

Program Review

**Bachelor of Arts
Adult and Technical Education**

College of Education and Human Services

October 2005



MARSHALL UNIVERSITY

Program Review

Marshall University

March 2005

Date: September 21, 2005

Program: Bachelor of Arts in Adult and Technical Education

Date of Last Review: Initial 5 year Program Review

(Business Education and Marketing Education areas of Emphasis were included in Secondary Education for prior program reviews)

Recommendation


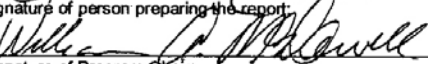
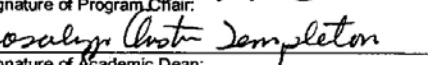
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code(#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1		3/6/06
Recommendation:	Signature of person preparing the report:	Date:
1		3/6/06
Recommendation:	Signature of Program Chair:	Date:
1		3/6/06
Recommendation:	Signature of Academic Dean:	Date:
_____	_____	_____
Recommendation:	Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)	Date:
_____	_____	_____
Recommendation:	Signature of President, Faculty Senate/ Chair, Graduate Council:	Date:
_____	_____	_____
Recommendation:	Signature of the Provost and Senior Vice President for Academic Affairs:	Date:
_____	_____	_____
Recommendation:	Signature of the President:	Date:
_____	_____	_____
Recommendation:	Signature of Chair, Board of Governors:	Date:

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: For the BA in Adult and Technical Education, I recommend to continue the program at its current level of activity.

Rationale:

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The Bachelor of Science degree program in Adult and Technical Education (ATE) remains a strong and viable program which is providing educational opportunities for students interested in the areas of human resource development as a trainer, instructional designer, and/or performance improvement specialist, assisting corporations world-wide in their efforts to compete in a global economy.

There are three areas of emphasis in the degree program: Training and Development, Marketing Education and Business Education. Marketing and Business in the ATE program earns licensure to teach from the West Virginia Department of Education. Business Education and Marketing Education provide teachers to West Virginia schools and schools in other states. The Marketing program at Marshall University is the only program in the state to certify teachers in that field.

The third area of emphasis in Training and Development, due to being relatively new, has not graduated students yet. The two teacher certification programs are accredited by NCATE. An accrediting agency for Training and Development does not exist.

Employer and graduate feedback about ATE is positive. The program has a comprehensive assessment system which provides data for program modification and improvement. ATE remains healthy and should continue to be productive in the future.

Signature of the Dean:

Rosalyn Anstine Templeton

Date: 10/31/05

Program Review

Bachelor of Arts in Adult and Technical Education

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Marshall University
Program Review

September 2005

Program: Bachelor of Arts-Adult and Technical Education

College: College of Education and Human Services

Date of Last Review: Initial 5 year Program Review

I. PROGRAM DESCRIPTION

The Adult and Technical Education program offered at Marshall University consists of three areas of emphasis. The program is intended for persons who are interested in pursuing a secondary teaching degree in the fields of Business Education or Marketing Education, as well as those who intend to serve in an instructional, training, or leadership capacity in business, industry, or education. The degree with a Training and Development area of emphasis will enable students to work in the area of human resource development as a trainer, instructional designer, and/ or performance improvement specialist, assisting corporations worldwide in their efforts to compete in a global economy. As a graduate, one will know how to solve performance problems by implementing the correct solution, whether it be training or other non-instructional ways of solving performance problems. As a graduate, one will know how to conduct needs assessments, to design and implement training, and to evaluate those training programs. As the student develops into a professional in the field, he or she will have the corporate responsibility of increasing the organization's bottom line through systematic educational endeavors.

II. ACCREDITATION INFORMATION

The National Council for Accreditation of Teacher Education and the West Virginia State Department of Education accredits the teacher education program. The business education and marketing education programs are accredited through the professional education unit. See Program Review for the Bachelor of Arts in Secondary Education.

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY

1. Curriculum

The Bachelor of Arts in Adult and Technical Education includes three areas of emphasis: Business Education, Marketing Education, and Training and Development. The programs have different requirements and therefore must be discussed separately.

The Business Education area of emphasis has been an undergraduate program at Marshall University for over thirty years. Students are required to complete professional education core courses of 36 hours and a teaching specialization of 51 hours. The teaching specialization includes courses in accounting, adult and technical education, economics, management, and marketing. A complete list of requirements is available in Appendix 1-Business Education. Students are required to take 45 upper-division hours and follow the Marshall Plan. Graduation requires a total of 128 semester hours.

The Marketing Education program was established at Marshall University in 1973, and it is the only program in the state of West Virginia certifying teachers in the field of Marketing Education. Students are required to complete professional education core courses totaling 36 hours and a teaching specialization of 46 hours. The teaching specialization includes courses in accounting, adult and technical education, communications, economics, management, and marketing. A complete list of requirements is available in Appendix 1-Marketing Education. Students are required to have 45 upper division hours and follow the Marshall Plan. Graduation requires a total of 128 semester hours.

The Training and Development area of emphasis has a professional core component of 37 hours from all areas of adult and technical education. Specialization requirements totaling 48 hours include courses in accounting, communications, counseling, economics, history, psychology, and management. A complete list of requirements is available in Appendix 1-Training and Development. Students are required to have 45 upper-division hours and follow the Marshall Plan. Graduation requires a total of 128 semester hours.

2. Faculty

The Adult and Technical Education Department has six full-time instructors. Four of the six instructors have terminal degrees. Three faculty members from this department teach in both the undergraduate and graduate programs. The curriculum includes collaboration with faculty in several departments including education and business. Faculty members are well trained in the area of adult and technical education. Dr. Reese is a professor with over 26 years of service at Marshall

University. She has been approved as a Writing Across the Curriculum (WAC) professor and received approval of four courses as WAC designated courses. Professor Sias is currently pursuing her doctorate and is active in professional organizations. She is the WV DECA State Advisor and the WV Marketing Education State Coordinator. Professor Moten is pursuing her doctorate and is a member of the Academy of Human Resource Development.

3. Students

a. Entrance Standards

Regular admission to the university constitutes admission to the College of Education and Human Services for entering freshmen. Transfer students from other Marshall colleges or other institutions must have no quality-point deficiencies to be eligible for transfer into the College of Education and Human Services. General requirements for regular admission include a diploma from an accredited high school, a GPA of 2.0, and a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT and completion of the 2003 Higher Education Policy Commission course requirements.

b. Entrance Abilities

Prior to admission to the teacher education program, an individual must complete 24 credit hours, maintain a GPA of 2.7 or better, have an ACT composite of 21, and successfully pass all three parts of the PRAXIS I: Pre-Professional Skills Test.

Individuals entering the Business Education or Marketing Education area of emphasis must complete these requirements prior to starting the respective programs. In

addition, Marketing Education and Business Education require 200 hours of verified work experience.

There are no additional requirements for the Training and Development area of emphasis.

c. Exit Abilities

Educators in the State of West Virginia must meet requirements for West Virginia certification. These include a passing score on NTE PRAXIS II Specialty Area Test for each teaching specialization, passing score on Principles of Learning and Teaching, cumulative GPA of 2.7, GPA greater than 2.7 in specialization, GPA greater than 2.7 in professional education courses, and GPA greater than 2.7 in all courses attempted at Marshall University.

4. Resources

a. Financial:

The Adult and Technical Education Department operates on a budget of \$91,985 and is supported by a grant from the West Virginia Board of Education. This budget supports both the undergraduate and the graduate programs. If this program were terminated as a major, the savings would be minimal. The one position that would be cut is grant funded and the instructor is also a graduate instructor. It would save very little in terms of operating expenses. If the program were terminated, individuals in Marketing Education and Training and Development would have to go to an out-of-state university to obtain a degree.

b. Facilities

The Adult and Technical Education Department has classrooms in Harris Hall as assigned by the Registrar. The department also has offices, a seminar room, and a conference room. Computer facilities on the fourth floor of Harris Hall are used for instruction and reserved through Computer Services. Classroom equipment such as overhead projectors, computers, and camcorders are used during instruction.

5. Assessment Information

The undergraduate program in Adult and Technical Education was implemented in Fall 2002. Assessment reports were performed in 2003 and 2004. The program goals were delineated in these reports.

Program Goals

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 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.

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. 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.

Compliance with BOT Initiative 3

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.

The program is reviewed annually by the Marshall University Office of Program Review and Assessment. Students evaluate professors at the completion of each course. Students evaluate course content at the end of each course. The Division Chair evaluates faculty teaching, advising, scholarly activity, university service, and community service annually. Internship supervisors provide feedback for evaluating program content and effectiveness.

This program is new and therefore there is inadequate data available at this time to evaluate graduate and employer satisfaction with the effectiveness of the educational experience.

6. Previous Reviews

The BA ATE program was placed in Level Two, Making Progress in Implementing Assessment Programs by the NCA/Higher Learning Commission in a previous

review. Work is ongoing in determining direct methods to assess student performance.

7. Strengths/Weaknesses

This program fills a unique position in both our community and our state. Two of the three areas of emphasis are only offered on this campus. In West Virginia, this is the only degree with a marketing education area of emphasis and an emphasis in training and development. Implementation of the program used existing faculty and resources and therefore was not a financial burden on the institution. The program also has the potential to attract students interested in these particular areas of emphasis.

At the current time, enrollment in the training and development area of emphasis is low, but this will increase as the public is made more aware of the program through recruiting efforts.

B. VIABILITY

1. Articulation Agreements

The Adult and Technical Education Department has informal cooperative arrangements with faculty and staff at some State colleges for the use of their facilities so that we are able to deliver courses at off-campus sites.

2. Off Campus/Distance Delivery Classes

Four courses were offered off-campus in the past two years. ATE 495: Historical Development in Workforce Preparation, ATE 489: Grant Proposal Writing for Business and Industry, and ATE 301: RBA Portfolio Development were offered off-

campus. The graduate program currently offers most of the off campus courses in the Adult and Technical Education Department.

3. Service Courses

The Adult Technical Education Department does not have courses that are required by other majors. However, students can choose Adult Technical Education courses as electives.

4. Program Course Enrollment

A total of thirty-eight courses have been offered in the past five years in the Adult and Technical Education Department. Appendix V, Program Course Enrollment provides a complete list of courses and enrollment for the period of review.

5. Program Enrollment

Program enrollment in the Business Education area of Emphasis has more than tripled in the past five years. Marketing Education Program enrollment has remained steady. The Training and Development area of emphasis is relatively new; and although the numbers are small at this time, enrollment is expected to increase.

6. Enrollment Projections

Given the continued need for certified teachers, the Business Education and Marketing Education areas of emphasis should continue to have an increasing enrollment. With proper recruitment and advertising, the Training and Development area of emphasis should show a steady increase in enrollment in the next five years.

C. NECESSITY

The Business Education program has been an undergraduate degree program at Marshall University for approximately thirty years. Continued need for this is

documented by the teacher shortage now facing our public schools. It is estimated that 2.2 million more teachers will be needed within the next decade. One teaching area that is already low on the number of certified teachers is the vocational education field. With the emphasis on the Workforce Development Act on occupational skills training, it is anticipated that the shortage will only get larger.

The Marketing Education program was established at Marshall University in 1973 and is the only program in the state of West Virginia certifying teachers in the field of Marketing Education.

The Training and Development area of emphasis was established in 2002. The need for training and development is critical in our state and throughout the country. Due to changes in business, industry, and education, the program has evolved to meet the needs of employers.

1. Advisory Committee

The program has no Advisory Committee.

2. Graduates

Graduates of the Business Education and Marketing Education Department are qualified to work as teachers in the public school system. Graduates are currently working in secondary education in West Virginia, Ohio, Kentucky, Virginia, and North Carolina. Graduates also have accepted positions in private industry. There have been no graduates from the Training and Development area of emphasis.

3. Job Placement

The Career Services Center assists students in all phases of career development and job placement. Several courses offered in the ATE Department also prepare

students to enter the workforce by examining skills and abilities, resume writing, interviewing skills, and enhancing work performance. Professors provide letter of recommendations to students on request. Internships and classroom activities also prepare graduates who are qualified individuals that are of value to the organization.

D. CONSISTENCY WITH UNIVERSITY MISSION

The program is consistent with the Marshall University Undergraduate College mission statements. The undergraduate program in Adult and Technical Education provides affordable, high quality undergraduate education. The faculty and staff provide services and resources to promote student learning, retention, and academic success. Students are assigned an advisor for each area of emphasis. Instruction is made available throughout Marshall's service areas by the use of distance learning sites. The program educates citizenry capable of living and working effectively in a global environment. The program is updated to respond to the ever-changing needs of society. The student population also represents the response to a global environment. Professors must accommodate teaching methods to the many cultures and nationalities of the students in the program. Faculty of the program are current in their fields of expertise, use innovative teaching methods, mentor students, and review the curriculums as needed to meet the changing needs of the state and region. In closing, the mission of the Adult Technical Education Department mirrors the mission of Marshall University.

IV PROGRAM OF EXCELLENCE

We are not requesting that the program be designated a program of excellence.

Appendix I
Required/Elective Course Work in the Program

Degree Program: Adult and Technical Education-Business Education Person responsible for the report: Dr. Reese

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ACC 215-Principles of Accounting ACC 216-Principles of Accounting ACC 348-Federal Taxation ATE305-Office Machines/Quantitative Applications ATE 325-Communications for Business and Industry ATE 421-Office Management ATE 425-Computer Applications in Business and Marketing ECN 253-Principles of Macroeconomics LE 207-Legal Environment of Business MGT 320-Principles of Management MKT 340-Principles of Marketing AAT 112-Keyboarding AAT 114-Keyboarding II AAT 136-Introduction to Word Processing AAT 261-Integrated Document Formatting AAT 237-Advanced Word Processing AAT 265-Administrative Office Procedures	51	EDF 218-Child and Adolescent Development in Schools EDF 270-Level 1 Clinical Experience EDF 319-Applications of Learning Theory EDF 435-Tests and Measurements CI 345-Critical Reading, Writing, and Thinking CISP 421-Special Education: Children with Exceptionalities ATE 469-Business and Occupational Teaching Methods CI 470-Level II Clinical Experience EDF 475-Schools in a Diverse Society CI 450- Student Teaching	36		

Professional society that may have influenced the program offering and/or requirements:

Appendix I
Required/Elective Course Work in the Program

Degree Program: Adult and Technical Education-Marketing Education

Person responsible for the report: Dr. Reese

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ACC 410-Accounting for Entrepreneurs ATE 410-Developing Selling Curriculum ATE 440-Developing Merchandising/Sales Promotion Curriculum CMM 207-Business and Professional Communication ECN 250-Principles of Microeconomics ECN 253-Principles of Macroeconomics MGT 320-Principles of Management MGT 424-Human Resource Management ATE 105-Introduction to Workplace Training ATE 201-Curriculum Design for Education Training ATE 422-Administration of Cooperative Programs ATE 425-Computer Applications in Business and Marketing ATE 485-Independent Study MKT 340-Principles of Marketing MKT 344-Retail Management MKT 350-Business Logistics	46	EDF 218-Child to Adolescent Development in Schools EDF 270-Clinical Experience I EDF 319-Application of Learning Theory EDF 435-Classroom Assessment CI 345-Critical Reading, Writing, & Thinking CISP 421- Children with Exceptionalities ATE 405-Instructional Methods in Technical Training CI 470-Field Experience CI 449-Instructional and Classroom Management EDF 475- Schools in a Diverse Society CI 450-Student Teaching	36		

Professional society that may have influenced the program offering and/or requirements:

Appendix I
Required/Elective Course Work in the Program

Degree Program: Adult and Technical Education-Training and Development
 Person responsible for the report: Dr. Reese

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ATE 105- Introduction to Workplace Training ATE 201- Curriculum Design for Educational Training ATE 325-Communications for Business and Industry ATE 403-Introduction to Adult Learning Theory ATE 405-Instructional Methods in Technical Training ATE 425- Computer Application in Business and Marketing ATE 449-Occupational Analysis and Instructional Design ATE 450-Interpersonal Skills in the Workplace ATE 470-Practicum in Adult and Technical Education ATE 489-Grant Proposal Writing for Business and Industry ATE 495-Historical Developments in Workforce Preparation ATE 493-Workshop ATE 494-Workshop	37	ACC 310- Accounting for Entrepreneurs CMM 319-Superior-subordinate Communication CI 350 COUN 415-Occupational and Career Development COUN 416-Job Placement ECN 200-Survey of Economics HST 350-American Labor History ITL 465-Utilization of Instructional Technology JMC 101- Media Literacy JMC 231-Introduction to Audio Production JMC 432-Corporate and Instructional Video LE 207-Legal Environment of Business PSY 201-General Psychology PSY 418-Psychology of Personnel PSY 420-Introduction to Industrial-Organizational Psychology MGT 320-Principles of Management	48		

Appendix II
Faculty Data Sheet
2000-2005

Name: Clara C. Reese
 Rank: Professor
 Status (Check one): Full-time Part-time _____ Adjunct _____
 Current MU Faculty: yes no

Highest Degree Earned: Ed. D.
 Date Degree Received: May 1980
 Conferred by: N.C.State
 Area of Specialization: Occupational Education
 Professional Registration/Licensure _____
 Agency: _____

Years non-teaching experience _____ 18
 Years of employment other than Marshall _____ 26
 Years of employment at Marshall _____ 26
 Years of employment in higher education _____ 31
 Years in service at Marshall during this period of review _____ 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
<u>2005 Summer</u>	<u>ATE 442/542</u>	<u>Principles and Practices of Prevocational Exploration</u>	<u>4</u>
<u>2005 Spring</u>	<u>ATE 450/550</u>	<u>Interpersonal Skills for the Workplace</u>	<u>15</u>
<u>2005 Spring</u>	<u>ATE 469/569</u>	<u>Business and Occupational Teaching Methods</u>	<u>6</u>
<u>2005 Spring</u>	<u>ATE 450</u>	<u>Interpersonal Skills for the Workplace-St. Mary's</u>	<u>17</u>
<u>2005 Spring</u>	<u>ATE 325</u>	<u>Communication for Business and Industry</u>	<u>12</u>
<u>2005 Spring</u>	<u>ATE 446/546</u>	<u>Advanced Practicum in Prevocational Exploration</u>	<u>15</u>
<u>2004 Fall</u>	<u>ATE 450/550</u>	<u>Interpersonal Skills for the Workplace</u>	<u>15</u>
<u>2004 Fall</u>	<u>ATE 305</u>	<u>Office Machines/Quantitative Applications</u>	<u>11</u>
<u>2004 Fall</u>	<u>ATE 444/544</u>	<u>Practicum in Prevocational Exploration</u>	<u>14</u>
<u>2004 Fall</u>	<u>ATE 465/565</u>	<u>Career Exploration and Development</u>	<u>14</u>
<u>2004 Fall</u>	<u>ATE 491</u>	<u>Shorthand II</u>	<u>3</u>
<u>2004 Summer</u>	<u>ATE 442/542</u>	<u>Principles and Practices of Prevocational Exploration</u>	<u>9</u>
<u>2004 Spring</u>	<u>ATE 421</u>	<u>Office Management</u>	<u>11</u>
<u>2004 Spring</u>	<u>ATE 450/550</u>	<u>Interpersonal Skills for the Workplace</u>	<u>7</u>
<u>2004 Spring</u>	<u>ATE 446/546</u>	<u>Advanced Practicum in Prevocational Exploration</u>	<u>10</u>
<u>2004 Spring</u>	<u>ATE 469/569</u>	<u>Business and Occupational Teaching Methods</u>	<u>7</u>
<u>2003 Fall</u>	<u>ATE 450/550</u>	<u>Interpersonal Skills for the Workplace</u>	<u>10</u>
<u>2003 Fall</u>	<u>ATE 485/585</u>	<u>Independent Study</u>	<u>5</u>
<u>2003 Fall</u>	<u>ATE 325</u>	<u>Communication for Business and Industry</u>	<u>4</u>
<u>2003 Fall</u>	<u>ATE 465/565</u>	<u>Career Exploration and Development</u>	<u>5</u>
<u>2003 Fall</u>	<u>ATE 444/544</u>	<u>Practicum in Prevocational Exploration</u>	<u>8</u>
<u>2003 Summer</u>	<u>ATE 442/542</u>	<u>Principles and Practices of Prevocational Exploration</u>	<u>6</u>

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

Served as Coordinator of Undergraduate Business Education program. Placed and supervised students in various public schools during clinical experiences. Evaluated Regents BA Degree Program portfolios. Served as committee chair for Capstone oral presentations of portfolios in the COEHS, and evaluated portfolios.. Conducted seminars for student teachers. Developed and supervised contest for SCORES. Developed new teaching strategies utilizing WAC suggestions for improving writing skills in three courses. Revised three curriculums in Prevocational Exploration Taught full course loads each semester of which at least three included two writing intensive courses. Writing Intensive courses required that students complete projects resulting in 75-100 pages each. Met with students by appointments. Advised a former student about Revalidation of Credit for courses to be applied to Master's Degree Credit; prepared, presented, and evaluated comprehensive final exam for one three-hour course. Discussed/advised undergraduate/graduate course requirements with "walk-in" students. Discussed career goals, community volunteers, paid employment, and/or leisure activities associated with college majors. Presented study questions and comprehensive exam to students completing their Master's Degree in ATE.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Organizations

National Business Education Association

Association for Supervision and Curriculum Development

Phi Delta Kappa International

Association for Career and Technical Education

West Virginia Vocational Association

Participated in Summer Academy and chaired the session with Business Education teachers, June 19-20, 2001

Conferences

"Innovations for Learning Enhancement" Ashland Plaza Hotel, Ashland, KY October 11-12, 2002

"Innovations for Learning Enhancement" Ashland Community College, Ashland, KY November 9-10, 2001

"Innovations for Learning Enhancement" Ashland Community College, Ashland, KY, October 13-14, 2000

Faculty Development

"Creating Course Objectives and Measuring Student Learning Outcomes", February 6, 2004
"Framework for Understanding Poverty", February 20, 2004
"Facilitating Long-Term Memory Retention in our Students: What Cognitive Psychology Can Offer.", March 9, 2004
"A Framework for Teaching: Preparing Excellent Teachers", March 24, 2004
"Teaching Revision Process", April 2004
"Time Management Workshop", April 16, 2004
"Examining Our Passions: Learning about Learning in an Intentional Way", August 18, 2004
"Civility in the Classroom", September 22, 2003, Marshall University
Faculty Development Workshop, September 26, 2003, Marshall University
"Teaching Diversity from the Difference", October 15, 2003, Marshall University College of Education and Human Services, Teacher Lecturer Series by Dr. Carlos Lopez and Dr. Cristina Burgueno.
"Creating and Revising Course Syllabi", Dr. Robert Edmunds, MU, March 28, 2003
"Developing a Comprehensive Faculty Evaluation System", Dr. Raoul Arreola, MU September 27, 2002
"Faculty Evaluation: A Review of the Literature", Dr. Lorraine Anderson, MU October 4, 2002
"University Supervisor's Seminar", MU January 30, 2002
"Grant Writing Workshop", MU February 12, 2002,
"Teacher Lecturer Series"-Vera Barinova MU March 5, 2002
"Campus Compact and Service Learning ", MU November 30, 2001
"Expert Teaching and Student Behavior: A Celebration of Teaching" MU November 1, 2001

6. Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Awards/Honors

State of West Virginia Certificate of Appreciation for 25 years of service to the State of West Virginia
Certificate of Appreciation Perfect Attendance MU Faculty Senate 2002-2003
Certificate of Appreciation MU Faculty Senate 2002-2003
SCORES Honor for Distinguished and Outstanding Service to Marshall University, October 19, 2000

Invitations to Speak

Interpersonal Skills for the Workplace-Armstrong Cable Services, Chesapeake, OH February 27, 2004
Communicating and Decision Making-Shallotte, NC July 9, 2004
Communicating Effectively-Shallotte, NC July 7, 2003

8 Community service as defined in the *Greenbook*.

Board of Directors for the Boys and Girls Clubs of Huntington, WV (served as treasurer for eight (8) years
Research Board of Advisors of the American Biographical Institute, Raleigh, NC
Conducted fundraiser (\$10,000) for Hospice of Huntington-2005
Continuing to raise \$1000 monthly contribution to Hospice of Huntington
Served as Executor of Estate for resident in Huntington, July, 2003
Served as Power of Attorney of resident in Huntington until death in June 2002

_Appendix II
Faculty Data Sheet
2000-2005

Name: Lisa Moton Rank: Assistant Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty:
 yes no

Highest Degree Earned: MS Date Degree Received: December 1999

Conferred by: Marshall

Area of Specialization: Training and Development

Professional Registration/Licensure Agency: _____

Years non-teaching experience	13.5
Years of employment other than Marshall	_____
Years of employment at Marshall	3
Years of employment in higher education	16.5
Years in service at Marshall during this period of review	3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
<u>2005 Summer</u>	<u>ATE 675</u>	<u>Literature and Applied Research in Education</u>	<u>4</u>
<u>2005 Spring</u>	<u>ATE 586</u>	<u>Independent Study</u>	<u>4</u>
<u>2005 Spring</u>	<u>ATE 609</u>	<u>Developing Local Training Plans for Business and Industry</u>	<u>33</u>
<u>2005 Spring</u>	<u>ATE 628</u>	<u>Adult Instruction: Environmental and Personal Aspects</u>	<u>45</u>
<u>2005 Spring</u>	<u>ATE 661</u>	<u>Practicum</u>	<u>15</u>
<u>2004 Fall</u>	<u>ATE 675</u>	<u>Literature and Applied Research in Education</u>	<u>29</u>
<u>2004 Fall</u>	<u>ATE 586</u>	<u>Independent Study</u>	<u>3</u>
<u>2004 Fall</u>	<u>ATE 600</u>	<u>Aspects of Training and Development</u>	<u>35</u>
<u>2004 Fall</u>	<u>ATE 600 statewide</u>	<u>Aspects of Training and Development</u>	<u>14</u>
<u>2004 Fall</u>	<u>ATE 668</u>		<u>4</u>
<u>2004 Summer</u>	<u>ATE 628</u>	<u>Adult Instruction: Environmental and Personal Aspects</u>	<u>24</u>
<u>2004 Spring</u>	<u>ATE 403/503</u>	<u>Introduction to Adult Learning Theory</u>	<u>33</u>
<u>2004 Spring</u>	<u>ATE 503</u>	<u>Introduction to Adult Learning Theory</u>	<u>10</u>

	<u>Statewide</u>		
<u>2004 Spring</u>	<u>ATE 661</u>	<u>Practicum</u>	<u>7</u>
<u>2004 Spring</u>	<u>ATE 675</u>	<u>Literature and Applied Research</u>	<u>34</u>
<u>2003 Fall</u>	<u>ATE 600</u>	<u>Aspects of Training and Development</u>	<u>25</u>
<u>2003 Fall</u>	<u>ATE 656</u>		<u>7</u>
<u>2003 Fall</u>	<u>ATE 661</u>	<u>Practicum</u>	<u>14</u>
<u>2003 Summer</u>	<u>ATE 403/503</u>	<u>Introduction to Adult Learning Theory</u>	<u>20</u>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

AHRD Hawaii Conference

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Academy of Human Resource Development

Served as panelist for the Outstanding Black High School Students Weekend held on November 6, 2004

Served as panelist for Lewis College of Business for Brown vs. Board of Education Commemoration Week September 14, 2004

10th Annual Teaching and Learning Conference October 10-12, 2002

Scholarly research

Scholarly journal in field

HRD Quarterly

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Appendix II
Faculty Data Sheet
 (2000-2005)

Name: Betty Sias Rank: Assistant Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes
 no

Highest Degree Earned: Masters Date Degree Received: Summer
1994

Conferred by: Marshall University

Area of Specialization: Adult and Technical Education

Professional Registration/Licensure _____
 Agency: _____

Years non-teaching experience	1
Years of employment other than Marshall	9
Years of employment at Marshall	10
Years of employment in higher education	10
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005 Summer	ATE 494/594	Using PowerPoint in Business & Education	20
2005 Spring	ATE 485/585	Independent Study	30
2005 Spring	ATE 422/522	Administration of Cooperative Programs	14
2005 Spring	ATE 425/525	Computer Applications in Business and Marketing	20
2004 Fall	ATE 485/585	Independent Study	10
2004 Fall	ATE 405/505	Instructional Methods in Technical Training	6
2004 Fall	ATE 425/525	Computer Applications in Business and Marketing	18
2004 Fall	ATE 493/593	PowerPoint Presentations	15
2004 Summer	ATE 494/594	Using PowerPoint in Business & Education	20
2004 Spring	ATE 422/522	Administration of Cooperative Programs	7
2004 Spring	ATE 425/525	Computer Applications in Business and Marketing	20
2004 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	7
2004 Spring	ATE 485/585	Independent Study	23
2003 Fall	ATE 405/505	Instructional Methods in Technical Training	9
2003 Fall	ATE 410/510	Developing Selling Curriculum	4
2003 Fall	ATE 485/585	Independent Study	11
2003 Fall	ATE 425/525	Computer Applications in Business and Marketing	20

2003 Summer	ATE 494/594	Using PowerPoint in Business and Education	21
2003 Spring	ATE 201	Curriculum Design for Education and Training	1
2003 Spring	ATE 485/585	Independent Study	26
2003 Spring	ATE 422/522	Administration of Cooperative Programs	3
2003 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	8
2002 Fall	ATE 105	Introduction to Workplace Training	3
2002 Fall	ATE 405/505	Instructional Methods in Technical Training	12
2002 Fall	ATE 410/510	Developing Selling Curriculum	5
2002 Fall	ATE 485/585	Independent Study	17
2002 Summer	ATE 494/594	Using PowerPoint in Business and Education	18
2002 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	5
2002 Spring	ATE 422/522	Administration of Cooperative Programs	6
2002 Spring	ATE 201	Curriculum Design for Education and Training	3
2002 Spring	ATE 485	Independent Study	20
2001 Fall	ATE 105	Introduction to Workplace Training	4
2001 Fall	ATE 405/505	Instructional Methods in Technical Training	19
2001 Fall	ATE 410/510	Developing Selling Curriculum	7
2001 Fall	ATE 485/585	Independent Study	17
2001 Summer	ATE 494/594	Using PowerPoint in Business and Education	21
2001 Spring	ATE 485/585	Independent Study	15
2001 Spring	ATE 422/522	Administration of Cooperative Programs	8
2001 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	3
2000 Fall	ATE 105	Introduction to Workplace Training	8
2000 Fall	ATE 405/505	Instructional Methods in Technical Training	13
2000 Fall	ATE 410/510	Developing Selling Curriculum	2
2000 Fall	ATE 485/585	Independent Study	11
2000 Summer	ATE 494/594	Using PowerPoint in Business and Education	19
2000 Spring	ATE 511	Introduction to Vocational Education	5
2000 Spring	ATE 535	Methods of Examination VE	4
2000 Spring	ATE 549	Occupational Analysis Instructional Design	5
2000 Spring	ATE 201	Curriculum Design for Education and Training	2
2000 Spring	ATE 485	Independent Study	14

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain. N/A

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

Currently in the Second Semester in the Curriculum and Instruction Doctoral Program – Marshall University

3 Discipline-related books/papers published (provide a full citation). N/A

4 Papers presented at state, regional, national, or international conferences. N/A

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

2005-2000 Adult and Technical Education Summer Teacher Conferences
2004-2000 Developing Test Questions for the Marketing Education End-of Course Test
2004 "Understanding by Design" training
2004 Entrepreneurship Conference
2005-2000 DECA International Career Development Conference
2005-2000 Quarterly Technical & Adult Education Administrator's Conference
2005-2000 State Association Management Conference
Membership in Cooperative Career and Technical Education Association; National DECA; WV Association of Careers and Technical Education; Association of Careers and Technical Education; Marketing Education Association

6 Externally funded research grants and contracts you received. N/A

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

N/A

8 Community service as defined in the *Greenbook*.

WV DECA State Advisor

WV Marketing Education State Coordinator

Appendix III

Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Fall 2004	Statewide	ATE 495	2
Spring 2004	Statewide	ATE 495	1
Fall 2003	Bluefield	ATE 489	5
Spring 2003	Southern Mountain Center Logan, WV	ATE 301	15

Appendix V Program Course Enrollment Adult and Technical Education

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
105	Introduction to Workplace Training	Required-ME		9			4			4							
201	Curriculum Design for Education Training	Required-ME,T&D						3			3						
280-283	Special Topics	Elective															
301	RBA Portfolio Development	Elective								18	3		15	22	1		
305	Office Machines/Quantitative Applications	Required-BE		10						10					11		
325	Communications for Business and Industry	Required-BE, T&D		8			6			7			4			12	
403	Introduction to Adult Learning Theory	Required T&D				6		6				6		5			
405	Instructional Methods in Technical Writing	Required T&D		12			12			5			3			6	
410	Developing Selling Curriculum	Required, ME		1				2			1						
420	Principles of Cooperative Education	Elective															
421	Office Management	Required BE		11	4			12			12			11			
422	Administration of Cooperative Programs	Required ME			4			2			1			3		6	
425	Computer Applications in Business and Marketing	Required T&D, BE, ME		18	12		10	8		8			4	10		9	

Course Number	Course Name	Required/ Elective															
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp			
440	Developing Merchandising /Sales Promotion Curriculum	Required ME			1					5			1				
442	Principles of Prevocational Exploration	Elective	4			4			5			5			8		
444	Practicum in Prevocational Exploration I	Elective		11			5			4			5			10	
446	Practicum in Prevocational Exploration II				7			6			5			7		9	
449	Occupational Analysis and Instructional Design	Elective															
450	Interpersonal Skills for the Workplace	Required, T&D			11		2	5		8	8		2	7		8	22
460	Staff Development	Elective			5												
461	Staff Development	Elective	2			4											
462	Staff Development	Elective															
463	Staff Development	Elective					1		1							2	
465	Career Exploration and Development	Elective						9		6			3			6	
469	Business and Occupational Teaching Methods	Required, BE			4		5				2			3			4
470	Practicum in Adult and Technical Education	Required, T&D								1							
480	Special Topics	Elective		3			17			18		4					
481	Special Topics	Elective		25	16		3	3		4	4						
482	Special Topics	Elective		2			3			4							

Course Number	Course Name	Required/ Elective															
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
483	Special Topics	Elective		15			2			12					11		
485	Independent Study	Required, ME	2	12	16		13	25		7	16		7	9	1	5	24
486	Independent Study	Elective			4		12			1	1					8	
487	Independent Study	Elective							1								
488	Independent Study	Elective															
489	Grant Proposal Writing for Business and Industry	Required, T&D			4			6			4		2	5			
491	Workshop	Elective		12			17									3	
492	Workshop	Elective		1													
493	Workshop	Required, T&D		10				17								4	1
494	Workshop	Required, T&D	17			11			8			9			8		
495	Historical Developments in Workforce Preparation	Required, T&D		3	3		3	4		3	2		1				2
495H- 496H	Readings for Honors in Business Education	Elective															

Appendix VI Program Enrollment

Students	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted					
Principal Majors Enrolled					
Area of Emphasis: Business Education ES B2	4	6	7	11	2
Area of Emphasis Business Education EA11				1	15
Area of Emphasis Business Education ESB3	1				
Area of Emphasis Marketing Education EA12					1
Area of Emphasis: Marketing Education ESM2	2	1	1	1	0
Area of Emphasis: Training and Development				2	3
Second Majors Enrolled*					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors**					
Grand Total of Students Enrolled in the Program	8	7	8	15	21
Graduates of the program					

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

Chart I Assessment Summary
Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
5 year summary

Component Area/Program/Discipline: Adult and Technical Education

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Communicate effectively both orally and in writing	ATE Faculty	Research Projects Training Plans Lesson Plans On-site observations Portfolio	*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	Observations Clinical Experience Student Teaching Internships/Externships Oral Presentations Portfolio	*80% Very Effective	Students utilized one or more of the assessment tools identified with 80% effectiveness.	Students are provided an evaluation feedback, and outcomes are discussed and suggestions for improvement are given.
3. Develop training/lesson Plans for business and classroom use	ATE Faculty	Lesson Plans Training Plans Unit Plans Portfolio	*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	Written Assignments Case Studies Portfolio	*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
5. Adhere to professional codes and ethical practices	ATE Faculty	Supervisor evaluation Feedback from business and education	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.