

2007-2008 ASSESSMENT PLAN

FOR

MASTER OF SCIENCE DEGREE
ADULT AND TECHNICAL EDUCATION

COLLEGE OF EDUCATION AND
HUMAN RESOURCES

Due December 1, 2008



MARSHALL UNIVERSITY

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I PROGRAM DESCRIPTION

1. General Description

The Master of Science degree program in Adult and Technical Education (ATE) is a field-based program designed to serve persons who are employed on a full-time basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional role in human services 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 the 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. Most courses are taught in the evening or at other convenient times.

In consultation with the advisor, the student selects an area of emphasis. Areas of emphasis available in the M.S. degree program are:

- (a) Adult Education
- (b) Interdisciplinary Studies
- (c) Occupational Leadership
- (d) Training and Development and
- (e) Teaching English as a Foreign Language

The ATE program requires each student scheduled to graduate with the M.S. degree in Adult and Technical Education to complete either a (1) thesis and oral assessment or (2) a comprehensive written or oral assessment, which is evaluated by a three faculty committee.

2. Admittance Totals

Admission records reports that 158 individuals were admitted to the Adult and Technical Education M.S. program during the 2007-2008 academic year. The number of students admitted into the ATE program has increased each year.

3. Enrollment Totals

Total enrollment of full-time graduate students in the ATE M.S. Program as reported by the Office of Institutional Research is 185 individuals during the 2007-2008 period.

4. Graduate Totals

Seventy-Nine (79) degrees were conferred within the M.S. Adult and Technical Education program in all areas of emphasis for the academic years 2007-2008 as reported by Institutional research.

ATE M.S. Program	2006-2007 Total	2007-2008 Total
Admitted	117	158
Enrolled	250	185
Graduates	85	79

Figure 1. ATE M.S. Program – Students Admitted, Enrolled, Graduates

Enrollment trends and graduation rates have decreased as faculty members have decreased in the department. It is impossible for ATE to continue to maintain and increase enrollment unless at least one faculty position is returned to the ATE department. Also, ATE has increased admission requirements which may be reflected in lower enrollment.

5. Faculty

There are four full-time and six-part time faculty members who teach in the ATE Program. Each full-time faculty member has a specialty in one of the areas of emphasis. In addition, each of them has an additional minor area which crosses over into another area of emphasis. All of the full-time faculty members have terminal degrees (Ed.D./Ph.D.). Four of the full-time faculty are tenured professors. The department has constantly lost faculty position and is now at a critical breaking point. If a new line item faculty position is not provided to the ATE Department student enrollment will continue to suffer due to a lack of course offerings.

II ASSESSMENT INFORMATION

1. Principal Elements of the Assessment Plan:

The program uses a variety of internal and external criteria (measures) for student performance, faculty development and curriculum development.

Internal measures of student performance include examinations, quizzes, case analyses, group discussions, debates, role playing, reflective journals, research papers, project presentations, comprehensive examinations, and master's theses. Acceptable levels of knowledge, of written and spoken communications skills and of production and presentation skills are required. Students take a core of courses with comprehensive examinations in (theory, research, methodology, ethics, etc.). Students who elect the thesis option must defend their work.

External measures of the student's preparations include the evaluation of internship and practicum by supervisors, feedback from employers, and feedback from alumni.

Measures of faculty performance include student course evaluations, acceptance of materials by refereed journals, acceptance of grants and acceptance of material for print.

This annual report includes an overall composite ranking of various student outcomes, assessment tools, benchmarks and actions taken. A summary of this assessment can be found in the Program's Student Learning Assessment Chart (See Chart 1, Page 13). Some additional assessment elements are listed below:

- Number of students currently enrolled
- Number of students who complete the program
- Number of student who were accepted into the program
- Quality of curriculum/coursework/program
- Physical facilities (learning environment)
- Availability of and use of research facilities
- Alternate delivery systems
- Access to and use of computer facilities
- Availability of and use of library services
- Financial assistance
- Support from staff
- University preparation in multicultural awareness
- Feedback from faculty
- Feedback from students

2. Program Goals

The Adult and Technical Education M. S. program aligns its mission, core values, vision and goals with those of the College of Education and Human Services. We strive to prepare exemplary professionals in their chosen area of emphasis.

This goal is accomplished through solid curricula development, activities which support the curricula and frequent faculty development. The continuous assessment and improvement process enables the ATE department to prepare students to embrace change and to think critically, analyze and synthesize data for current issues, as well as future issues.

Although student performance is the primary aim of our program, consideration of student performance alone does not define the success of a program. The ATE program has

adopted goals that are in line with The College of Education and Human Services (COEHS) goals and objectives.

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.

3. 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 materials and develop an intervention and improvement plan.

The Program intervention and improvement review plan provides the ability to identify target areas for extensive review and potential modification.

- At least eighty (80) percent of the students must design a specific project or evaluate and redesign an on-going project and sustain a score of 80 or higher.
- At least 80% of all projects will attain 85 or higher on the total evaluation scale (written and oral).
- At least 80% of all oral presentations will perform at .4 or higher (on a 5 point scale) 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.

4. Information on success:

Each semester as students complete their comprehensive exam or thesis presentation they are asked to complete an exit survey. The assessment focuses on several essential elements:

Specifically, students reported the need for:

Identified Need	Department Response
1. Wider range of ATE courses	With limited faculty resources, this is problematic.
2. Advising	With limited faculty resources, this is Problematic
3. Flexibility in course schedule	The department offers summer, weekend and on-line courses in an effort to meet this need.
4. Job placement assistance (specifically international students)	The department is working with Career Services to assist students
5. More financial assistance	The department is working with the financial aid office, the Graduate Dean’s Office, and the International Office to identify every resource available for students. However, with GA and TA money not available this will be more of an issue.

5. Essential Skills and Measurement of Student Achievement:

We believe that the success of our students in doctoral programs and in the workplace is directly linked to the quality and dedication of our faculty and to the rigor of the curriculum. There is a high degree of student-faculty interaction both within and outside the classroom. The faculty believes their role is to be faculty advisor, as well as mentors for graduate students.

- Students should think critically, logically, and creatively about workforce preparation and about the social, political, and economic forces, that impinge on workforce preparation.
- Students should communicate effectively, both orally and in writing, with their colleagues and other professionals in the field of workforce preparation.
- Student should evaluate the social and psychological influences that help to shape individuals, organizations, and the content taught in workforce preparation programs.
- Student should understand the history and development of workforce preparation, as well as the current purpose and role of workforce preparation.
- Students should recognize and apply the scientific method of inquiry to solve problems.
- Students should recognize and understand current legislation that affects the workforce.

6. Strengths and Weaknesses

A major strength of the M.S. program in Adult and Technical Education is that it has a cadre of high quality students who share their expertise and experiences with fellow students and professors. A second strength is in the competent and dedicated student-centered faculty in the program. A third strength is the flexibility of the program design that permits the areas of study to be tailored to meet the personal and professional needs of the students. A fourth strength is the diversity of the students in the program. Approximately 1/2 of the students enrolled in the ATE program are international. The close interaction with fellow international students provides for a rich classroom setting.

The major weakness of the program is that the funds available for graduate research assistants and graduate teaching assistants are far too low and too few in number. At the present time the department of four full time faculty have one time graduate assistant. It is problematic to conduct research and do library work while teaching a 12 hours load, advising and servicing on both university and community committees without some type of research assistant. No major research institution would ask faculty to carry this load without support.

A second weakness is that there are too few full-time or part-time faculty to deliver the M.S. degree program in Adult and Technical Education. Many classes that should be offered in a program of this nature cannot be offered due to limited faculty resources.

One area of weakness which has been noted by students is the need for technology. The ATE department, with funds from off-campus course offerings, has initiated purchases of technology and updating Harris Hall room 442. No university funds were used for this project.

A majority of the students are employed full-time and are part-time students. Some students finish their degree in two or three years while others require six or even seven years to complete the degree. The students are often married and have children. When the economy and/or personal finances shift downward, students tend to register for fewer classes due to the cost of tuition and books.

Due to the increased demand for the program and the limited faculty resources, the ATE department has begun to limit admission to certain areas of emphasis within the program and this has resulted in decreased numbers.

III 2008 GRADUATE SATISFACTION SURVEY RESULTS

1. Course Delivery and Background Information

The data of significant importance for this section entails financial aid for our graduate students. Over 50% of students who received financial aid indicated that if financial aid was not available that they would not have attended graduate school. Graduate Assistantships (GA's) was the primary type of financial aid provided along with loans, and tuition waivers.

2. General Perceptions

a. Curriculum: The overall consensus of the curriculum was that it is valuable, provided in-depth study and understanding each area of study, provided a broad perspective of the field was up-to-date and met the expectations of graduate study.

b. Advising: The general perception for advising indicates that the advisor has a thorough knowledge of policies and procedures. Students indicated that the advisor was accessible and helpful however, due to the lack of professors to adequately meet the demand for advising improvements could be made in this area.

c. Learning Environment: Most students indicated that evening and weekend schedules, geographic location of course offerings along with the use of alternative delivery systems enabled them to pursue their graduate studies. However, it is suggested that the classroom and other physical facilities could be improved upon in order to provide a more comfortable learning environment for adults, (i.e. larger desks, research facilities, etc.)

d. University Support Systems: Students were in agreement that the majority of university support systems were adequate for their needs. It was suggested that financial assistance, tuition, fees and communication regarding MU public information could be improved.

e. Teaching: In general graduates felt that the faculty provided a stimulating intellectual climate with productive student-faculty interaction. They concluded that the assignments were relevant to advancing knowledge in the field and were satisfied with the full-time and part-time staff. It was also noted that there is a need for additional full-time staff in the program to enhance interaction, advising and provide increased schedule availability.

f. Multicultural Awareness: Students are very aware and pleased with the fact that ATE maintains cultural diversity, has an appreciation of differences in the multicultural arena and practices in the globally in the field.

3. Program Comments

a. Three Things to Keep : Student indicated that they would like to see the following maintain in the program, Graduate Assistantships, On-line courses, evening courses, and interactive classroom projects and presentations.

b. Three things to Change: Areas of improvement were noted as the need to hire additional faculty, offer more classes with greater availability, mandatory meeting with advisors, and the addition of a learning resource library.

c. Open Comments: The program received wonderful overall reviews. Most additional comments fell into one of the three things to change or keep categories.

IV ACTIONS TAKEN AND PLANNED

1. Curriculum Changes

We will make minor changes to the curriculum:

- a. Offer a list of professional seminars for Ed.S. students (ATE 708-709)
- b. Availability of SPSS course for students (ATE 703 – Interpretation/Utilization of Applied Research)
- c. Activate ATE 673 – Assessment in Adult/Technical Education

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

2. Technological Improvements

We will work with computer services to make the necessary changes and purchases.

- a. Ensure MUOnline, MU Mail and Turnitin.com is appropriately set up to create less anxiety on students
- b. Improved media equipment
- d. Some faculty need to be more accessible by email and phone
- e. Additional state-of-the-art technology should be integrated in the delivery method of on-campus instruction.

V PLANS FOR CURRENT YEAR

The Adult and Technical Education M.S. Program along with institutional support resources can accomplish continuous growth and development by embracing our changing environment and the evolving global society. Progressive steps year by year with commitment to our students and devotion to our program will cultivate an entry to high quality lifelong learning opportunities

- a. To develop specialized internships for students with the State Department of Education and or industry.
- b. To improve on the quality of delivery method for students enrolled in statewide classes. (i.e. streaming live video that is also captured for playback)
- c. To revisit and propose revised ATE program admission standards.
- d. To establish a student chapter of ASTD on Campus
- e. To encourage students to attend professional conferences

VI ASSISTANCE NEEDED WITH ASSESSMENT

We need additional human resources as well as additional 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 our full time faculty members. Develop university procedures for data collection and analysis needed for division reports.

Chart 1 - Assessment Chart

Marshall University Assessment of Program's Student Learning Outcomes for the M.S. Adult and Technical Education Department 2008

Not every student learning outcome must be assessed every year. However, it is expected that at least one-third of the outcomes will be assessed each year, allowing for assessment of all outcomes within a three-year cycle. It also is important to use more than one assessment measure for each outcome.

Program's Student Learning Outcomes	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1. Apply problem solving and decision-making skills objectively in workforce education.	<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 eighty five (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. (Maintain current methods)
2. Apply Critical-thinking skills in presenting a logical argument in Adult and Technical Education courses.	<ul style="list-style-type: none"> • Debates • Written Assignments • Critical incident • Group discussion • Oral presentations 	There will be an 80 percent increase in the level of confidence of student making class presentations.	Over 80 percent of the students achieved this criterion	Feedback was provided to students (ex. Self assessments, peer and faculty evaluations) (Maintain current methods)
3. Apply techniques in conducting research and writing research reports pertaining to training and development projects.	<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 ninety (90) percent of the knowledge and skills in conducting and writing research reports.	Less than ninety (90) percent of the students acquired this criterion.	Utilization of applications exercised and simulations. (Maintain and enhance current methods)

Chart 1 - Assessment Chart (Continued)

Marshall University Assessment of Program's Student Learning Outcomes for the M.S. Adult and Technical Education Department 2008				
Program's Student Learning Outcomes	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
4. Extrapolate on the impact of globalization in workforce education and economic development	<ul style="list-style-type: none"> • Critiques of selected films on globalization • Case studies on "comparative advantage" • Presentations • Group Projects • Term Papers 	At least eighty (80) percent of the students must design a specific project or evaluate and redesign an on-going project	The majority of the students completed this criterion successfully.	It was suggested that future classes conduct field trips so as to observe model programs in ATE. (Maintain current methods)
5. Utilize a variety of clinical or internship experiences based on learned concepts in workforce education	<ul style="list-style-type: none"> • Observations • Demonstrations • Oral and written presentations • Interviews • Reflective journals 	At least ninety (90) percent of the student clinicals/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.	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. (Maintain current methods)