and refined instructional or administrative skills are the goals of Ferris State University's Master of Science degree program in career and technical education

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	1	14.3%
Strongly Agree	6	85.7%

2. The MS CTE program is unique and visible in the state of Michigan.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	13.2%
Agree	2	28.6%
Strongly Agree	4	57.1%

3. The MS CTE program is an integral part of the College of Education and Human Services.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	3	42.9%
Strongly Agree	4	57.1%

4. The MS CTE program effectively serves the teachers and educational organizations in Michigan.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	2	28.6%
Strongly Agree	5	71.4%

5. The MS CTE program prepares students as well as other educational institutions in the state.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	1	14.3%
Strongly Agree	6	85.7%

6. There is a strong demand for MS CTE graduates.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	1	14.3%
Neutral	0	0
Agree	2	28.6%
Strongly Agree	4	57.1%

7. Students enrolled in the MS CTE program make positive comments about the program

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	14.3%
Agree	2	28.6%
Strongly Agree	4	57.1%

Faculty Capacity:

8. The full-time, tenure-track faculty in the program are current with the needs of the CTE community.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	57.1%
Strongly Agree	3	42.9%

9. The adjunct faculty who teach in the program are current with the needs of the CTE community.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	4	57.1%
Agree	1	14.3%
Strongly Agree	2	28.6%

10. The number of full-time tenure-track faculty in the program is sufficient to permit optimum program effectiveness.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	5	71.4%
Neutral	0	0
Agree	1	14.3%
Strongly Agree	1	14.3%

Program Requirements and Program Support

11. The FSU College of Education's requirements for the program as outlined below are adequate for the program:

"Students eligible for admission to the graduate program must hold a bachelors degree from an accredited college or university. When required, candidates should hold or be eligible for professional licensure, registration or certification to practice in the occupational specialty. Previous teaching experience is not a requirement. An admissions committee will review all application materials and recommend appropriate action." and "The applicant must possess a baccalaureate degree from an accredited college or university with a 2.75 or higher GPA on a 4.0 scale. Conditional entry may be granted when the 2.75 requirement has not been met. Once a student has been granted conditional entry, he/she must earn a GPA of 2.75 within the first nine (9) hours of graduate level courses"

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	57.1%
Strongly Agree	3	42.9%

12. More students should be recruited into the MS CTE program

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	1	14.3%
Strongly Agree	6	85.7%

13. The curriculum options in the MS CTE program should be revised to better reflect the needs of the CTE teachers and administrators. Current options include: Post-Secondary Administration, Administration, Instructor, Educational Technology, Training and Development.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	1	14.3%
Neutral	2	28.6%
Agree	3	42.9%
Strongly Agree	1	14.3%

**I didn't think we had the Ed. Tech. option. If so, it should be an accredited program by the MDE so it would be more attractive to students.

14. The College of Education and Human Services administration provides support for the MS CTE program to thrive and optimize its potential.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	3	42.9%
Neutral	3	42.9%
Agree	1	14.3%
Strongly Agree	0	0

15. The School of Education administration provides support for the MS CTE program to thrive and optimize its potential.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	3	42.9%
Neutral	3	42.9%
Agree	1	14.3%
Strongly Agree	0	0

16. How many unique courses have you taught in the traditional face to face format off-campus that have served the MS CTE program in the last 2 years?

ECTE 500 Found & Organization of CTE
 ECTE 504 Curriculum Dev. in Career & Technical Education
 ECTE 505 Training in Bus & Industry
 ECTE 509 Occup Analysis/Needs Assessment
 ECTE 510 Evaluation in CTE
 ECTE 516 Issues in CTE
 ECTE 521 Ldrshp & Organ Dynamics
 ECTE 591 Internship in CTE
 ECTE 595 Content/Instr Wrkshps & Seminars/CTE
 ECTE 600 Admin Educational Programs
 ECTE 650 Implementing TQM in Education
 ECTE 694 Graduate Topics in CTE
 ECTE 697 Special Studies in CTE
 EDUC 501 Prin of Teaching & Learning
 EDUC 508 Instruc of Excep Learners
 EDUC 511 Princ of Ed Eval & Research
 EDUC 512 Research Field Study
 EDUC 518 Diversity/Classroom & Workplace
 EDUC 540 Educ Tech in the Classroom
 EDUC 560 Adv Application of Ed Tech
 EDUC 570 Teaching/Learning Theories
 EDUC 601 Curriculum Leadership/Development
 EDUC 606 Funding/Financing Educ Programs
 EDUC 620 Adv Integrated Curriculum Design/Eval
 EDUC 630 School Law EDUC 635 School Personnel Management
 EDUC 660 Action Research
 EDUC 680 Capstone-Portfolio/Project
 EDUC 699 Thesis

Options:	Response Count	Response Percent
0	1	14.3%
1-2	3	42.9%
3-4	1	14.3%
5-6	1	14.3%
7-8	1	14.3%
9 or more	0	0

17. How many unique courses have you taught either entirely online or in a mixed mode format that have served the MS CTE program students in the last 2 years?

ECTE 500 Found & Organization of CTE
 ECTE 504 Curriculum Dev. in Career & Technical Education
 ECTE 505 Training in Bus & Industry
 ECTE 509 Occup Analysis/Needs Assessment
 ECTE 510 Evaluation in CTE
 ECTE 516 Issues in CTE
 ECTE 521 Ldrshp & Organ Dynamics
 ECTE 591 Internship in CTE
 ECTE 595 Content/Instr Wrkshps & Seminars/CTE
 ECTE 600 Admin Educational Programs
 ECTE 650 Implementing TQM in Education
 ECTE 694 Graduate Topics in CTE
 ECTE 697 Special Studies in CTE
 EDUC 501 Prin of Teaching & Learning
 EDUC 508 Instruc of Excep Learners
 EDUC 511 Princ of Ed Eval & Research
 EDUC 512 Research Field Study
 EDUC 518 Diversity/Classroom & Workplace
 EDUC 540 Educ Tech in the Classroom
 EDUC 560 Adv Application of Ed Tech
 EDUC 570 Teaching/Learning Theories
 EDUC 601 Curriculum Leadership/ Development
 EDUC 606 Funding/Financing Educ Programs
 EDUC 620 Adv Integrated Curriculum Design/Eval
 EDUC 630 School Law EDUC 635 School Personnel Management
 EDUC 660 Action Research
 EDUC 680 Capstone-Portfolio/ Project
 EDUC 699 Thesis

Options:	Response Count	Response Percent
0	2	28.6%
1-2	2	28.6%
3-4	0	0
5-6	3	42.9%
7-8	0	0
9 or more	0	0

18. At which campuses have you taught courses in the traditional format that have served the MS CTE program? Check as many campuses as apply.

Options:	Response Count	Response Percent
Big Rapids	8	100%
Grand Rapids	1	12.5%%
Traverse City	3	37.5%
Flint	6	75.0%
Other	0	12.5%

19. I am satisfied with the offerings at FSU's satellite campus locations for the program.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	1	14.3%
Neutral	3	42.9%
Agree	3	42.9%
Strongly Agree	0	0

20. I would recommend the MS CTE program to students interested in a career in this field.

Options:	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	2	28.6%
Strongly Agree	5	71.4%

21. Please rate the overall quality of the program.

Options:	Response Count	Response Percent
Poor	0	0
Fair	0	0
Good	3	42.9%
Very Good	4	57.1%
Unknown	0	0

22. Based on your experience, please list 2 or 3 suggestions to further strengthen the program.

Programs need to be marketed
 More face to face classes, fewer online
 More online and unique delivery options.
 Diversify faculty, focus program on one or two FSU campuses only, implement cohort groups for efficiency of delivery.
 At least one faculty with sole commitment to CTE A CTE person as the graduate coordinate so students are not pushed into M.Ed. when MSCTE is a better option
 More faculty and student recruitment into the program. Too many course taught by the same professors
 less reliance on adjuncts
 Flexibility - too much at times, needs updating in some areas.

23. Based on your experience, please list 2 or 3 strengths of the program.

Strong faculty involvement and support for students.
The program is connected to the current issues in the field. The students are working adults that contribute to the education of everyone.
Directly related to CTE teaches in Michigan and attempts to strengthen CTE teacher skills.
Unique status in the state, High visibility for FSU, COEHS and SOE with MCCTE grant Excellent reputation
A long history at Ferris of career tech education
Serves a needed niche in the state
Flexibility, Serves Adults

24. What additional resources do you recommend to make the MS CTE program more successful?

Get the Ed Tech option approved by the state so students can get an endorsement as graduates.
Another faculty member to promote the program with release time.
One additional faculty person.
Voc. Cert person. Additional faculty. More advertising.
One more full-time, tenure track position
Communication.

Advisory

F. Advisory Committee Perceptions:

The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and mega trends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.

The School of Education created a special advisory committee to deal specially with the Career and Technical Education programs (graduate and undergraduate). This committee set goals for the program, along with strategic action plans for each goal. These goals and action plans are currently being developed and or have been accomplished to varying degrees.

The following people have been asked to serve of this committee:

Administrative Option:	Robert Magee (Genesee County ISD)
Post-secondary Administrative Option:	Michelle Walker (FSU)
Instructor Option:	Tracy Glentz (FSU)
Training & Development Option:	Thomas Kuzcera (GM)

1. Create innovative programs to recruit and market CTE teachers especially in high demand (such as early childhood, electronics, manufacturing, CAD, machine tools, graphic arts and visual arts, HVAC-plumbing, auto/ transportation) occupations.

- a. Attending / presenting conferences in order to keep current with the field.
- b. Develop marketing brochures.
- c. Set-up booths at conferences including ASTD, professional societies, NSPI, and quality organizations.
- d. Create and submit ads in professional trade journals including website links.
- e. Set-up booth at job fairs.
- f. Establish a web-based position and resume bank for schools and CTE teachers.
- g. Determine a way to reach business and industry people as possible teachers (unions, etc.)
- h. Interface with vocational associations (ACTE, MCOVE, MTTE, MITES, MODAC, HOSA, VICA, BPA) assigned to represent CTE Advisory Committee
- i. Consider hiring a recruitment (Education and Industry liaison) person on an incentive basis.

2. Deliver high quality and flexible programs to prepare and certify exemplary CTE teachers, staff and administrators.

- a. Develop and implement the “Sandwich” model
- b. Customize certification programs for technical centers with high certification and BS program needs.

3. Develop high quality professional development opportunities for currently employed CTE teachers.

- a. Offer short intensive workshops on “hot” topics for CTE teachers.
- b. Offer competency –based academic credits (1 credit) for CTE teachers.

4. Collect and analyze data for the continuous improvement of CTE program offerings.

- a. CTE Graduate Survey.
- b. CTE Current Students
- c. Survey of all technical centers on existing program offerings and vacancies.

5. Serve as a central source of information on CTE in Michigan.

- a. Establish a web-based position and resume bank for schools and CTE teachers.
- b. Create promotional handout or publication materials on “how to get into teaching” – put information on the web.
- c. Maintain the website for clearinghouse for current job openings and potential instructors.
- d. Contact Bureau of Apprenticeship and Training – offer them use of the site.
- e. TTC could be used as a link to the business and industry world.

**** The goals will be reviewed and possibly revised this coming Fall 2008 with input from the advisory group and related research. *****

Advisory Committee Research Support:

Insight and direction from research has and will support the advisory committee’s discussion:

Attributes and Characteristics of Exemplary, Leading, and Innovative Career and Technical Education Teacher Preparation Programs

National Research Center for Career and Technical Education University of Minnesota

<http://cehd.umn.edu/NRCCTE/publications/HTMLResearch/AttributesCharacteristics.html>

SECTION 3: PROGRAM PROFILE

A. PROFILE OF STUDENTS

1. Student Demographic Profile

Total Program

Year	Total Enrolled	Gender		Race						
		Male	Female	Unknown	Black	Hispanic	Indian/Asian	Asian/ Pac Islander	White	Foreign
2003	77	40	37	3	12	1	0	0	59	2
2004	45	20	25	2	6	1	1	0	35	0
2005	26	16	10	1	3	1	1	1	19	0
2006	16	10	6	1	2	0	0	1	12	0
2007	9	9	6	3	0	0	0	0	9	0

Year	Enrollment Status	
	Full-time	Part-time
2003	9	68
2004	1	44
2005	1	25
2006	0	16
2007	0	9

Year	Campus	
	Off-Campus	On-Campus
03-04	18	27
04-05	12	34
05-06	12	16
06-07	4	29

Post-secondary Administrative Option

Year	Total Enrolled	Gender		Race						
		Male	Female	Unknown	Black	Hispanic	Indian/Alaksan	Asian/ Pac Islander	White	Foreign
2005	4	1	3	0	2	0	0	0	2	0
2006	6	1	5	0	1	0	0	0	5	0
2007	8	3	5	0	1	0	0	0	7	0

Year	Enrollment Status		Average Age
	Full-time	Part-time	
2005	1	3	32
2006	1	5	35
2007	1	7	39

Educational Technology Option

Year	Total Enrolled	Gender		Race						
		Male	Female	Unknown	Black	Hispanic	Indian/Asian	Asian/ Pac Islander	White	Foreign
2005	2	2	0	1	0	0	0	0	1	0
2006	1	0	1	0	0	0	0	0	1	0
2007	1	0	0	0	0	0	0	0	1	0

Year	Enrollment Status		Average Age
	Full-time	Part-time	
2005	0	2	46
2006	0	1	35
2007	0	1	35

Instructor Option

Year	Total Enrolled	Gender		Race						
		Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/ Pac Islander	White	Foreign
2004	15	8	7	1	3	0	0	0	35	0
2005	21	12	9	1	1	0	0	0	19	0
2006	21	11	10	0	0	1	0	0	20	0
2007	25	14	11	0	0	1	0	0	24	0

Year	Enrollment Status		Average Age
	Full-time	Part-time	
2004	1	14	47
2005	4	17	46
2006	1	20	47
2007	2	23	42

Administrative Option

Year	Total Enrolled	Gender		Race						
		Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/ Pac Islander	White	Foreign
2003	1	1	0	0	0	0	0	0	1	0
2004	3	1	2	0	0	0	0	0	3	0
2005	5	3	2	0	0	0	0	0	5	0
2006	6	3	3	1	2	0	0	0	3	0
2007	9	4	5	0	3	0	0	0	6	0

Year	Enrollment Status		Average Age
	Full-time	Part-time	
2003	0	1	41
2004	0	3	42
2005	0	5	41
2006	0	6	38
2007	1	8	36

Training & Development Option

Year	Total Enrolled	Gender		Race						
		Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/ Pac Islander	White	Foreign
2003	1	0	1	0	0	0	0	0	1	0
2004	3	1	2	0	1	0	0	0	2	0
2005	6	3	3	0	2	0	0	0	4	0
2006	2	1	1	0	0	0	0	0	2	0
2007	12	4	8	1	2	0	0	0	8	0

Year	Enrollment Status		Average Age
	Full-time	Part-time	
2003	0	1	28
2004	2	1	36
2005	1	5	33
2006	0	2	45
2007	0	12	36

- g. Discuss how the information presented in the tables above impacts the curriculum, scheduling, and/or delivery methods in the program.

The courses within the MSCTE are offered on a rotational basis among semesters. Likewise, courses are rotated among the Extended Campus Centers.

Course are delivered via face-to-face, mixed-delivery (combination of face-to-face and FerrisConnect), and fully online methods. Anecdotal feedback from students seems to indicate a preference for at least some face-to-face instruction. Most mixed delivery classes begin and end online with two Friday-night/Saturday face-to-face sessions. Others meet from one to three Saturdays/Sundays.

Quality of Students

- a. What is the range and average GPA of all students currently enrolled in the program?
ACT? Comment on this data.

Total Program

Year	Avg. GPA	Min. GPA	Max. GPA
02-03	3.79	2.065	4.000
03-04	NA	NA	NA
04-05	NA	NA	NA
05-06	3.78	2.962	4.000
06-07	3.73	3.290	4.000

Training & Development Option

Year	Avg. GPA	Min. GPA	Max. GPA
2003	3.550	3.552	3.552
2004	2.940	2.940	2.940
2005	3.62	2.855	3.063
2006	3.92	3.840	4.000
2007	3.73	3.15	4.000

Educational Technology

Year	Avg. GPA	Min. GPA	Max. GPA
2005	4.00	4.00	4.00
2006	4.00	4.00	4.000
2007	3.95	3.95	3.95

Instructor Option

Year	Avg. GPA	Min. GPA	Max. GPA
2004	3.64	1.500	4.000
2005	3.78	2.850	4.000
2006	3.84	3.290	4.000
2007	3.85	3.06	4.000

Administrative Option

Year	Avg. GPA	Min. GPA	Max. GPA
2003	4.00	4.00	4.00
2004	4.00	4.00	4.00
2005	3.78	3.675	4.00
2006	3.16	2.770	3.600
2007	3.25	2.33	3.93

Post-secondary Administrative Option

Year	Avg. GPA	Min. GPA	Max. GPA
2005	3.57	3.10	4.00
2006	3.53	3.220	3.770
2007	3.86	3.60	4.00

b. What are the range and average GPAs of students graduating from the program? ACT?
Comment on this data.

Total Program

Year	Avg. ACT	Min. ACT	Max. ACT
2003	18.63	13	25
2004	19.36	14	26
2005	17.50	14	24
2006	19	16	11
2007	NA	NA	NA

Post-secondary Administrative Option

Year	Avg. ACT	Min. ACT	Max. ACT
2005	18.67	16	33
2006	22	22	22
2007	17.33	13	22

Administrative Option

Year	Avg. ACT	Min. ACT	Max. ACT
2003	NA	NA	NA
2004	NA	NA	NA
2005	20	20	20
2006	15.50	11	20
2007	18	16	20

Educational Technology Option

Year	Avg. ACT	Min. ACT	Max. ACT
2005	22	22	22
2006	NA	NA	NA
06-07	NA	NA	NA

Instructor Option

Year	Avg. ACT	Min. ACT	Max. ACT
2004	15	15	15
2005	18.50	17	20
2006	16	15	17
2007	19.40	15	24

Training and Development Option

Year	Avg. ACT	Min. ACT	Max. ACT
2003	26	26	26
2004	21.50	17	26
2005	19.25	15	26
2006	NA	NA	NA
2007	17.75	14	21

- c. In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

According to the FSU catalog, the following are the criteria for admission into the MSCTE programs: The applicant must possess a baccalaureate degree from an accredited college or university with a 2.75 or higher GPA on a 4.0 scale. Conditional entry may be granted when the 2.75 requirement has not been met. Once a student has been granted conditional entry, he/she must earn a GPA of 2.75 within the first nine (9) hours of graduate level courses.

- d. Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.
- e. What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.
- f. What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.

Graduate students, who successfully complete the Master of Science in Career and Technical Education, are eligible to pursue their doctorate in education through a collaborative partnership between Ferris State University and Western Michigan University

2. Employability of Students

- a. How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.

Graduate Follow-Up Survey 2005-2006

Total	# Responded	% Responded	Placement Rate	Avg. Salary
29	16	55	100	\$51,309

- b. What is the average starting salary of graduates who become employed full-time in the field since inception (for new programs) of the last program review? Compare with regional and national trends.

As listed above, the average salary for a MSCTE graduate is \$51,309.

Comparing that to Bureau of Labor Statistics Median annual earnings of all **postsecondary teachers** in 2006 were \$56,120. The middle 50 percent earned between \$39,610 and \$80,390. The lowest 10 percent earned less than \$27,590, and the highest 10 percent earned more than \$113,450.

Earnings for college faculty vary according to rank and type of institution, geographic area, and field. According to a 2006-07 survey by the American Association of University Professors, salaries for full-time faculty averaged \$73,207. By rank, the average was \$98,974 for professors, \$69,911 for associate professors, \$58,662 for assistant professors, \$42,609 for instructors, and \$48,289 for lecturers. Faculty in 4-year institutions earn higher salaries, on average, than do those in 2-year schools. In 2006-07, faculty salaries averaged \$84,249 in private independent institutions, \$71,362 in public institutions, and \$66,118 in religiously affiliated private colleges and universities. In fields with high-paying nonacademic alternatives—medicine, law, engineering, and business, among others—earnings exceed these averages. In others fields, such as the humanities and education, earnings are lower. Earnings for postsecondary career and technical education teachers vary widely by subject, academic credentials, experience, and region of the country.

Many faculty members have significant earnings in addition to their base salary from consulting, teaching additional courses, research, writing for publication, or other employment. In addition, many college and university faculty enjoy unique benefits, including access to campus facilities, tuition waivers for dependents, housing and travel allowances, and paid leave for sabbaticals. Part-time faculty and instructors usually have fewer benefits than full-time faculty.

The salary comparisons for **administrator and post-secondary administrator** reflect diversity related to the type of administrative position held.

According to the College and University Professional Association for Human Resources, median annual salaries for selected administrators in higher education in 2006-07 were as follows:

Chief academic officer	\$140,595
Academic deans:	
Business	\$135,080
Arts and sciences	121,942
Graduate programs	120,120
Education	117,450
Nursing	112,497
Health-related professions	110,346
Continuing education	99,595
Occupational studies/vocational education	83,108

A different outlook is evident for **Training and Development** graduates, possibly because they are typically employed in the private sector. It is estimated that through the year 2016 opportunities will increase from 11-18% depending on the area of specialization in that career area. Median annual earnings of training and development managers were \$80,250 in May 2006. The middle 50 percent earned between \$58,770 and \$107,450. The lowest 10 percent earned less than \$43,530, and the highest 10 percent earned more than \$141,140.

- c. How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data.
- d. Describe the career assistance available to the students. What is student perception of career assistance?
- e. How many graduates continue to be employed in the field? Comment on this data.
- f. Describe and comment on the geographic distribution of employed graduates.

Graduates tend to be employed in the geographic region where they enrolled in their master's degree courses. For most, the attainment of the MSCTE degree is either a stipulation of their continued employment (as for the many FSU instructors who enroll in the program) or employment enhancement.

- g. How many students and/or graduates go on for additional educational training? (Give annual average.) Comment on this data.
- h. Where do most students and/or graduates obtain their additional educational training? Comment on this data.

The majority of students who do choose to earn a terminal degree after the MSCTE degree choose to join our partnership with Western Michigan University.

B. ENROLLMENT

1. What is the anticipated fall enrollment for the program?

Enrollment by Fall Semester—Total Program

2003-04	2004-05	2005-06	2006-07	2007-08
41	31	26	17	32

2. Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.
3. Since the last program review, how many students apply to the program annually?
4. Of those who apply, how many and what percentage are admitted?
5. Of those who are admitted, how many and what percentage enroll?
6. What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.

C. PROGRAM CAPACITY

1. What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.

Since the previous review, this program lost one of its founding professors, Dr. Ed Cory. During his illness and immediately following his death, Dr. Cheryl Thomas, a tenure-track assistant professor who had been hired to teach secondary methods, along with administrative and curriculum courses (but who also has a background in CTE) taught several classes each semester.

In 2004 Dr. F. Michael Ennis was hired for the CTE position left by Dr. Cory. Dr. Ennis is assigned to the Eastern Center and is housed at Mott Community College where in addition to CTE courses he teaches secondary methods, technology applications, and research methods courses.

In 2007 Dr. Thomas reverted to her original teaching assignment, and teaches in Flint, Dowagiac/Niles, Traverse City and Big Rapids. The only MSCTE courses she continues to teach are those that are part of the administrative and post-secondary administrative options.

Dr. Katherine Manley continues as senior faculty in the CTE program. Since July 2006 she has also served as Director of the Michigan Center for Career-Technical Education (MCCTE) under a grant from the Michigan Department of Education. Her expertise extends into Total Quality Management, and these courses remain popular with students. However, during the 2008-2009 academic year Dr. Manley will be on a partial release time. This, combined with her responsibilities affiliated with the MCCTE, have worked to down-size the number of CTE courses she is available to teach.

Given the limited number of faculty assigned to CTE, and that the attention of senior faculty is currently directed elsewhere, it seems unlikely that the program could accommodate higher levels of enrollment.

Currently these programs do not fall under the umbrella of a specific accreditation body, as do other programs in the department for which certification is the end result and thus are included in our current effort to become accredited by TEAC.

Likewise, the status of K-12 Career-Technical Education is in flux throughout the State and the country. The current federal administration has not included funding for such programs in the proposed budget for the upcoming fiscal and the State of Michigan has chosen to emphasize college-preparation courses in its secondary Michigan Merit Curriculum. The impact of these conditions upon our enrollment is uncertain. It is possible, however, that CTE for secondary students might be shifted to the community colleges, and this could serve to boost enrollment in the instructor and post-secondary administrative options. If responsibility for CTE is pushed upward into post-secondary institutions, the need for additional instructors with masters' degrees would increase.

Also, there is a proposal before the University Curriculum Committee and the Michigan Department of Education for a new Master's of Science in Education Leadership. When approved by both bodies and implemented, it is anticipated that this degree would supplant the Administrative and Post-secondary Administrative Options; these two would become areas of concentration under within the new program.

D. RETENTION AND GRADUATION

1. Give the annual attrition rate (number and percent of students) in the program.
2. What are the program's current goals, strategy and efforts to retain students in the program?

At this time, it is the goal of the MSCTE program to sustain its current level of enrollment. A few strategies could be implemented that might build enrollment:

- a. Market the Instructor option to community colleges via the Michigan Occupational Deans Administrative Council.
 - b. Market the Administrative option through Michigan Association of Secondary School Principals.
 - c. A venue for marketing the Training and Development option needs to be identified.
3. Describe and assess trends in number of degrees awarded in the program.

MSCTE Degrees Conferred	
2004-2005	49
2005-2006	29
2006-2007	34

The enrollment seems to be remaining steady, although there are fluctuations among the various options. The administrative option will be phased out when the new Master's of Science in Educational Leadership program is approved and implemented. This will remove a majority of the students in the program. Thus, it becomes imperative that venues for marketing be identified and strategies for marketing the programs be implemented.

4. How many students who enroll in the program graduate from it within the prescribe time? Comment on any trends.
 - a. On average, how long does it take a student to graduate from the program?

Most students complete the program within five years of their admission. Extension waivers are available through the School of Education Graduate Curriculum Committee.

E. ACCESS

1. Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning mixed delivery courses, scheduling.

As stated above, the courses within the MSCTE are offered on a rotational basis among semesters. Likewise, courses are rotated among the Extended Campus Centers.

Course are delivered via face-to-face, mixed-delivery (combination of face-to-face and FerrisConnect), and fully online methods. Anecdotal feedback from students seems to indicate a preference for at least some face-to-face instruction. Most mixed delivery classes begin and end online with two Friday-night/Saturday face-to-face sessions. Others meet from one to three Saturdays/Sundays.

2. Discuss what effects the actions in (1) have had on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.
3. How do the actions described in (1) advance or hinder program goals and priorities?

The effort to serve constituencies across the State requires that faculty must travel—a lot. Several consequences arise from this fact: (a) Students come to expect that all courses will be offered at their regional center; however, courses have difficulty filling to capacity when stretched like that. (b) It is more expensive to delivery courses at the various sites due to mileage, housing, per diem, travel increment expenses.

F. CURRICULUM

1. Program Requirements. Describe and assess the program-related courses required for graduation.

- a. As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.

Because this is a graduate-level program, there are few General Education courses required. However, a comparison study was done of similar programs in various universities. That comparison table follows.

- b. Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes.)

Again, this question does not apply to the Master's of Science in Career-Technical Education.

2. Has the program been significantly revised since the last review, and if so, how?

No unified revision of this program has occurred. However, several of the courses within the program have undergone revision.

3. Are there any curricular or program changes currently in the review process? If so, what are they?

Either approved and awaiting implementation, or moving through the University's curriculum process are the following changes:

- All educational research courses have been revised by the SOE Graduate Curriculum Committee in order to provide a deeper research experience for students. EDUC 511 continues to be a general introduction of research methods. It is in EDUC 511 that students will begin to outline their capstone project or thesis. However, EDUC 512 Research Field Study has been eliminated.

As originally designed, EDUC 660 Action Research has been eliminated. In its place are two courses: EDUC 661 Quantitative Research Methods in Education and EDUC 662 Qualitative Research Methods in Education. The student will choose one of these courses in consultation with their instructor for EDUC 511 because the outline they have prepared will determine which course is appropriate. During these courses students will complete the first three chapters of their project (statement of problem and research questions, literature review, and methodology plan) for both the Capstone Project and the Thesis. They will also begin the Human Research Studies approval process and select their capstone faculty committee.

- Awaiting approval at both the University Curriculum Committee and the Michigan Department of Education is a Master of Science in Education Leadership. This research-based proposal has caused the revision of some administrative courses, the elimination of others, and the design of several new courses. As this program is implemented and grows, additional courses are planned that will allow administrative students to select an area of concentration in CTE, post-secondary or K-12 administration (currently this differentiation occurs within the courses as outcomes remain static, but assignments are prescribed to meet the needs of the individual student).

Newly Created Courses:

EDEL Instructional Supervision
 EDEL Theories of Leadership
 EDEL School and Community Relations
 EDEL School Business Management
 EDEL Organizational Dynamics
 EDEL Internship

Courses to be Deleted or Removed from the Program:

ECTE 510 Evaluation in Career & Technical Education
 ECTE 521 Leadership and Organizational Dynamics
 ECTE 600 Administration of Educational Programs
 EDUC 601 Curriculum Leadership & Development
 EDUC 606 Funding & Financing Educational Programs
 EDUC 635 School Personnel Management

- The EDUC 540 Educational Technology course has been deleted. The outcomes that were addressed by this course have been absorbed into and applied in the other courses of the program.

4. Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?

Yes, the program will be revised to accommodate the changes in Perkins legislation as new curriculum standards for all CTE programs are implemented.

G. QUALITY OF INSTRUCTION

1. Discuss student and alumni perceptions of the quality of instruction.

Graduates and current students rate the quality of instruction high. Feedback from students indicates that the content in the program courses is relevant to their needs. Most of them would recommend the program to their colleagues.

2. Discuss advisory committee and employer perceptions of the quality of instruction. Currently there is no active advisory committee and thus no formal opportunity for employer feedback. However, the following alumni and employer representatives from among them have been invited to begin serving as an advisory committee:

Administrative Option:	Robert Magee (Genesee County ISD)
Post-secondary Administrative Option:	Michelle Walker (FSU)
Instructor Option:	Tracy Glentz (FSU)
Training & Development Option:	Thomas Kuzcera (GM)

3. What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc?

The faculty takes pride in providing one-on-one support to and building strong relationships with students of the MSCTE program. Likewise they use and model the use of technology in each class. Because of the geographical locations of students in these programs it is difficult for them to serve as graduate assistants at the Main Campus.

4. Describe the types of professional development faculty have participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.)

All faculty have utilized the FerrisConnect training provided by the Center for Teaching and Learning. Additionally, the following are representative of professional development completed by them:

Michigan Career Education Conference (annual)
National Teacher Education Institute for Career & Technical Education
Leadership: The Bridge to Change with Peter Senge
Baldrige Regional Conference
Michigan Association for Community College Educator Programs
Michigan Association of Secondary School Principals Conference
Phi Delta Kappa Summit on High-Performing Educators
Professional Learning Community, "Enhancing On-line Learning"
HLC Academy

5. What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.

Guest lecturers, such as the Flint Police Department (on recognizing and dealing with gang activity) are often invited to expand the scope of content. Administrative students have expressed interest in special seminars in policy development, including “field trips” to both Lansing and Washington DC to meet and discuss educational policies with legislators. These ideas are at the discussion level.

6. Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.

Ideally, instructors are implementing current research in andragogy (adult learning methods). Additionally, the proposed administrative program was based on a review of recent research related to successful school leadership. Furthermore, all faculty bring current research into courses as discussion topics and require students to review current research.

7. What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?

Students have expressed appreciation for the expansion of their intellectual horizons. Repeatedly alumni have reported how they apply the research they’ve “discovered” while students in the program.

H. COMPOSITION AND QUALITY OF FACULTY

1. List the names of all tenured and tenure-track faculty by rank:

a. Identify their rank and qualifications

b. Indicate the number of promotions or merit awards received by the program faculty since the last program review.

Dr. Thomas earned tenure during the 2006-2007 academic year.

c. Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc).

Dr. F. Michael Ennis, Tenure-Track, Associate Professor. Dr. Ennis has extensive experience with two Michigan Department of Education funded projects developing over 100 in-services for Michigan Vocational Educators and locating and developing instructional materials. His recent presentations include: "Integrating Internet Based Media to Enhance CTE Instruction" and Academic and Vocational Integration: Lessons from the Past".

Dr. Katherine Manley, Tenured, Professor. Dr. Manley has extensive state, national and international experience crossing the divide between academic and business and industry. Dr. Manley has been involved in two general areas: (a) instructional development, delivery, and assessment, and (b) quality initiatives. Some her more recent presentations include: Segmenting the CTE Curriculum into Modules. Dr. Manley co-authored the successful MCCTE grant and serves as director of the Michigan Center for Career Technical Education where her responsibilities include spearheading the Michigan CTE Curriculum Standards Project.

Dr. Cheryl Thomas, Tenured, Assistant Professor. Dr. Thomas's experience focuses on academic administration, systems of educational delivery, and assessment of student learning. She participates on the Academic Affairs Assessment Committee and the Higher Learning Commission Team. Recently she presented, "Tapping the Energy of your Advisory Committee" at the 2008 Michigan Conference on Career Education. Dr. Thomas also co-authored the successful MCCTE grant with the Michigan Department of Labor and Economic Growth.

2. Workload

a. What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a “normal” load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?

# faculty accepting overloads	F 03	W 04	F 04	W 05	F 05	W 06	F 06	W 07	F 07
	5	6	6	6	5	8	8	6	

The normalized credit load is 24 credits for fall and winter semesters. The overload maximum is 34 credits for fall and winter, but it is rare to have any faculty member carry this load level. The courses in this program are loaded at the graduate rate of 1.33333.

b. List the activities for which faculty receive release time.

Name	Activity	Amount	Semester/Year
Dr. Thomas	MCCTE Grant	3 credits	F 07 & Spring 08
Dr. Ennis	MCCTE Grant	3 credits	F07

3. Recruitment

a. What is the normal recruiting process for new faculty?

The School of Education recruits new faculty following the guidelines of the university. These guidelines include:

“HRD reviews the PRI forms and contacts the hiring unit if any changes are necessary. When approved, HRD submits the information for posting on the Web, electronically distributes the PVA on campus, and records in on the Job Hotline.

HRD places the ads. All ads reference the position number, which applicants must include on the application envelope. HRD sorts applications by position number and forwards unopened applications to the hiring unit.

The hiring unit conducts specialty recruitment. This may include personal and professional contacts and mailings to other institutions. This recruitment should direct applicants to mail applications directly to the hiring unit, not to HRD.”

The School of Education supplements these hiring policies by advertising positions in professional association electronic job postings, internet sites and through professional contacts.

b. What qualifications (academic and experiential) are typically required for new faculty?

Candidates for tenure-track positions are required to have an earned terminal degree in the field of education and have three years of successful teaching experience. These individuals must also have a record of potential for excellence in teaching, research, and service. Furthermore, all applicants are required to have background and experience in an area of Career Technical Education.

c. What are the program's diversity goals for both gender and race/ethnicity in the faculty?

Currently, the faculty members that teach in the MSCTE program include one Caucasian male and two Caucasian females. The track record within the college has been to hire the best qualified candidate for the position as in accordance with the recently passed Michigan Proposal 2 which bans racial and gender preferences in public university admissions and government hiring.

d. Describe and assess the efforts being made to attain goals in (c).

CTE faculty applicants are screened for job qualifications, teaching experience, educational background, scholarship, and other qualifications directly related to the job description. Adjunct faculty applications are screened by at least three members of the Graduate Curriculum Committee.

4. Orientation. Describe and assess the orientation process for new faculty.

Orientation for new faculty consists of the assignment of a mentor within the school, attendance at the FSU Faculty Center for Teaching and Learning's week-long orientation session entitled: "New Faculty Transition Program" and informational meetings regarding tenure and promotion policies provided by senior tenured faculty. Additional advising training sessions are provided, as is technical training.

The orientation process for new faculty offers a good opportunity for on-campus faculty to be introduced to resources on the main campus. However, very little support is offered to faculty who are assigned off-campus. The year-long transition program sessions for new faculty are often scheduled at timeframes that are not conducive to learning after driving long distances to the main campus.

5. Reward Structure

Travel funds are currently distributed at the discretion of the dean of the College of Education and Human Services and the Chair of the School of Education. In recent years, the chair of the department has established a minimum amount for faculty conferences that assists in planning professional development activities. Faculty is also encouraged to access resources outside the college, yet within the university. Occasionally, grant monies are available for select initiatives.

- a. Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.

According to faculty contract, the dean appoints half of the merit committee members. Each program unit in the College of Education and Human Services is required to have a member on the promotion and merit committee.

- b. Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

Within the past few years one vocational administrator with exceptional experience and educational credentials refused to apply for a position at the university due to the low salary offered for beginning assistant and associate professors. She indicated taking a \$40,000 cut in pay was not worth the sacrifice at that time in her career. The most recent hire to the faculty incurred a \$15,000 cut in pay and benefits from a former employer. In both cases, the individuals had to make decision to apply and accept or reject a position with the university.

Furthermore, it is disheartening to realize that graduates of the MSCTE program who are employed as *instructors* at FSU regularly earn +\$5,000 more upon graduation than some tenured faculty with terminal degrees who taught and mentored them through the program.

c. Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? In not, what recommendations would you make to correct the situation.

Funds are available for faculty members who wish to engage in research beyond scope of their regular teaching responsibilities,. Paid sabbatical leaves are also available for faculty that has met the qualifications as outlined in Section 10 of the faculty contract. The contract indicates merit pay is available if the faculty member meets the criteria established in Section 15 of the faculty contract. The reality is that the quota system used to award promotions and merit raises serves to extinguish both intrinsic and extrinsic motivation of faculty members.

d. Is enhancing diversity and inclusion a component of the reward structure? Please explain.

There is opportunity for faculty to attend diversity-related activities on and off-campus through conference funding and sponsored university events. The faculty is unaware of any official ear-tagged funds for the purpose of rewarding diversity enhancement and inclusion activities.

6. Graduate Instruction

- a. List all faculty teaching graduate courses.

Faculty Member	Title	Highest Degree
Dr. F. Michael Ennis	Associate—not tenured	Ph.D. Comprehensive Voc. Ed.
Dr. Katherine Manley	Professor—tenured	Ed.D. Vocational & Technical Education
Dr. Cheryl Thomas	Assistant—tenured	Ph.D. Ed. Leadership and Innovation

- b. What percentage of graduate courses is taught by non-tenure-track faculty? Please comment.

Currently, 100% of all graduate courses within the MSCTE program are taught by tenured or tenure-track faculty.

- c. What are the program’s criteria for graduate faculty?

Graduate school faculty must have advanced degrees related to Career-Technical Education and to have real-world experiences related to their CTE field. Additionally, all graduate-level faculty must be approved by the Graduate Curriculum Committee.

- d. Have all graduate faculty (including non-tenure-track faculty) met the criteria? Please comment.

Yes

7. Non-Tenure-Track and Adjunct Faculty

- a. Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.

Not applicable.

- b. What percentage of program courses is taught by the faculty in (1)? What courses are they teaching? Please comment.

Not applicable.

- c. Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?

Not applicable.

- d. Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?

Not applicable.

- e. If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?

Not applicable.

I. SERVICE TO NON-MAJORS

1. Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.

Not applicable.

2. Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.

Not applicable.

3. Discuss the impact of the provision of General Education and non-General Education courses has on the program.

Not applicable.

4. Does the program plan to increase, decrease, or keep constant its level of service courses? Explain

Not applicable.

- J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. Submit Institutional Research and Testing data. Comment on the data.

ECTE Prefix

Year	SCH	FTEF	SCH/FTEF
2002-03	621.00	1.96	316.94
2003-04	487.00	1.72	282.62
2004-05	349.00	1.29	271.00
2005-06	579.00	1.90	305.34
2006-07	532.00	1.07	495.70

(Fall 2002-Winter 2007 Productivity Report, pages 42 & 44)

Total School of Education			
Year	SCH	FTEF	SCH/FTEF
2002-03	9,362.00	23.07	405.76
2003-04	11,455.99	28.73	398.77
2004-05	11,903.00	32.64	364.72
2005-06	12,460.00	33.34	373.70
2006-07	11,739.00	29.65	395.87

(Fall 2002-Winter 2007 Productivity Report, pages 10-11)

Average Instructor, Department and Dean's Cost Per SCH for Degree Programs School of Education Department

Administrative Option (2003-2004 latest data available)

	Instructor Cost per Student Credit Hour	Department Cost per Student Credit Hour	Dean's Cost per Student Credit Hour	Average for Program Total Cost per Student Credit Hour
Total for Program	150.01	42033	22.16	214.49
ECTE 521	280.00	128.00	67.00	
ECTE 600	673.00	128.00	67.00	
EDUC 508	285.00	128.00	67.00	
EDUC 511	474.00	128.00	67.00	
EDUC 516	300.00	128.00	67.00	
EDUC 518	308.00	128.00	67.00	
EDUC 601	609.00	128.00	67.00	
EDUC 606	546.00	128.00	67.00	
EDUC 620	623.00	128.00	67.00	
EDUC 630	353.00	128.00	67.00	
EDUC 635	450.00	128.00	67.00	

Instructor Option (2003-2004 latest data available)

	Instructor Cost per Student Credit Hour	Department Cost per Student Credit Hour	Dean's Cost per Student Credit Hour	Average for Program Total Cost per Student Credit Hour
Total for Program	150.01	42033	22.16	214.49
ECTE 500	668.00	128.00	67.00	
ECTE 504	450.00	112.00	62.00	
ECTE 510	1,220.00	128.00	67.00	
ECTE 516	412.00	128.00	67.00	
ECTE 521	280.00	128.00	67.00	
ECTE 591	383.00	86.00	45.00	
EDUC 508	285.00	128.00	67.00	
EDUC 511	474.00	128.00	67.00	
EDUC 512	569.00	86.00	45.00	
EDUC 516	300.00	128.00	67.00	
EDUC 518	308.00	128.00	67.00	
EDUC 540	275.00	128.00	67.00	
EDUC 620	623.00	128.00	67.	

Post-Secondary Administrative Option (2003-2004 latest data available)

	Instructor Cost per Student Credit Hour	Department Cost per Student Credit Hour	Dean's Cost per Student Credit Hour	Average for Program Total Cost per Student Credit Hour
Total for Program	150.01	42033	22.16	214.49
ECTE 500	668.00	128.00	67.00	
ECTE 504	450.00	112.00	62.00	
ECTE 510	1,220.00	128.00	67.00	
ECTE 521	280.00	128.00	67.00	
ECTE 600	673.00	128.00	67.00	
EDUC 511	474.00	128.00	67.00	
EDUC 512	569.00	86.00	45.00	
EDUC 518	308.00	128.00	67.00	
EDUC 601	609.00	128.00	67.00	
EDUC 606	546.00	128.00	67.00	
EDUC 630	353.00	128.00	67.00	

Training and Development Option (2003-2004 latest data available)

	Instructor Cost per Student Credit Hour	Department Cost per Student Credit Hour	Dean's Cost per Student Credit Hour	Average for Program Total Cost per Student Credit Hour
Total for Program	150.01	42033	22.16	214.49
ECTE 504	450.00	112.00	62.00	
ECTE 505	1,015.00	128.00	67.00	
ECTE 509	277.00	128.00	67.00	
ECTE 510	1,220.00	128.00	67.00	
ECTE 521	280.00	128.00	67.00	
ECTE 591	383.00	86.00	45.00	
ECTE 650	1,005.00	128.00	67.00	
EDUC 501	406.00	128.00	67.00	
EDUC 512	569.00	86.00	45.00	
EDUC 511	474.00	128.00	67.00	
EDUC 518	308.00	128.00	67.00	
EDUC 540	275.00	128.00	67.00	

The office of Institutional Research and Testing data indicates that the average instructor cost per semester credit hour (SCH) is \$189.17 for the program compared to 454.22 average for the university wide system, 395.87 for the School of Education, and 407.46 for the College of Education—all during the same fiscal period. The average cost to offer a SCH in the MSCTE program is below the university, college and school's average SCH.

K. ASSESSMENT AND EVALUATION

1. List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).

Presently these are the few internal variables used to assess the effectiveness of the program: graduation rates and employment rates. For 2005-06, the most recent data available, 29 students graduated, 16 (55%) responded to the graduate survey that they were all employed.

2. Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.

There is currently not enough trend data to analyze. However, as the School of Education prepares for accreditation through the Teacher Education Accreditation Council (TEAC), hallmark assignments have been identified, and these achievement data will be tracked via Livetext for courses within the administrative options.

3. Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.

Once we begin collecting these data during the 2008-09 academic year, we will meet with the SOE Graduate Curriculum Committee to review them and to make determinations regarding program and course improvements.

4. Describe how the trend data in (2) is used to assess the extent to which program goals are being met.

Once we begin collecting these data during the 2008-09 academic year, we will meet with the SOE Graduate Curriculum Committee to review them and to make determinations regarding program and course improvements.

L. ADMINISTRATIVE EFFECTIVENESS

1. Discuss the adequacy of administrative and clerical support for the program.

The Director of the School of Education is now settled in officially with the department's Secretary Level III. Each of these positions is supported by office assistants, work study students, and occasionally graduate assistants. It is anticipated that department operations will continue to improve.

It is the consensus of the APR Committee that administrative support for Career-Technical Education is not strong. Little direction is given, marketing activities have not been initiated or conducted, and the SOE website still displays inaccurate information. With the senior faculty's concentration on the MCCTE grant, there has been no oversight of the program or planning for the program.

2. Are the program and/or department run in an efficient manner? Please explain.

It is expected, as stated above, that departmental operations will continually improve in efficiency.

3. Are class and teaching schedules effectively and efficiently prepared? Please comment.

A five-year course rotation schedule has been established, however often there are alternations made to that schedule by the Extended Education Regional Centers. Also, the declining enrollment within the SOE programs sometimes causes cancellation of scheduled courses at certain centers due to low enrollment. This creates problems—especially for students who are nearing completion of the program. Then, faculty often oversee independent studies, adding to their workload, but with no compensation or recognition.

Periodically, there is discussion concerning the timeframe to cancel classes due to low enrollment. Off-campus students seem to enroll later in the registration timeframe, thus making it difficult to decide if a course will run or be cancelled. This creates stress on both students (who were counting on certain classes that are subsequently cancelled) and on faculty (who must pick up different courses at the last minute in order to fill their load. This situation creates ill-will.

Further, there seems to be a disconnect between the listing of course dates and times established by the faculty and what is entered in Banner.

4. Are students able to take the courses they need in a timely manner? Please comment.

Students are usually able to take the courses they need within the five-year window of opportunity. However, they must be willing to travel to one of the other regional centers in order to do so. While there is a push to create more fully online courses, students report that they prefer a mixed delivery. Again, faculty have offered independent studies to assist students in completing program requirements in a timely manner.

Section 4: Facilities and Equipment

A. INSTRUCTIONAL ENVIRONMENT

1. Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.

Most of the program courses offered on the main campus are located in Bishop Hall in classrooms that contain desks, chairs, tables, wireless internet access, and a main computer with projection devices. Although projection devices are available in most classrooms, many times the directions on the printed instruction cards are confusing. Program courses offered at extension sites have classrooms, labs and technology that vary in quality and accessibility but are adequate for instructional purposes. Smart carts with portable technology are available when a classroom does not have installed projection equipment.

It should be noted, though, that although technology is available, it does not include technology that is commonly utilized in business and industry, such as smartboards. Since these programs prepare professionals who will be leaders in post-secondary education and business/industry, this is a disadvantage.

Further, often the rooms are furnished with student desks that are not conducive to the frames of mature adults.

Especially for weekend classes, there other areas that needs to be addressed especially on off-campus sites. First is the lack private, quiet locations in which faculty can rest during lunch and break periods. And since often faculty is not given keys, the classrooms (with faculty's equipment) cannot be locked so that faculty can leave the facilities for lunch. In the same way, access to office services (such as printers and copy machines) for weekend classes does not exist. Nor is technical assistance available when technology does not work as expected.

2. How does the condition of current facilities impact program delivery? Explain.
3. Faculty often bring along personal printers, extension cords, internet cables, and projection devices each time they teach at off-campus locations. However, in recent years the condition and availability of facilities has increased. Some of the classrooms in Bishop Hall are small often limiting the amount of room space available for active student participation. Since most of the program course offerings are available during weekend timeframes, there is little competition for classroom space. Extension center staff attempt to rent classrooms that are best suited to each professor's needs. Thus, there has not been a debilitating impact on program delivery.

4. Describe the program's projected needs with respect to instructional facilities.

At this time the facilities are minimally adequate. However, given that these are graduate programs, it should be considered that a center for graduate studies be built. This center could contain state-of-the-art classrooms, auditorium, and dorm-type rooms so that graduate students could come to our campus with no hassle over where they will stay and how much it would cost. This would also serve to centralize the programs on the main campus, and would bring prospective leaders to the campus, and would also serve to build strong alumni-university/college/program relationships.

5. Describe current plans for facilities improvements and indicate their status.

Bishop Hall was originally designed as a student dormitory and currently has a multitude of recurrent electrical, plumbing, and air conditioning problems. The College of Business and Human Services is scheduled for a new building in the future, but given the status of the State's current budget, it is doubtful that a new education building will be built soon.

6. Describe how proposed changes or improvements to facilities would enhance program delivery.

As stated in (4) above, any facility improvement would enhance program offerings by providing a more comfortable and productive learning environment. Increased classroom space would allow for multiple student activities to occur in a classroom along with adequate space for student presentation and active participation. The increased space will allow for more activities and learning space that is supported by the constructivist teaching and learning philosophy.

B. COMPUTER ACCESS AND AVAILABILITY

1. Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.

The program does not have specific computing resources allocated to it. The program shares computing resources allocated to the school, the Extended Campuses, and other program. There is a computer lab on the second floor in Bishop Hall, and additional computers are available in computer labs in FLITE. Some faculty has purchased projection equipment with professional development funds to use in both off- and on-campus locations.

2. Discuss how these resources are used.

At the graduate level, the computing resources are used to complete research activities, access internet-based resources, word process, inventory learning activities using Livetext, delivery instruction via FerrisConnect, and communicate. The wireless internet access available at the Northern campus and on main campus allows students to connect and access videos, simulations, databases, professional associations, and many other forms of information during classtime.

3. Discuss the adequacy of these resources and identify needed additional resources.

Presently, the technology resources at main campus and the Northern campus are adequate for the purposes of the program courses. Development and revision of advanced uses of technology within the program may create an additional need for webcams, video editing software, streaming capability, and larger storage devices both on personal computers used for instruction, and on the university server.

4. Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents.

Both the School of Education and the College of Education and Human Services have equipment rotation schedules, and have provided funding and leadership to acquire technology when it has been needed. Faculty input has been requested in the past to identify instructional needs; it is assumed faculty input will be requested in the future. If the plans for the new building, or the center for graduate studies is built, it is assumed that state-of-the-art technology for instructional purposes and labs will be included.

5. Discuss the efficacy of online services (including FerrisConnect) available to the program.

The program currently utilizes FerrisConnect in its mixed delivery and completely online course delivery formats. Many of the graduate students have expressed frustration with the FerrisConnect protocol which seems to run slower, frequently bumps students out of the system, and requires them to do multiple logins. Often the response to technical support questions has been quick on the main campus, but on off-campus sites and during weekend classes, either the response is slow or the support centers are unavailable.

6. Discuss the adequacy of computer support, including the support for online instruction if applicable.

The technical computer support through the Technical Assistance Center (TAC) has been adequate to support the technical needs of faculty and students. The online computer support link through MyFSU has helped many faculty and students communicate their technical questions. Additionally, the TAC help line is available for extended hours during peak times to offer assistance.

C. OTHER INSTRUCTIONAL TECHNOLOGY

1. Identify other types of instructional technology resources that are allocated or available to the program.

The review committee is unaware of any additional technology resources that have been allocated or available to the program other than those described above.

2. Discuss how these resources are used.

Not applicable.

3. Discuss the adequacy of these resources and identify needed additional resources.

Not applicable.

4. Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department's or college's planning documents?

Not applicable.

5. Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.

Not applicable.

D. LIBRARY RESOURCES

1. Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.

The FLITE print and electronic resources have been adequate to support the program course offerings. The program courses often require students to access full-text articles for course assignments. The FLITE has the full-text databases and interlibrary loan materials available.

2. Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.

Faculty have used FLITE faculty and staff for access to research databases, student research or course papers, in-service workshops, achieved materials, instructional classrooms, computer media services and others. The instructional services provided by the FLITE faculty have been excellent. Our assigned liaison regularly gives detailed instruction to the newly admitted graduate students at the graduate orientation. And annually she requests input from the faculty on the purchase of materials.

3. Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.

The review committee is unaware of any budget allocation to the program from FLITE. But we do know that our liaison does regularly solicit input on needed materials.

Section 5: Conclusions

A. RELATIONSHIP TO FSU MISSION

The MSCTE program aligns with this mission statement as it is the state leader in preparing professionals for service in a variety of instructional institutions. The flexible delivery options that include multiple delivery locations and many online and hybrid course offerings, provides these professionals with significant lifelong learning opportunities. Likewise, many of these graduates will be impacting the education of students from K-12 (administrative option) through post-secondary education (the instructor and post-secondary administrative options), and business and industry (the training & development option). In addition, the partnership with the Michigan Department of Education grant and the School of Education has built a strong partnership with the CTE community and the MSCTE program.

Essentially, the Master of Science in Career Technical Education program seeks to develop in educational and business/industry graduate students the technical and professional skills that have been part of FSU's mission since its founding. The program is active in adopting multiple innovative teaching and learning methods by offering courses in online, mixed mode, ProMoTED, and traditional formats in combination with multiple methods to validate a mastery of technical skills.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The most unique and visible component of the MSCTE graduate education program is the *unique* relationship between the Michigan Department of Education, Office of Career & Technical Education and the School of Education through the MCCTE-FSU state grant. By coordinating the high visibility of the grant activities with the academic content and requirements of the department, the MSCTE students are now provided with the opportunity to remain updated and serve as a recruitment tool for new graduate students.

The MSCTE offers courses designed to accommodate the teachers they serve in flexible formats and locations, including accelerated summer sessions, weekend and evening course offerings at extension sites (Flint, Traverse City, Dowagiac and Grand Rapids), as well as online and hybrid delivery.

The program's excellent reputation in the state, along with its alignment to Ferris's career-oriented mission, provides a unique position in the state. With the exception of Western Michigan University and minor programming from Wayne State and Eastern Michigan Universities, the MSCTE program at FSU is the only graduate-level program in the state with a long history of serving the CTE community and a track record of serving the CTE community with enthusiasm and dedication.

Another unique characteristic of the program is the cooperative doctorate the program has with Western Michigan University's Ph.D. program in Educational Leadership with an emphasis in CTE. MSCTE graduates are eligible to enroll in the WMU program with no restriction on transfer credit. The graduate program is actively involved in developing a new doctorate program with emphasis in community college leadership and workforce development.

C. PROGRAM VALUE

The MSCTE program provides a valuable service within the university by training its technical instructors and staff in the Instructor and Post-secondary Administrative options. Further, it provides these same educational services for our community college partners across the state. It has the potential for providing Michigan's businesses and industries with the trainers it will need to rebuild the State's economy based on industries and services other than the automotive industry.

D. ENROLLEMENT

While student enrollment in the MSCTE program options has remained steady with little growth, the review committee believes strongly that the MSCTE program has the potential to move FSU forward and expand significantly. Time and resources have limited the amount of promotional activities that has occurred for increasing the enrollment. The addition of the new doctorate program could expand the enrollment as well as the high visibility now achieved due to the MDE grant.

Enrollment in all of the areas of concentration varies because of the goal to serve the entire state. The Instructor Option is the only option that allows students to take “elective” courses. If a student wishes to earn their degree in the Training & Development option or one of the Administrative tracks, it is often difficult for them to find the required courses in a convenient location and delivery mode for them. Therefore, many students elect to switch to the instructor option and take as many of the required courses from their desired option as their elective courses in order to graduate in an acceptable time frame. As more courses are made available in an online format, the number of graduates in all of the areas of concentration will increase.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

The majority of the students currently enrolled in and recently graduated from the MSCTE program are highly motivated. The population is approximately 50% female and 15% African American. Most students are already employed in their career field and are seeking position advancement. Through 2016 the annual demand for Training and Development Managers is expected to range from 11-18%, depending on their area of specialization. For Instructors at the community-college level, the demand is expected to be about as fast as the average for all school administrators, while growth in Post-secondary administration expects a +14% change. Administrators for secondary Career Technical Education Centers are expected to increase about +8%.

F. QUALITY OF CURRICULUM AND INSTRUCTION

The results of the surveys of employers, faculty, and students indicate the curriculum is appropriate and that the quality of instruction is very good. The major benefit of the program is that the program passionately serves an un-served “nitch” in the educational realm—CTE teachers and administrators and industry trainers/specialists. The alignment of the program to FSU’s career-oriented mission enhances FSU’s state image and assists in recruiting CTE’s high school students to enroll in FSU’s postsecondary technology, business, and health programs.

The review team strongly believes that the MCCTE-FSU grant from the Michigan Department of Education was awarded to FSU because of the strong reputation of the program in serving the CTE community. In addition, the faculty within the SOE believes the MSCTE faculty “are current with the needs of the CTE community,” which reinforces the concept that they are in tune with the needs of educational and business/industry employers.

G. COMPOSITION AND QUALITY OF THE FACULTY

There are three program faculty.

Dr. Katherine (Kitty) Manley is senior faculty in the program and came to FSU in 1984 to begin the program. Her experience and academic credentials are the cornerstone of the program. As director of the Michigan Center for Career & Technical Education grant, she is very visible to the CTE community.

Dr. Cheryl Thomas has been actively involved in building a culture that values assessment of student learning within the School of Education and the College of Education and Human Services where she serves as chairperson of the COESH Assessment Committee. Further, she participates in assessment activities across the campus through her membership in the Academic Affairs Assessment Committee. She is also part of the Higher Learning Commission Academy team that is working to build a positive culture of assessment of student learning across the University.

Dr. Ennis's extensive experience at the Michigan Department of Education and the Michigan Center for Career Technical Education—MSU has given him the ability to diagnose pathways of action and leadership for our programs.