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**Miami Dade
College**

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August 15, 2009

Sandra Burkholder
Coordinator of Baccalaureates
Division of Florida Colleges
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400

Dear Ms. Burkholder:

I am pleased to submit the enclosed 2008-2009 Annual Status Reports for the following Miami Dade College baccalaureate degrees:

1. Education
 - a. Secondary Science Education, with concentrations in
 - i. Biology
 - ii. Chemistry
 - iii. Earth & Space Sciences
 - iv. Physics
 - b. Secondary Mathematics Education
 - c. Exceptional Student Education
2. Bachelor of Applied Science with a major in Public Safety Management
3. Bachelor of Science in Nursing

We are proud of the students and the programs and appreciate the support provided by the Division of Florida Colleges.

Sincerely,

Eduardo J. Padrón

Enclosures

cc: Dr. Judith Bilsky
Ms. Patricia Frohe



SCHOOL OF EDUCATION

**Baccalaureate Degree Program Annual Status Report
Academic Year 2008-2009
(20081, 2, 3/4)**





SCHOOL OF EDUCATION

Baccalaureate Degree Program Annual Status Report Academic Year 2008-2009 (20081, 2, 3/4)

I. Status of Regional and Programmatic Accreditation

For Education programs, also include the status and activities related to Florida teacher education program approval.

Miami Dade College School of Education has six state-approved baccalaureate degree programs in K-12 Teacher Education. They are: Exceptional Student Education K-12 (ESE), Mathematics Education 6-12, and Science Education with concentrations in biology, chemistry, earth/space science, and physics. Our approval status is valid until fall 2010; there will be a site visit at that time.

In June 2008 the School of Education (SOE) submitted its required updated matrices and folio to the Florida Department of Education (FLDOE). The updated matrices were required due to the changes in the Rule 6A.5-066 that governs Teacher Education programs; the rule change mandated that all programs cross-reference competencies of the program with FLDOE competencies on a series of matrices. The updated folio was required due to changes in the Exceptional Student Education program at Miami Dade College; the folio is comprised of the above mentioned matrices along with complete syllabi, grading rubrics, information on LiveText, data collected, etc. that will satisfy FLDOE Standards 1, 2, and 3. The SOE has also amended the competencies and syllabi for the state-mandated common prerequisite courses (EDF1005, EDF2085, and EME2040) to conform to requirements. Implementation will begin in 20091.

In May 2009 the response and recommendations were received from the FLDOE. Recommendations were: to review the ESOL standards in all of our courses since we had moved to an infused model, and to review the reading competencies in order to receive reading endorsement as part of the program.

The SOE's reaction to the report from the FLDOE has been to formalize a Continuous Quality Improvement (CQI) model which will inform decision-making processes in the SOE in the areas of curriculum, processes, procedures, and student support. The model has expanded the feedback that we receive from students, faculty (both full and part time), and employers. Although forms of this have been used over the past two years, this model is comprehensive for all SOE programs.

The SOE is mounting a curriculum review following the 2008 piloting of our new program. The plan calls for faculty led monthly meetings with four syllabi examined at each meeting. The program review will assure that:

1. assignments link field experience with theory
2. assignments prove mastery of competencies
3. assignments indicate mastery of FEAPs
4. assignments are clear and have realistic student expectations
5. course outline flows
6. order of assignments matches course outline flow
7. ESOL performance standards are evident in infused model
8. grading rubrics are correct
9. observation requirements are clear
10. balance between reading and writing skills development exist
11. assignments are not duplicated.

II. Performance Accountability Requirements

Include enrollment and completion statistics, the status of faculty hires, equipment/materials purchases, and recruiting activities.

Enrollment and Completion

There are 15,962 Education majors at MDC, a number that represents declared majors as well as teacher certification and recertification courses and transient students. There is a 15.8% increase from 2007 to 2008 and a 125% increase from 2006 to 2008. The rapid growth rate seen during 2007 has slowed somewhat in 2008 (See Table 1).

Table 1. Declared Majors

Major	20061-20063/4	20071-20073/4	% change	20081-20083/4	% change: 2007-2008; 2006-2008
Art/ Music	1042	978	-6.1%	1377	40.8%; 32%
Elementary	2105	3862	83.5%	3750	-2.9%; 74.4%
English/ Social Science/ Physical Education/ Vocational	441	437	-9%	446	2%; 1%
Exceptional Student Education	638	1265	98%	1268	.2%; 98.7%
Math/ Science Education	239	324	35.6%	487	50%; 103%
Pre-Elementary Education	678	1333	96.6%	1448	8.6%; 113.6%
Secondary Education	234	468	86.3%	480	2.6%; 105%
Associate in Arts Education Total	5377	9998	85.9%	10,388	3.9%; 93.2%
Associate in Science ECE				1444	
Baccalaureate Degree Students	291	426 (fully admitted) 1284 (provisionally)	46.4%		
Total All Education Majors	7111	13,778	93.8%	15,962	15.8%; 125%

Table 2 indicates the demographic breakdown of students in the SOE. There is a decrease in the number of females in the program (79.1% to 77.8%), the mean age is younger (29.71 years to 24.7 years), and fewer are part-timers (74.1% to 64.4%). The increase in full-time students may explain the pass rates, success quotients, and retention rates.

Table 2. Demographics of the SOE students

Indicator	2007	2008
% of all Education majors from minority groups	87.2%	87.7%
% whose native language is other than English	44.4%	43.1%
% of females	79.1%	77.8%
Mean age	29.71 years	24.7 years
Part-time enrollment	74.1%	64.4%

(1) Trends in Lower Division courses (EDF1005, EDG2701, EME2040, EEX2000)- The lower division has seen a 5% increase in headcount from 2007 to 2008, and a 7.3% increase in headcount from 2006 to 2008. Conversely, there has been a -11.1% change in credits taken from 2007 to 2008, and a 23% decrease in credits from 2006 to 2008. Essentially, the SOE has a higher number of students carrying smaller loads of lower division credits. Lower division courses represent 26% of the credits offered in the SOE. Pass rates, success quotients, and retention rates are lower in EDF1005, which is intuitive since it is the first course in education that many students take. This course introduces the student to Miami-Dade County Public Schools and the challenges of being a teacher. It acts as a gatekeeper to many who should consider other professions. The other challenging course, EME2040, a technology course, presents difficulty to many students.

(2) Trends in Upper Division courses- Upper division enrollment shows a 35% increase from 2007 to 2008, and a 123% increase from 2006 to 2008. Similarly, an increase in credits is noted: 2007 to 2008 shows an increase of 31.6% credits taken; 2006 to 2008 shows an increase of 105.6% credits taken.

Pass rates, success quotients, and retention rates are very high (90-100%) in upper division, a testimony to the commitment students have to completing their baccalaureate degrees.

(3) Trends in Admissions- In 2007, 430 students were admitted into the baccalaureate programs, while in 2008 there were 367 students admitted. Factors impacting these numbers included: more rigorous admissions standards, processes, and procedures; fewer students applying based on reduction of jobs in M-DCPS; and decreased interest in Education as a profession. Nevertheless, the program is healthy with over 650 active students.

The data indicates that only 54% of students are active. Many students are admitted into the program and do not complete due to a variety of reasons, including the rigorous nature of the program and financial issues. We believe that unpaid internships and student teaching stand as a major deterrent to the ability of many students to complete the program.

(4) Completion rates- The SOE graduated 81 teachers in 2008: 31 students in 20081 (20 ESE majors; 11 Mathematics Education majors) and 50 students in 20082 (41 ESE majors; 5 Mathematics Education majors; 4 Science majors). This indicates the increases in graduation rates. Despite budget cuts and teacher cuts, our graduates are teaching (See Table 3).

Table 3. Where are Our Graduates? 168 as of December 2008

Elementary Schools	51
Middle Schools	30
Senior High Schools	41
K-8 Centers	13
Other (Subs; Private Schools)	33

Faculty:

One new faculty member was added to the SOE, Dr. Jose Padin. Dr. Padin teaches upper division courses and holds credentials in Exceptional Student Education and Speech and Language Pathology.

Recruitment Activities:

Below is a list of recruitment fairs, events, and presentations by the SOE.

1. Miami Dade County School Career Fair at Miami Beach Convention Center, Saturday, October 11, 2008
2. College Fair, North campus October 23, 2008
3. College Fair, Kendall campus, October 24, 2008
4. College Fair, Homestead campus, November 5, 2008
5. School of Education Science and Mathematics Presentations at Inter-American Campus (November 10 to 21, 2008)
6. Spring Open House at IAC, Kendall, Homestead, North, Wolfson, Entrepreneurial, Hialeah, and West: January 29 to 31, 2009
7. College Fair at Homestead, February 17, 2009
8. Wolfson Campus--19th Annual College Fair (Career Fair: Friday, February 20, 2009 from 9:30am-1:30pm).
9. College Transfer Fair: Out-of-State Colleges and Universities, IAC, February 23, 2009
10. College Transfer Fair: In- State Colleges and Universities, IAC, February 24, 2009
11. Career Pathways Expo: Sunday, April 26, 2009 at the Bank United Center, UM- Coral Gables.
12. MDC North Campus College Expo at Miami Lakes Educational Center (MLEC), March 24, 2009
13. Take Stock in Children College and Career Fair, Wolfson campus, April 25, 2009
14. NACAC National College Fair, February 22, 2009
15. Hialeah Miami Lakes Mini-Expo , May 27, 2009
16. SOE Advisement workshops for the Advisement department at the following campuses:
 - Kendall November 6, 2008; Wolfson March 4, 2009; IAC April 17, 2009

III. Revisions to budget information for the program. Include a copy of the Enrollment, Performance and Budget Plan that you will submit to the Office of Budget and Finance on June 30.

Data reporting and cost accounting have progressed smoothly, and data are clean and consistent. The most recent, Enrollment, Performance and Budget Plan was submitted in July 2008 under separate cover by the College's Business Affairs office.

IV. A brief summary of successes and/or unique features of your program.

- 2007-2008 Rookie Teacher of the Year- Francisco Mendiola (Fienberg/Fisher Elementary School)
- 2007-2008 Rookie Teacher of the Year- Deborah Frieders (K. Broad Bay Elementary School)
- 2008-2009 Rookie Teacher of the Year- Raquel Paz (Campbell Drive Middle School)
- 2008-2009 Rookie Teacher of the Year- John Monda (promoted to Chair of ESE at Treasure Island Elementary School)
- Future Educators of America- Top Honors at 2008 FEA State Conference in Tallahassee won first in Lesson Plan Competition- Luzabelle Lucas and second place in PowerPoint Competition- Myrna Bustillo
- Florida Future Educators of America- Top Honors at 2009 FEA State Conference in Tallahassee won first Place in the Lesson Plan, Speech, and Poster competition (second year in a row) and second Place in the PowerPoint and Essay competition.
- Florida Fund for Minority Teachers- One hundred eight-five students applied for and were awarded FFMT scholarships. FFMT reports having given \$584,000 to MDC SOE scholarships to 292 students.
- Advanced degree seekers: Master's degrees- Dazheyra Coccaro '05 (UM); Robbi Linn Jackson '05 (St. Thomas); Beatriz Falcon '06 (UF); Sami Handan '06 (FIU); Vanessa Garcia '07 (Nova); Mellanie Malik '07 (FIU); Anna Martin '07 (UM); Ruba Monem '07 (FIU); Angela Morrow '07 (FIU); Lakisha Woods '07 (FIU)
- Advanced degree seekers: Doctoral degrees: Rachel Sayers '05 (UM); Leslie Bienvenu '05 (U Alabama); Tomas Meyer '07 (UM)

V. A description of any barriers or problems related to program implementation, delivery, or program success.

The limited number of full time faculty continues to be a problem in the SOE. With the PET grant commitments and other programmatic requirements (ESOL coordinator, LiveText coordinator), more than 70% of upper division courses are taught by adjuncts. Although adjunct faculty members can be seen as scholar-practitioners who share their real-world experience with students, there are challenges in ensuring that they are well-trained in MDC policies and SOE practices (syllabi, methodologies, field experience, LiveText, etc.). To address these issues, we will be:

- offering a redesigned CT&D course in the Bachelor of Science in Education Workshop to meet adjunct needs;
- providing more and continued LiveText training workshops;
- providing PET grant workshops and conferences
- providing Clinical Supervision training for adjunct to become credentialed observers;
- redesigning syllabi for clarity and uniformity as part of a curriculum review and revision process.

Being assigned classrooms of the correct size and appropriate technology continues to be a challenge at some of the campuses due to huge enrollment at MDC. Blended models (part virtual, part face-to-face) courses are being considered to address this problem.

***Enrollment, Performance, and Budget Plan**

The attached is the file for the 2009-10 Baccalaureate Budget as it was submitted to the Division on Community College on 6/30/09. Please use this for your MDC Annual Status Report for Baccalaureate programs submission.

Please note, this is not the final report we will submit to the State for Baccalaureate for 2009-10. An updated report will be submitted later this month. This is necessary because the report includes final figures for 2008-09. However, at the time we file the Budget with the State, we have not yet finished our year-end entries and are unable to give them final 2008-09 data. We expect to submit the final report to the Division by August 30th.

Thank you,

M.J.

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Please note: Due to Florida's very broad public records law, most written communications to or from College employees regarding College business are public records, available to the public and media upon request. Therefore, this email communication may be subject to public disclosure.

DEGREE NAME: SECONDARY EDUCATION - EXCEPTIONAL STUDENT EDUCATION (ESE) MATHEMATICS AND SCIENCE

I. PLANNED STUDENT ENROLLMENT	ACTUAL 2007-08	ACTUAL 2008-09	OPERATING 2009-2010	PROJECTED 2010-2011	PROJECTED 2011-2012	PROJECTED 2012-2013
A. Student Headcount	1,091	1,208	1,208	1,190	1,249	1,311
B. Upper Division Student Credit Hours Generated - (Resident)	11,898	14,505	14,505	13,553	13,985	14,405
Upper Division Student Credit Hours Generated - (Nonresident)	207	296	296	238	246	253
Upper Division Total Student Credit Hours Generated – (Resident and Nonresident)	12,105	14,801	14,801	13,791	14,231	14,658
C. Upper Division Student FTE (30 Credit Hours) - (Resident)	396.6	483.5	483.5	451.8	466.2	480.2
Upper Division Student FTE (30 Credit Hours) - (Nonresident)	6.9	9.9	9.9	7.9	8.2	8.4
Upper Division Student FTE (30 Credit Hours) - (Resident and Nonresident)	403.5	493.4	493.4	459.7	474.4	488.6
II. PLANNED PERFORMANCE	2007-08	2008-09	2009-2010	2010-2011	2011-2012	2012-2013
A. Number of Degrees Awarded	64	64	100	140	147	154
B. Number of Placements	64	64	100	140	147	154
C. Projected Annual Starting Salary	40,950	45,600	47,800	50,274	52,788	54,900