

A PROGRAM AND FINANCIAL EVALUATION FOR ONE PROGRAM IN HIGHER EDUCATION

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ABSTRACT

Public universities and colleges in Missouri had significant reductions in state financial aid from fiscal years 1999-2004. Certification renewal and licensure requirements for public educators were revised and both contributed to the reduction of student enrollment in graduate classes. This combination of less state revenue and fewer students required the administration in one university in Missouri to evaluate programs and develop a format for program reduction. The process presented in this article can assist other universities and colleges in evaluating programs and expenditures.

Introduction

Most public universities and colleges in Missouri had significant reductions in state financial aid from fiscal years 1999-2004. Certification renewal and licensure requirements for public educators were revised and both contributed to the reduction of

student enrollment in graduate classes. This combination of less state revenue and fewer students required the administration in one university in Missouri to evaluate programs and develop a format for program reduction.

The Department of Educational Administration at Southeast Missouri State University reviewed the following budget and program evaluation models: incremental budgeting; line-item budgeting; planning, programming, and budgeting system; and zero-based budgeting to determine which method would be best for financial evaluation of programs (Seifert & Vornberg, 2002). The Department of Educational Administration selected Prioritizing Academic Programs and Services (Dickenson, 1999) as a tool for use in the review process. Therefore, the Department addressed the following areas: (a) program size, scope, and productivity; (b) revenue and other resources generated by the program; (c) program costs and other expenses; (d) impact, justification, and overall essentiality to the University's mission; (e) external demand for the program; (f) internal demand for the program; (g) quality of program inputs and processes and (h) quality of program outputs.

Organization

The Educational Administration Programs encompasses two masters' degrees, one specialist degree, a cooperative Ed. D. program with the University of Missouri-Columbia and a cooperative Ph.D. in Higher Education Administration with the University of Missouri-St. Louis. The programs evaluated were: Masters in Educational Administration (Majors in Elementary and Secondary); Masters in Higher Education Administration; Specialist in Educational Administration.

Review Areas

(a) Size, scope and productivity of the program

The Faculty

Eight full-time faculty members are assigned to the Masters, Specialist and Cooperative Ed.D. programs. One member serves as Interim-Chair of the department, four serve at the rank of associate professor, two are assistant professors and two are instructors. Tenure track faculty composes 75% of the department members. Augmentation by adjunct staff when course enrollment numbers justify hiring additional personnel has been the rule. Two members of the staff have additional duties for the Ed.D. cooperative degree program with the University of Missouri-Columbia and will teach Masters and Specialist classes, when schedules permit.

Students Enrolled

Most students are full-time teachers and administrators in public schools in the University's service region and take five or six years to complete a degree.

Admission data indicated that many students do not enroll in classes for continuous semesters to fulfill their full-time work assignments. These students are still advisees (Masters in School Administration has 273 advisees, the Masters in Higher Education Administration has 23 advisees and the Specialist in School Administration has 192 advisees).

Table 1 - Graduate Enrollment Trend Data

<u>Date/Program</u>	<u>K-12 Admin.</u>	<u>Higher Ed. Admin.</u>	<u>Specialist Admin.</u>	<u>Total</u>
Fall00 –Sp 01				
STU*	164.	18.	160.	342.
SCH*	1110.	315.	1057.	2482.
Fall 01 - Sp 02				
STU*	137.	13.	138.	288.
SCH*	1055	319.	1004.	2378.
Fall 02 - Sp 03				
STU*	138.	25.	120.	283.
SCH*	948.	284.	903.	12,410.
Fall 03				
STU*	86.	18.	53.	140.
SCH*	176.59	106.62	385.14	668.35
Summer 01				
STU*	107.	10.	94.	211.
SCH*	325.8	114.1	473.9	913.8
Summer 02				
STU*	102.	11	81.	194.
SCH*	221.6	78.2	343.7	64,305.
Summer 03				
STU*	103.	12.	71.	186.
SCH*	279.	72.	385.	736.

*STU = Students and *SCH = Student credit hours

(b) Revenue and Other Resources Generated by the Program**Revenues**

Revenue reviewed for all programs scheduled for the time period evaluated indicated total revenue of \$668,710.50.

Costs

Cost reviewed for all programs scheduled for the fall, spring and summer semesters indicated a total cost of \$583,666.60. The revenue minus cost was a plus of \$85,044.50.

In calendar years 2000-2004, the Department of Educational Administration generated sufficient enrollment and tuition to meet 100% of the expenditures. The revenues (tuition) generated by Educational Administration was 114% of the programs costs. Student enrollment was stable and student tuition in the Masters and Specialist Programs generated sufficient revenue to meet the expenditures for the three programs.

(c) Impact, Justification, and Overall Essentiality to the University Mission

The Mission of the University is threefold: (a) address the intellectual, professional, personal, social, and cultural needs of students; (b) to serve the nation and state and, most importantly, the 25 county service region by provides educationally-related services; and (c) maintain quality and excellence in all of its endeavors including conducting and disseminating research (<http://www2.semo.edu/provost/mission>)

Most of the students come from the University's service region and most will remain and work in Southeast Missouri. Therefore the programs satisfy a specific need for principals, directors of special education, central office administrators, superintendents and higher education administration.

(d) External Demand for the Program

Approximately 70 new administrators complete degree requirements from the Department of Educational Administration each year for about 50 administrative openings. Approximately 70% of our graduates become employed as school administrators while others complete the programs for salary advancement and will not seek employment as an administrator.

(e) Internal Demand for the Program

Over 70 percent of the students that complete the Masters in School Administration will continue in our Specialist in School Administration program and the Cooperative Ed. D. program with the University of Missouri-Columbia. Most, of the students in Higher Education Administration, will become employees of the University in Student Housing, Career Services,

Continuing Education, Alumni Services, Accounting and Finance or Athletics and will continue to pursue the Ph.D. with the University of Missouri-St. Louis.

(f) Quality of Program Inputs and Processes

The Department of Educational Administration maintains several accreditations and program approvals. Further, the Educational Administration Programs satisfy Missouri's state licensure requirements and various other states requirements.

National Council for Accreditation of Teacher Education Accreditation (NCATE)

Our Educational Administration Program has been recognized by the National Council for Accreditation of Teacher Education (NCATE). School Leaders Licensure Association (SLLA) has a partnership agreement with NCATE and acknowledges that the SLLA standards are primarily recognized throughout the United States and Educational Administration profession.

Missouri Department of Elementary and Secondary Education Certification (DESE)

The Missouri Department of Elementary and Secondary Education (DESE) have primary responsibility of approving Educational Administration programs in Missouri. Our programs have full approval from the state and include standards such as: minimum of 24 required credit hours, supervised internship, and 9 credit hours in separate areas.

(h) Quality of Program Outputs

Graduates must pass the School Leaders Licensure Assessment (SLLA). This national exam that allows the Department of Educational Administration to compare students with graduates from around the country. The following table reports the percentages of graduates from the Educational Administration program passing the exam for building level administration positions.

School Leader Licensure Assessment (SLLA)

SLLA assessment for principals is required for all Masters in School Administration students. It is necessary for students to have adequate preparation for this critical assessment. Graduates began taking the School Leader Licensure Assessment in the 1998 school year.

The success rate for the five years was 239 students out of a total of 243 or 98.4%.

School Superintendent Assessment (SSA)

SLA assessment for superintendents is required for all Specialists in School Administration students. It is necessary for students to have adequate preparation for this critical

assessment. Graduates began taking the School Superintendents Assessment in the 1999-00. The student success rate for the four years has been 90.1%.

Program Quality

Administrators that graduate from the Educational Administration Programs at Southeast Missouri State University have had the opportunity to learn and gain experience in a nationally recognized, state approved and effective Educational Administration program.

References

Dickinson, R.C. (1999). *Prioritizing academic programs and services*. San Francisco, CA. Jossey Boss.

Seifert, Edward H., & Vornberg James A. (2002). *The new school leader for the 21st century: The principal*. Boston Way, Lanham, Maryland. Scarecrow Press, Inc.