

2010 ASSESSMENT PLAN
FOR
MASTER OF SCIENCE
ADULT AND TECHNICAL EDUCATION

COLLEGE OF EDUCATION AND HUMAN SERVICES

December 1, 2010

MARSHALL UNIVERSITY

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I. **Program's Mission:** Adult and Technical Education (ATE) Supports the Mission of the University.¹

The ATE Program will:

1. provide affordable high quality graduate education for the State and the region;
2. provide services and resources to promote student learning, retention and academic success;
3. foster faculty, staff and student outreach throughout Marshall's service area using all appropriate modes of delivery;
4. promote economic development through research, collaboration and technological innovations;
5. educate a citizenry capable of living and working effectively in a global environment;
6. support and strengthen the faculty, staff, student and administrative governance structures in order to promote shared governance of the institution;
7. further the intellectual, artistic and cultural life of the community and region; and
8. adhere to the Marshall University Creed and to the Statement of Ethics.

The ATE faculty will:

- remain current in their fields of expertise and incorporate that expertise in the educational process as appropriate;
- improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for lifelong learning;
- contribute to the body of knowledge through completion of scholarly and creative activities;
- actively engage and mentor students in scholarly, artistic and creative endeavors;
- help students develop the ability to navigate through a rapidly changing society; and
- regularly review the curriculum, degree and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region.

The ATE staff will:

- support the mission of the University in their transactions with students, staff, faculty, administrators and the public;
- develop a positive, just and equitable workplace; and
- be a quality workforce equipped with appropriate skills and knowledge.

¹Marshall University Graduate Catalog, 2010-2011

Adult and Technical Education Program's Mission Supports the Mission of the Graduate School.

In support of its graduate mission², ATE values:

1. excellence in teaching and advising;
2. support services for students;
3. the explanation of knowledge through research and inquiry;
4. an interactive and collaborative relationship with the community;
5. open access to quality educational opportunities;
6. lifelong learning;
7. cultural diversity;
8. the continuous review of our programs and administrative processes;
9. innovation and efficiency in the use of resources; and
10. personal and institutional accountability.

²Marshall University Graduate Catalog, 2010-2011

Support of the University's Mission:

The program's mission supports the university's mission by delivering graduate courses for the Master of Science degree in Adult and Technical Education.

The MS degree in ATE is a field-based program designated to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership or professional role in human services areas of business, industry, government, community agencies or education. The courses provide students with the opportunity to continue their graduate education in a flexible program through a statewide delivery system. Most courses are taught in the evening, online, or on a statewide approach. Every effort is made to tailor the program to meet the needs of the student. In consultation with the advisor, the student selects an area of emphasis and plans the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education
- b. Interdisciplinary Studies
- c. Training and Development

Full admission to the program requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work. Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option to satisfy the Master of Science degree requirements.

The Adult Education Area of Emphasis is designed to serve persons who work with adults in either an instructional or an administrative role. As such, its participants are drawn from various areas such as human service agencies, those with staff development, or in-service responsibilities in hospitals, business or government as well as those in adult preparatory programs at the postsecondary or community college level.

The Interdisciplinary Studies Area of Emphasis involves a combination of courses from disciplines within the broad field of Adult and Technical Education. The program is designed to permit students to forge specific links among courses from adult education, technical education, training and development, and community college teaching. Students can tailor the program to their particular interests and needs. The program differs from traditional graduate programs in that it promotes acquisitions of knowledge that transcends traditional disciplinary boundaries.

The Training and Development Area of Emphasis is designed to serve persons employed in business, industry or other organizations involved in the advancement of knowledge, competencies and skills of their employees. Graduate students are drawn from areas such as management, marketing, human resources and safety whose responsibilities include instructional design and preparation of employees for current jobs, future assignments and/or personal enhancement.

II. Student Learning Outcomes

Sample student behavioral objectives for three graduate courses are listed below.

1. Identify the origins of career and technical education (CTE).
2. Discuss the early leaders who influenced the development of CTE.
3. Trace the evolution of federal legislation that has shaped CTE.
4. Demonstrate the participation of women in CTE.
5. Describe CTE instructional programs for special-needs populations.
6. Develop and/or select marketing content objectives.
7. Prepare content outlines in the marketing discipline.
8. Design evaluations related to the objectives and content.
9. Conduct scholarly research in the marketing discipline.
10. Analyze and interpret the various perspectives held in contemporary society concerning diverse populations.
11. Develop thorough critical thinking and develop a more positive understanding of the cultural richness and diversity of minority groups.
12. Examine state and local responsibilities concerning special population students.
13. Discuss programs for sex equity and single parents, single pregnant women and displaced homemakers.

A. Assessment Measures

Sample student assignments following reading assigned text materials and supplementary materials, interacting with the professor, and responding in written format to the following assignments:

1. Distinguish between the characteristics of apprenticeship in colonial America and present day apprenticeship programs.
2. Prepare brief biographical sketches of the following authors of federal legislation: (a.) Hoke Smith, (b.) Dudley Hughes, (c.) Walter George, (d.) Carl D. Perkins.
3. Discuss the differences between requirements of the Title IX (Education Amendments of 1972) and the provisions of the Education Amendments of 1976 that pertain to sex discrimination and sex bias.
4. How can career and technical education training programs for women be strengthened and expanded to provide employment opportunities for women at all levels of educational attainment?
5. What role does CTE play in filling the void that sometimes exists in the education of special-needs students?
6. Write, adapt or adopt ten to twenty course objectives that are based on marketing content.
7. Write, adapt or adopt five to ten chapter behavioral objectives for each chapter related to marketing content.
8. Read the chapters and prepare chapter outlines.
9. For each chapter, write a discussion question related to some part of that chapter.
10. For each chapter, write three content questions that could be answered in essay format.
11. Describe in one to three pages the methods used to exclude Jews from admission to college, explain how Jews became white folks and describe how blacks were denied housing in the new urban sprawl after WWII.
12. Comment in one to three pages on homophobia in adolescent white males (causes, behaviors and/or resulting actions).
13. Discuss in one to three pages the old fashioned gender roles (prohibitions and expectations) and the revolution we have experienced since the 1950s.
14. In one to three pages, explain the causes of "black underachievement" and explain "discourse of deficit."
15. In one to three pages, comment on your own perceptions of race, racism and racial privilege.

B. Benchmarks

The benchmark for the graduate courses is a minimum of 80 percent.

C. Results/Analysis

*Mean Scores

The mean score for the three courses was 89; 87; and 89.

*Exit Survey

Results of the ATE Graduate Exit Survey, 2009 are reported in the next three pages (n=34).

Students completing their written Comprehensive Assessment for the M.S. degree were asked to complete the ATE Graduate Exit survey, 2009. Most students completed the survey, some did not. Most of the students completed all items in the survey, some did not. The results of the survey follow:

Please tell us how much you agree/disagree with the following.

SA=Strongly Agree(4) A=Agree(3) D=Disagree(2) SD=Strongly Disagree(1)

	SA	A	D	SD
1. My coursework was valuable in pursuing my chosen career.	42%	58%	0%	0%
2. My coursework provided in-depth study and understanding of my area of study.	35%	55%	10%	0%
3. My coursework provided a broad perspective of my field.	37%	60%	3%	0%
4. My coursework contained up-to-date information about my field.	34%	62%	4%	0%
5. The curriculum in my program met my expectations of graduate study.	28%	69%	3%	0%
6. My advisor had a thorough knowledge of policies and procedures.	63%	37%	0%	0%
7. My advisor was accessible.	52%	37%	11%	0%
8. My advisor was helpful.	66%	24%	10%	0%
9. The faculty stimulated productive student-faculty interaction.	25%	75%	0%	0%
10. The faculty stimulated an intellectual climate.	29%	64%	7%	0%
11. The faculty provided frank feedback of graduate work.	27%	63%	10%	0%

	SA	A	D	SD
12. Assignments were relevant to advancing knowledge in the field.	31%	66%	3%	0%
13. I was satisfied with the teaching by full-time faculty.	27%	65%	8%	0%
14. I was satisfied with the teaching by part-time faculty.	9%	82%	9%	0%
15. I had opportunities to voice my opinions about programs of study.	31%	69%	0%	0%
16. All factors considered, I was satisfied with my graduate program.	34%	66%	0%	0%
17. ATE practices globally.	43%	57%	0%	0%
18. ATE maintains cultural diversity of people.	45%	55%	0%	0%
19. ATE has an appreciation of differences.	45%	55%	0%	0%
20. Which developments within ATE do you feel would attract future students?:				
Additional professors		29%		
Better Facilities for Adult Learners			15%	
Development of a "Regional Learning Resource Center" within MU campus				9%
Increased schedule availability			18%	
More courses		23%		
21. As a consequence of having earned a degree, have you?				
Moved to a different job		14%		
Been promoted in your job		3.5%		
No change yet, anticipate new job		50%		
No change yet, anticipate salary increase		18%		
No change yet, anticipate promotion		3.5%		
Received a salary increase		11%		
22. What three things do you think <u>should be kept</u> in your MU/MUGC graduate program?				
-The program is basically sound/practice of presentation skills/online courses/class size/student presentations/diversity/access to advisor in a timely manner/ability to choose any classes to satisfy electives/student centered teaching style/graduate teaching program/on-campus meetings for e-courses/professors are all very friendly, understanding and helpful/evening classes/tuition waivers/webct classes/summer and weekend classes.				

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

-More evening classes/more online classes/more sections of classes/learning and knowing about who the staff are/understanding international students/limited class offerings/more webct classes/accessibility to advisor/professor well prepared with Ph.D./some professors need to be more available for students/easier access to textbooks/frequency of courses and offerings.

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

-The professor was a good advisor. A wonderful experience. Overall, I am pleased with the program. For the most part, I was satisfied with everything. The professor was a great teacher and I learned in class. I enjoyed my experience and the program. The advising was wonderful and helpful. Online classes gave me the opportunity to complete my masters.

D. Analysis/Planned Action

The syllabi from the sample courses require a greater number of samples and explanations and direction to students on completing their assignments.

For the students, faculty need to make themselves available for longer periods of time to interact, coach and advise students.

In terms of courses, greater attention needs to be focused on scheduling required courses in a timely fashion to facilitate student need.

III. Overview of changes implemented in your program this past year based on results and planned action specified in last year's report.

The person who served as ATE Program Coordinator during the 2009 assessment period and was responsible for assessment did not complete an assessment report.

But due to Dr. Clara Reese's retirement, the ATE faculty decided to discontinue the B.A. degree program in ATE. And due to Dr. Howard Gordon being recruited to UNLV in a tenured, full professor position, his graduate area of study was discontinued. The area of study: Teaching English as a Foreign Language (TEFL) was discontinued in ATE due to an agreement with the English Department when the program was initiated. The English Department will now offer the M.A. in TEFL. The two faculty positions have not been returned to Adult and Technical Education.

- IV.** Specify any changes/modifications made to your program based specifically on data obtained during Assessment Day Activities.

Data are not available for ATE related to Assessment Day Activities.

- V.** Assistance Needed with Assessment:

The author of this report requested a meeting to discuss the assessment process and reporting process with Dr. Mary Beth Reynolds. Dr. Reynolds is very open to assisting others with their assessments. She is knowledgeable about the process and supportive of teaching excellence.