

**MASTER OF SCIENCE DEGREE IN
ADULT AND TECHNICAL EDUCATION**

ASSESSMENT PLAN FOR 2006-2007

DECEMBER 1, 2007

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2007 Graduate Satisfaction Survey Results

SECTION 1: COURSE DELIVERY AND BACKGROUND INFORMATION

1. In what month did you receive your degree?

May-2007	50.00%
August-2007	21.43%
December-2007.....	28.57%

2. Were the majority of your courses taken in?

Cabell County	74.29%
Kanawha County.....	02.86%
Mercer County	01.43%
Logan County	02.86%
Other: Ohio.....	15.71%
No Entry	02.85%

3. Regarding course tuition rates, are you considered?

Resident	57.14%
Non-Resident	28.57%

Metro	11.43%
Other.....	01.43%
No Entry	01.43%

4. Were any of your courses delivered via (Multiple Responses):

Video	11.31%
Electronic-mail	06.55%
Off-campus instructor	14.29%
Audio or video teleconference.....	00.59%
US Mail	07.74%
Other: On-Campus	29.76%
Other: Web-CT	21.43%
Other:.....	07.14%
No Entry	01.19%

5. What is your preferred method of course delivery: (Select One)

On-Campus Instructor	71.43%
Off-Campus Instructor	07.14%
Web-CT	08.57%
Video	01.43%
Electronic-mail	04.29%

Other..... 07.14%

6. What was the greatest distance you traveled to take a class?

Less than 20 miles..... 57.14%

21-40 miles 17.14%

Over 40 miles..... 24.29%

No Response 01.43%

7. How many semester did it take you to complete your degree?

1-4 54.28%

5-8 31.43%

9-14 11.43%

More than 14..... 02.86%

8. As a consequence of having earned a degree, have you?

Moved to different job 07.14%

Been promoted in your job 01.43%

No change yet, anticipate New Job..... 41.43%

No change yet, anticipate Salary Increase 25.71%

No change yet, anticipate Promotion 02.86%

Received a salary increase.....	08.57%
Other.....	11.43%
No Entry	01.43%

9. When you were a student, did you attend classes:

Part-time	28.57%
Full-time	55.72%
Both.....	15.71%

10. When you were a student, were you employed:

Full-time	55.72%
Part-time	25.71%
A Combination.....	10.00%
Unemployed.....	08.57%

11. When you were a student, did you receive financial aid?

Yes	70.00%
No.....	30.00%

12. If yes, would you have attended graduate school without financial assistance?

Yes	27.14%
No.....	54.29%
No Entry	18.57%

13. If yes, what type of aid did you receive? (Multiple Responses)

Grants	05.15%
Loans	29.90%
Scholarships.....	00.00%
Tuition Waivers	22.68%
Graduate Assistantship.....	17.53%
Work Study GA	05.15%
Other.....	02.06%
No Entry	17.53%

14. Please select the area of emphasis in which you earned you degree:

Adult Education (AE)	27.14%
Training and Development (T&D)	24.29%
Occupational Leadership (OL)	00.00%
Interdisciplinary Studies (IS).....	28.57%
Teaching English as a Foreign Language (TEFL).....	08.57%

Dual Emphasis:

IS & OL	01.43%
AE & T&D	08.57%
No Entry	01.43%

15. Due to the increased demand for the program and the limited faculty resources, the ATE department will begin to discuss limiting admission to certain areas of emphasis within the program each semester, as well as, limiting the number and selection of courses offered each semester. If this was in-place when you applied for the program, would this have deterred your decision to apply?

Yes	32.86%
No.....	61.43%
No Entry	05.71%

16. Which developments within ATE do you feel would attract future students?

(Multiple Responses)

Additional professors	18.55%
More courses.....	20.97%
Increased schedule availability	22.58%
Better Facilities for Adult Learners	10.48%
Better Media Equipment	10.48%

Development of a “Regional Learning Resource Center” within MU campus?	12.10%
No Entry	04.84%

17. Please, write your current age:

20-30	45.71%
31-40	22.86%
41-50	22.86%
51-60	08.57%
61-70	00.00%
71-80	00.00%
No Entry	00.00%

18. Gender:

Female	62.86%
Male	37.14%

SECTION 2: GENERAL PERCEPTIONS

	SA	A	D	SD	NR
	%	%	%	%	
CURRICULUM					01.43
1. My coursework was valuable in pursuing my chosen career.	54.29	42.85	01.43	00.00	
2. My coursework provided in-depth study and understanding of my area of study?	44.29	52.85	01.43	00.00	01.43
3. My coursework provided a broad perspective of my field.	44.29	54.28	00.00	00.00	01.43
4. My coursework contained up-to-date information about my field.	40.00	52.86	05.71	00.00	01.43
5. The curriculum in my program met my expectations of graduate study.	37.14	61.43	00.00	00.00	
ADVISING					
6. My advisor had a thorough knowledge or policies and procedures.	67.14	30.00	01.43	00.00	01.43
7. My advisor was accessible.	65.72	25.71	05.71	01.43	01.43
8. My advisor was helpful.	71.43	25.71	00.00	01.43	01.43

LEARNING ENVIRONMENT

9. Evening and weekend schedules enabled me to pursue my graduate studies.	51.43	32.86	10.00	01.43	04.28
10. Classroom and other physical facilities provided a comfortable learning environment.	34.29	51.43	07.14	01.43	05.71 07.14
11. Adequate research facilities were available.	34.29	51.43	07.14	00.00	
12. The geographic location of course offerings provided me with access to graduate study.	42.85	48.57	04.29	00.00	04.29
13. The use of alternative delivery systems (satellite, teleconference, e-mail, etc.) provided me with access to graduate study.	52.85	41.43	00.00	04.29	01.43

UNIVERSITY SUPPORT SYSTEMS

14. Adequate computer facilities were available.	54.29	38.57	00.00	00.00	07.14
15. Library services were accessible.	54.28	34.29	01.43	00.00	10.00
16. Registration procedures facilitated my enrollment each semester.	54.28	40.00	01.43	00.00	04.29
17. Tuition and fees were reasonable.	45.71	44.29	05.71	00.00	04.29

UNIVERSITY SUPPORT SYSTEMS (Continued)

18. The catalog and other public information communication helped keep me informed about MU.

52.85 38.57 04.29 00.00 04.29

19. Support staff in my program was helpful.

52.85 42.86 00.00 00.00 04.29

20. Financial assistance enabled me to pursue graduate study.

51.43 32.85 04.29 01.43 10.00

(Note: Answer yes to “If you did not use financial assistance” was included in SD.)

21. Overall, university services and support systems facilitated my graduate education.

42.86 52.85 01.43 00.00 02.86

TEACHING

22. The faculty simulated productive student-faculty interaction.

44.29 50.00 00.00 00.00 05.71

23. The faculty simulated an intellectual climate.

47.14 47.14 00.00 00.00 05.72

24. The faculty provided frank feedback of graduate work.

42.85 48.57 04.29 00.00 04.29

25. Assignments were relevant to advancing knowledge in the field.	55.71	37.14	02.86	00.00	04.29
26. I was satisfied with the teaching by full-time faculty.	41.43	51.43	01.43	00.00	05.71
27. I was satisfied with the teaching by part-time faculty.	34.28	52.86	04.29	01.43	07.14
28. I had opportunities to voice my opinions about my program of study.	41.43	47.15	05.71	00.00	05.71
29. All factors considered, I was satisfied with my graduate program.	47.14	50.00	00.00	00.00	02.86

MULTICULTURAL AWARENESS

30. ATE practices globally.	52.86	38.57	02.86	00.00	05.71
31. ATE maintains cultural diversity of people	60.00	35.71	00.00	00.00	04.29
32. ATE has an appreciation of differences	54.28	40.00	01.43	00.00	04.29

Section II

SA	=	Strongly Agree (4)	D	=	Disagree (2)	NR	=	No Response
A	=	Agree (3)	SD	=	Strongly Disagree (1)	NA	=	No Answer (0)

SECTION 3: PROGRAM COMMENTS

33. What three things do you think should be kept in your MU/MUGC graduate program?

GA position availability

Low tuition rates

International student's diversity

Statewide availability of courses

Credit for international travel

Method of course delivery (via on-campus etc.)

Variety of areas of emphasis

Professors

Evening courses

Flexible scheduling

Evaluation

Field based job analysis

Research

Curriculum

The selections of courses are suitable

The advisors are helpful

The courses are educational and helpful to my job

Alternative locations

Fri/Sat classes

Web/CT

Small classes

Relationship between instructor/student

Easy registration

Distance learning opportunity

Help desk

The practicum

Course work

The international course

Availability of teaching & learning equipment

Interdisciplinary studies

Online learning

Great adult programs

Friendly learning environment

Grant writing class

ATE 628

Aspect of training & development

Email courses

Reasonable graduate hour fees

Off-campus courses

Keep live class meetings

Tuition waivers

Independent type study

Ability to take courses at WVU Tech for vocational Educators. They have a top-notch program.

Qualified staff. I found full-time instructors better prepared and genuine in their instruction.

Most of my on-campus classes were in the same buildings which was convenient for me

Limited admission

34. What three things do you think should be changed in your MU/MUGC graduate?

Professor's quality

Assistance from advisor

Classroom quality

More program instructors so that the work load on one instructor is less and they can focus on student

More courses offered through Web CT

Better classroom facilities

Better media equipment

Offer more classes

Increase funding

Increase faculty

Tactile learning experiences

More availability to distance learning

A few earlier classes

Technology for T/D should be enhanced/advanced

Travel to Montgomery, WV. Let master students stay home and take these courses on Web CT

The online lit. & research class needs major restrictions

More career resources

Modules utilized are quite out of date

Fewer statewide classes

More participatory classes

Additional class selection

Taking classes in order

Harder grading

Ensure web/CT is appropriately set up to create less anxiety on students who are to view or read assignments from this area

Interpersonal skills to the work place needs to be looked at from instruction to the entire curriculum

Bring back Lisa Moten

Better/longer office hours

I think the GRE or other requirements should be added in order to cut the enrollment of student who is not serious about the program

Schedule flexible (evening & weekend)

Students need feedback from their instructors

Some faculty need to be more accessible by email & phone

Change old workbooks & update – the ones used early on for state teacher certification by Teacher Educator at WVUIT

More mailings & information to off campus students

Technology should be integrated in the delivery method of on campus instruction

There should be activities for non-traditional student to socialize.

Not so many fees

Classes should be offered in South Charleston

Better communication with bursar

More courses submitted online through email

I think there should be more courses related to TEFL. There were a few required courses that were completely unrelated to my field of study. I think grad school should be more specific.

I wouldn't mind meeting as a class 2 or 3 times during the semester.

I don't think it is fair to continually offer "extensions" to students who are unorganized and always leave their assignment until the last minute. Start being more firm.

Final exam should be given following each class and not everything at one time at the end.

Make web CT more user friendly

Convert the video courses to online courses

Shorthand and other non-graduate type classes

More self-directed learning

A portfolio should be considered as an alternative instead of doing comprehensive exams.

Improved communication between student and staff, including advisors, but not limited to advisor

Advisors seemed overwork and not able to devote enough time to students

Part-time instructors because they lack of experience

35. Add any other comments you want to share about your graduate experience at MUM/MUGC.

Advisor didn't help me at all. She gave each student different information

The instructors are "FANTASTIC". Dr. Wyant has been a great role model and mentor.

Betty Sias is one of the best instructors that I have ever had. She is a "GREAT" asset to the dept.

The staff and faculty were wonderful. I had heart surgery during the program and they helped me greatly.

Glad I started right out of bachelor's

Professors were great, very helpful and interesting. Professor provided cutting edge information

I didn't "choose" this curriculum, but rather, courses were mandated by state dept. of Education for Technical school educators. I "choose" to take them at the Master level because I already have a Bachelor degree in nursing. I did not enjoy travelling to Montgomery WV for ATE classes as this facility was not comfortable for those coming long distances. I am, however, glad that I pursued the degree and found off-site classes very user-friendly. Chris was very helpful. Likewise, I had good experience working with Dr. Olson and Dr. Wyant. I found Dr. Wyant's test resources to be up-to-date and interesting reads.

Enjoyed all classes I attended physically. Did not like or felt I learned enough in statewide classes.

I appreciate the opportunity to complete the courses in a timely manner while still being able to work.

The experience has been positive for the most part.

Bring back Lisa Moten

I wish the grant writing course was offered more often.

All faculty and staff in ATE department were knowledgeable, helpful and supportive.

Perhaps I wasn't a good candidate, but the program I began in cooperation with the CTE program at WVU Tech was a complete disappointment.

Good place for studying

Thank you for the opportunity to complete my graduate experience. Overall, this has been a rewarding experience.

Not much feedback & response of emails sent to teacher during web CT class (Research).

Web CT course started 2 weeks late – unable to find text as instructed – had to wait for them another 1 ½ weeks. Statewide course syllabus often 2 weeks late on arrival (3 times).

I had no problems with my GC; all my questions were answered to the fullest.

I love the field trips we did in organizations. I wish the support for students was more organized to create an ATE student community. I wish information about procedures was communicated in classes.

I learned much more than I anticipated. I have been able to apply this learning to the lessons for my students.

I have had excellent instructors who were more than willing to work with me. If they had not been as flexible, it would have been difficult for me to complete my coursework.

I'm thrilled to be done. Dr. Olson & Kris have been very helpful throughout this program. Thank you.

My graduate experience at Marshall was very pleasant. I learned a great deal from this program. The professors all were knowledgeable in this field. Professors were easily accessible and always willing to help.

Advisor-Dr. Olson and instructors were great. They provided good advice, good feedback and made this a great experience. Kris is an excellent support and contact person.

Disagree that hooding ceremony was cancelled – waited a long time for this accolade and deserve the Friday night event. Holding it at a church is extremely inappropriate.

Thank Marshall & the ATE program for the opportunity.

I don't like the idea of comprehensive exams.

Description of the Program

The M.S. degree in Adult and Technical Education is a comprehensive program that provides for the diverse needs of all personnel concerned with workforce preparation. The program is a field-based program designed to serve persons who are employed on a full-time basis. The ATE program is intended for persons who serve in an instructional training, leadership, or professional role in human service areas of business, industry, government, community agencies or education.

The areas of emphasis in Adult and Technical Education allow a program to be tailored to meet personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a dispersed residency delivery system. Most courses are taught in the evening or at other convenient times.

In consultation with the advisor, the student will select an area of Emphasis and plan their program. Areas of Emphasis available in the Master of Science degree program are:

- Adult Education
- Interdisciplinary Studies
- Occupational Leadership
- Teaching English as a Foreign Language
- Training and Development

Assessment Activities:

A. Program Goals

Although student performance is the primary aim of our program, consideration of student performance alone does not define the success of a program. The College of Education and Human Services (COEHS) has adopted four major goals that relate to other important elements of the program.

Goal 1. Adult and Technical Education Program faculty, both probationary and tenured are teacher-scholars who are actively engaged in the professional community.

Goal 2. Adult and Technical Education curriculum and methods, including field experiences, are up-to-date, diverse, and effective.

Goal 3. Adult and Technical Education administration and policies ensure that the faculty and student body are diverse, well-qualified, and have equitable opportunities for achievement.

Goal 4. Strategic goals, revised annually and incorporating recommendations from students, graduates and employers, ensure that the Adult and Technical Education Program activities support its purposes and major student performance and program goals.

B. Performance Standards

A minimum average score has been established for each outcome and an acceptable standard has been established. Where minimum standards have not been met, the appropriate faculty review module materials and develop an intervention and improvement plan. The

Program Outcome Matrix provides the ability to identify target areas for extensive review and potential modification.

- At least 80% of all projects will attain 86 or higher on the total evaluation scale (written and oral).
- At least 80% of all oral presentations will perform at 4 or higher on each of the oral project evaluation criteria.
- At least 80% of all written projects will attain a score of 80 or higher of the written evaluation plan.

MARSHALL UNIVERSITY/GRADUATE LEVEL
Assessment of Student Outcomes: Component/Course/Program Level
Component Area/Program/Discipline: Adult and Technical Education

Student Outcome	Personnel	Assessment Tool	Criterion	Findings Based on Analysis Process	Action Taken/Feedback
1. Apply problem solving and decision-making skills objectively in workforce education.	ATE Faculty	<ul style="list-style-type: none"> • Case studies • In-basket exercises • Debates • Role playing 	Students will score 85 percent or better on selected problem solving and decision-making assignments.	Most of the students scored 85 percent or better on selected problem solving and decision-making assignment.	The majority of the students mastered the material; thus this outcome was termed successful. [Will continue the same methods.]
2. Apply critical thinking skills in presenting a logical argument in Adult and Technical Education courses.	ATE Faculty	<ul style="list-style-type: none"> • Debates • Written assignments • Critical incident • Group discussion • Oral presentations 	There will be an increase of 80 percent in the level of confidence of students making class presentations.	Over 80 percent of the students achieved this criterion	Feedback was provided to students. (ex. Self-assessments) [Continue with the same methods.]
3. Apply techniques in conducting research & writing research reports pertaining to training and development projects.	ATE Faculty	<ul style="list-style-type: none"> • Class projects • Objective tests • Worksheets • Group discussion • Note books 	Students must be able to demonstrate by mid semester that they have acquired at least 90 percent of the knowledge and skills in conducting and writing research reports.	Less than 90 percent of the students acquired this criterion.	Utilization of applications exercises and simulations. [Continue with the same methods.]
4. Extrapolate on the impact of globalization in workforce education and economic development.	ATE Faculty	<ul style="list-style-type: none"> • Critiques of selected films on globalization • Case studies on 	At least 80 percent of the students must design a specific project or evaluate	The majority of the students completed this criterion successfully.	It was suggested that future classes conduct field trips so as to observe

		<p>“comparative advantage”</p> <ul style="list-style-type: none"> • Presentations • Group projects • Term Papers 	and redesign an ongoing project.		<p>model programs in ATE. [Will continue with the same methods.]</p>
5. Utilize a variety of clinical or internship experiences based on learned concepts in workforce education.	ATE Faculty	<ul style="list-style-type: none"> • Observations • Demonstrations • Oral and written presentations • Interviews • Reflective journals 	At least 90 percent of the student clinical/internship experiences should reflect a high level of cooperation with the agencies, institutions, and organizations providing clinical placements for selected ATE students.	This criterion was accomplished by a majority of the students.	<p>None. This criterion was met. It was suggested that faculty members invite former ATE students to serve as resource speakers for future classes in internship programs. [Continue with the same methods.]</p>

ATE Program Outcomes Matrix for Selected Courses

Program Outcomes	ATE 521 503	ATE 550	ATE 663	ATE 595	ATE 600	ATE 601	ATE 609	ATE 614	ATE 635	ATE 640	ATE 677	ATE 679	ATE 680	ATE 681
1. Apply problem solving and decision-making skills objectively in workforce education.	X	X	X		X		X	X		X	X		X	X
2. Apply critical thinking skills in presenting a logical argument in Adult and Technical Education courses.	X	X	X	X	X	X	X	X		X	X	X	X	X
3. Apply techniques in conducting research & writing research reports pertaining to training and development projects.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Extrapolate on the impact of globalization in workforce education and economic development.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Utilize a variety of clinical or internship experiences based on learned concepts in workforce education.			X							X			X	X

I. What action did you/will you take based on your results? (Feedback Loop!)

- a) We will make minor changes to the curriculum:
- Offer a list of professional seminars for Ed.S. students (ATE 708-709)
 - Availability of SPSS course for students (ATE 703 – Interpretation/ Utilization of Applied Research)
 - Activate ATE 673 – Assessment in Adult/Technical Education

N.B. The above is only feasible if we are granted at least two new faculty members and an increase in our budget.

- b) Modify pedagogy to improve learning outcomes.
- Better media equipment
 - Ensure web/CT is appropriately set up to create less anxiety on students
 - Some faculty need to be more accessible by email and phone
 - More technology should be integrated in the delivery method of on-campus instruction.

II. Plans for current year

1. To develop specialized internships for students with the State Department of Education.
2. To improve on the quality of CDs for students enrolled in statewide classes.
3. To revisit our program admission standards.

4. To encourage students to attend professional conferences.

III. Assistance Needed

We need more institutional support resources to accomplish our plans. A part-time coordinator of assessment or provision of “release time” is of vital importance to the success of our ATE program. We are currently operating with only four full time faculty members. Enrollment has exceeded our expectations.

IV. Most important thing learned through this process

Most of the comments from our students are usually an accurate indicator of the success or potential failure of our program. As faculty members, we need to address a majority of these comments made by our students. Without resources and additional faculty members; most of the students’ comments will not be fulfilled under the current administration.

ATE Graduation Totals**2006 – 2007**

TERM	NUMBER OF GRADUATES
2005 – 2006	59
1 st Summer 2006	4
2 nd Summer 2006	12
Fall 2006	23
Spring 2007	46
Total	85