

**Bachelor of Arts Degree in Adult and Technical Education  
Assessment Yearly Report  
October 1, 2006**

**I. Description of the Program**

The Bachelor's Degree in Adult and Technical Education is in response to student demand and needs, as well as the state of West Virginia's continued emphasis toward workforce and economic development in business and education. The Bachelor of Arts Degree in Adult and Technical Education has two purposes; the first purpose is to prepare students to become training and development specialists in business, industry or service organizations, or develop leadership skills in their technical field of expertise. The second purpose is to enable students to obtain the applicable state certification in Business Education or Marketing Education which qualifies them to practice in a public school setting. Students entering the Marketing Education, Business Education and Training and Development options of this program will be expected to have achieved the academic standards set forth by Marshall University.

**II. Assessment Activities:**

**A. Program Goals:**

Student and program outcomes are illustrated in an *assessment of student outcomes: component/course/program level* (Form A) developed for the student objectives for the courses and program.

- Goal 1: Students should communicate effectively, both orally and in writing, with their colleagues and other professionals in the field of workforce development, Business Education and Marketing Education.
- Goal 2: Students should evaluate the social and psychological influences that help to shape individuals, organizations, and the content taught in workforce development and education programs in order to be proficient in applying theory to practice.
- Goal 3: Students should evaluate business and student needs and utilize the results in the determination of various instructional methods in the preparation of training plans and lesson plans. An understanding of the history and development of workforce development as well as the history and development of Business Education and Marketing Education will also be considered.

Goal 4: Students should think critically, logically and creatively about workforce preparation and about the social, political and economic forces which impinge on workforce preparation.

Goal 5: Students should understand the current purpose and role of workforce preparation and career and technical education in the adherence to professional codes and ethical practices.

**B. Learning Outcomes/Data Collection:**

Goal 1: Multiple opportunities are offered for students to practice oral and written skills. The development of unit plans, training plans, and lesson plans are emphasized, along with required papers on the subject content of the specific class. Student observation of various businesses and classroom settings are also implemented in several classes. Students participate in individual and group activities and projects that will evaluate oral and written skills, as well as content knowledge. Oral classroom presentations are also required in several classes focusing on the high school classroom setting or training in business and industry. Activities and projects include field experiences, on-site evaluations, and group projects. Some students are required to document in journals projects and assignments. Students enrolled in the certification areas of Business Education and Marketing Education are required to complete teacher education classroom observations, a methods activity, student teaching requirements and a portfolio. As state and national standards change, the curriculum revisions ensure the programs' responsiveness to new knowledge and major trends.

Goal 2: Students are required to visit and observe the training environment in businesses and report findings to the class. Outlines are developed using the findings and from the outlines, training plans are written to illustrate training needs. Classroom and on-site evaluation of workforce development programs enable students to evaluate the social and psychological influences that help to shape individuals, organizations, and the content taught in workforce development programs and education. Students who are teacher education candidates examine the central concepts, tools of inquiry, and structures of the discipline to be taught.

- Goal 3: The utilization of instructional methods and techniques are required in the development of training plans and lesson plans. Opportunities are provided for students to demonstrate their knowledge of instructional methods both in the university classroom and the high school classroom. The Business Education and Marketing Education Programs' curriculum and methods, include field experiences and are up-to-date, diverse and effective. Content for courses is reviewed and revised using student input, business and industry recommendations, and the Content Standards developed by the West Virginia Department of Education.
- Goal 4: Critical thinking is emphasized in the development of training plan and lesson plans. Required projects provide an avenue for critical thinking development. Relevance of assignments to overall course objectives is reinforced and stressed to the students.
- Goal 5: Business and industry have recognized the need for training and retraining in order to succeed in the future. Students conduct needs assessments through business observation and assignments. In addition, in an era of teacher retirements, teacher education programs are necessary to meet the current and future need for teachers throughout the state.

**C. Results:**

Assessment of Student Outcomes: Component/Course/Program Level Results are shown in Form A included in this plan. Also included is a *course/outcomes matrix* (Form B) that illustrates the core objectives for the undergraduate degree in Adult and Technical Education and specific objectives for training and development and the certification areas of Business and Marketing Education.

**III. BOT Initiative Compliance:**

The program's five year plan, keyed to the Division and College five year plans, is composed of goals and strategies which reflect the purpose and goals of the program. The plan, which was developed by program faculty, is reviewed as input and revised at least every five years. Recommendation for teaching certification is not forwarded to the West Virginia Department of Education until the student has successfully passed the Praxis I and II content test and the Principles of Teaching and Learning Test. The results are incorporated into the Division planning review.

#### **IV. Plans for the Current Year:**

1. To continue promotion and marketing of the Training and Development Area of Emphasis to students at Marshall University and work on developing a two plus two plan with other Community & Technical Colleges in the state of WV, KY, and OH. Brochures as well as advising sheets in the Dean's Office. Current students in the Training and Development graduate program can also be essential components in the promotion of the undergraduate program.
2. There are approximately four students enrolled in the new undergraduate program. One of which is currently working in the field of Human Resources at the VA Hospital in Huntington, WV. After the promotion of the program described in the above plan, students will be surveyed and results can be reported.
3. The review process will be ongoing. Course content revisions, deletions and additions are a constant necessity in the field of education and training and development. Business and industry mandates training that is current and relevant. Program and content curriculum changes in the educational field is also ongoing. The West Virginia State Department of Education is periodically reviewing and revising content standards. As a result, course content will be reviewed and revised to validate the program. Students participating in a field experience, both in education and training and development, are in a position to participate in the reviewing process. Undergraduate students will also be invited to participate in ongoing field trips established at the graduate level to help link theory with practice.

#### **V. Assistance Needed**

This program was implemented in the Fall of 2002. There are currently just four enrolled students in the undergraduate program in the training and development emphasis. Solicitation of the program will continue through students' word of mouth, admissions office, catalog publication, off-campus recruitment, and other creative ways of increasing student enrollment. The support of administration and other university subsystems such as Admissions need to be gained to help promote the program. Training & Development is a thriving field in other demographic regions across the nation, but there still needs to be a development in the understanding of the field on local level.

**VI. Most Important Thing Learned Through This Process**

More useful knowledge will be gained upon the implementation of surveys and additional assessment tools, as the program gains momentum and students complete graduation

**MARSHALL UNIVERSITY/UNDERGRADUATE LEVEL  
Assessment of Student Outcomes: Component/Course/Program Level**

**Component Area/Program/Discipline: Adult and Technical Education**

Component/Course/Program Level					
Student Outcome	Personnel	Assessment Tool	Criterion	Findings Based on Analysis Process	Action Taken/ Feedback
1. Communicate effectively both orally and in writing	ATE Faculty	<ul style="list-style-type: none"> <li>• Research projects</li> <li>• Training plans</li> <li>• Lesson plans</li> <li>• On-site observations</li> <li>• Oral presentations and portfolio</li> </ul>	*85% Very Effective	Most of the students scored 85% or better on communicating orally and in writing.	Majority of students mastered the material; thus this outcome was deemed successful. No action taken
2. Apply theory to practice	ATE Faculty	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Clinical experience</li> <li>• Student teaching</li> <li>• Internships/Externships</li> <li>• Oral presentations</li> <li>• Portfolio</li> </ul>	*80% Very Effective	Students utilized one or more of the assessment tools identified with 80% effectiveness.	Students are provided an evaluation to gain feedback, and outcomes are discussed and suggestions for improvement are given.
3. Develop training/or and lesson plans for business and classroom use	ATE Faculty	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Training plans</li> <li>• Unit plans</li> <li>• Portfolio</li> </ul>	*90% Very Effective	Most students scored 90% or better on developing training or lesson plans for business/classroom use.	Majority of the students mastered the material; thus this outcome was deemed successful. No action taken.
4. Demonstrate critical thinking skills	ATE Faculty	<ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Case studies</li> <li>• Portfolio</li> </ul>	*85% Very Effective	Most of the students scored 85% or better on this outcome.	Students are provided opportunities for using critical thinking skills in the development of presentations, case students and portfolios.
5. Adhere to professional codes and ethical practices	ATE Faculty	<ul style="list-style-type: none"> <li>• Supervisor evaluation</li> <li>• Feedback from business and education</li> </ul>	*99% Very Effective	All students exhibited professional and ethical conduct.	Students will be given a chance for additional opportunities in the classroom and business and education arena to reinforce this outcome.

Estimated benchmark - data is necessary to assess benchmark. When that data is analyzed, suggestions for results/analysis can be developed, and actions taken (e.g., changes in current courses, courses added or eliminated can be identified).

**MARSHALL UNIVERSITY/UNDERGRADUATE LEVEL  
Course/Outcomes Matrix**

**Department/Program: Adult and Technical Education**

Program Objectives:	COURSES OFFERED											
	ATE 105	ATE 201	ATE 405	ATE 410	ATE 422	ATE 425	ATE 440	ATE 485	MKT 340	MKT 344	MKT 350	ECN 250
1. Communicate effectively both orally and in writing	T	R	R	R	E	E	R					
2. Apply theory to practice		T	R	R	R		R	E				
3. Explain the purpose of training/lesson plans for business and classroom use		T	E,R	E,R	T,R		E,R					
4. Demonstrate critical thinking skills	T	E	R	E	E	E	E					
5. Adhere to professional codes and ethical practices			T		E			E,R				
<b>Marketing Education Objectives:</b>												
1. Marketing Education, Curriculum and Instruction, and Career Planning												
Explain the history and development of vocational education and marketing education												
Analyze characteristics and legal issues of cooperative education												
Identify the functions of DECA and its role in marketing education												
Develop curriculum for marketing education												
Demonstrate effective instructional methods												

Form B

Course Objectives:	COURSES OFFERED											
	ATE 105	ATE 201	ATE 405	ATE 410	ATE 422	ATE 425	ATE 440	ATE 485	MKT 340	MKT 344	MKT 350	ECN 250
Explain the purpose of training agreements, plans and follow-up												
Explain on-the-job responsibilities of employees and employers in cooperative education												
2. Marketing												
Identify the functions of marketing												
Explain the characteristics of varied economic systems												
Identify the channels of distribution												
Explain economic principles and concepts												
Conduct marketing research												
Identify retail business and ownership classifications												
Explain business organizational structure												
3. Merchandising												
Demonstrate receiving, checking and marketing merchandise												
Perform inventory control and record keeping												
Explain the steps of buying												
Explain business credit/purchase terms												
Identify product life cycle												

Course Objectives:	COURSES OFFERED											
	ATE 105	ATE 201	ATE 405	ATE 410	ATE 422	ATE 425	ATE 440	ATE 485	MKT 340	MKT 344	MGT 424	COMM 207
Explain pricing concept												
Identify effective customer services: warranties, layaway, and consumer credit												
4. Marketing Mathematics												
Determine selling costs												
Calculate markups, markdowns, trade discounts, cash discounts, and seasonal discounts												
Analyze graphs, charts and tables.												
Determine stock-to-sales ratios												
Determine employee compensation												
5. Communication Theory and Techniques												
Conduct oral presentations												
Exhibit listening skills												
Exhibit written business and social communication skills												
Explain the communication theory												
6. Advertising and Sales Promotion												
Identify advertising media												
Explain Principles and goals of advertising, Including laws												
Identify principles of merchandise display												

Course Objectives:	COURSES OFFERED											
	ACC 215	ACC 216	ATE 405	ATE 410	ATE 305	ATE 325	ATE 421	ATE 425	ATE 469	MKT 340	ECN 253	LE 207
Identify the types of displays												
Develop sales promotion plans												
7. Personal Selling												
Identify characteristics of the salesperson												
Identify steps in the sales process												
Demonstrate product knowledge												
Conduct sales transactions												
Identify types of customers												
Identify buying motives												
Identify psychological steps in a sale												
<b>Business Education Objectives</b>												
1. United States Economic Systems												
Explain the economic systems												
Explain government and banking concepts												
Identify economic principles												

2. Money Management												
Calculate business mathematics												
Explain consumer education												
Explain finance: banking, investing, credit, current value theory												
3. Business and Its Environment												
Identify job standards, work standards, business ethics and policies												

Course Objectives:	COURSES OFFERED								
	ATE 305	ATE 325	ATE 421	ATE 469	ECN 253	MGT 320	MKT 340	ECN 253	LE 207
Explain business and consumer law									
4. Professional Business									
Exhibit professionalism									
Identify current trends and issues in equipment, curriculum, and instructional materials									
Demonstrate methodology/teaching strategies									
Explain purpose of the student organization FBLA									
Identify vocational legislation									
Explain the mission and objectives of business education									
Identify the purpose of community relations									
Create curriculum and program development									
Explain department management: organization of a department; program evaluation; staffing; budgets, and equipment									
Exhibit effective classroom management									
Demonstrate knowledge in business education: orientation, career awareness and exploration, and employment information									

Course Objectives:	COURSES OFFERED										
	ATE 105	ATE 201	ATE 325	ATE 403	ATE 405	ATE 425	ATE 449	ATE 450	ATE 470	ATE 489	ATE 495
<b>Training and Development</b>											
1. Adult Learning Theory											
Recognize characteristics of adult learners											
Identify adult learning theories											
2. Work-based Training											
Explain components of work-based training											
Identify characteristics of work-based training facilities											
3. Curriculum Design											
Identify resources for work-based training curriculum											
Develop curriculum for training											
Write performance objectives											
Conduct training											
4. Communication Theories and Techniques											
Conduct oral presentations											

Exhibit listening skills											
Exhibit written business and social communication skills											
5. Instructional Methods											
Identify types of instructional methods											

Course Objectives:	COURSES OFFERED										
	ATE 105	ATE 201	ATE 325	ATE 403	ATE 405	ATE 425	ATE 449	ATE 450	ATE 470	ATE 489	ATE 495
6. Instructional Design											
Determine effective instructional design											
Demonstrate instructional design techniques		R			R		T,R	E,R			
7. Occupational Analysis											
Organize an occupational task analysis					E		T	R			
Develop a course of study		T			R		E,R	R			
Write units of instruction		T			R		E,R	R			
Prepare training plans		T			R		E,R	R			
9. Grant Proposal Writing											
Identify major components of a proposal										T	
Develop a critical problem/need statement										T	
Write proposals										T	
10. Historical Perspective											
Describe youth apprenticeship programs											T

Describe postsecondary vocational-technical programs and curriculum	T										T
---	---	--	--	--	--	--	--	--	--	--	---

Course Objectives:	COURSES OFFERED										
	ATE 105	ATE 201	ATE 325	ATE 403	ATE 405	ATE 425	ATE 449	ATE 450	ATE 470	ATE 489	ATE 495
Explain philosophies of Dewey and Prosser											
Identify legislation involving vocational education											
Identify the purpose of student organizations	T				E						T
Explain the land-grant system											T



Bachelor of Arts Degree in  
Adult and Technical Education  
Training & Development  
Assessment Yearly Report  
**2006**