

Program Review

BA in ATE

College of Education and Human Services

October 2011



MARSHALL UNIVERSITY

Program Review

Marshall University

Date: October 15, 2011

Program: BA in ATE
Degree and Title

Date of Last Review: 2005-06 academic year.

Recommendation

The BA degree in Adult and Technical Education has be terminated.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Continuation of the program with identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. X Discontinuation of the program

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.)

<u>#5</u>	<u>Levene A. Olson</u>	October 13, 2011
Recommendation:	Signature of person preparing the report:	Date:
<u>#5</u>	<u>Levene A. Olson</u>	October 13, 2011
Recommendation:	Signature of Program Chair:	Date:
<u>5</u>	<u>Robert Bookwalter</u>	<u>10/15/2011</u>
Recommendation:	Signature of Academic Dean:	Date:
<u>5</u>	<u>Dallas Brozik</u>	<u>11/8/2011</u>
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:

I recommend discontinuation of the B.A. program in Adult & Technical Education.

Rationale:

(If you recommend a program for resource development identify all areas for specific development)

As detailed in the attached program review report, the Adult and Technical Education department lost faculty positions during the period of this report and experienced a decline in undergraduate enrollment. The faculty and former dean of the college decided to terminate the undergraduate degree program in ATE.

Undergraduate admissions were suspended over a year ago and no students remain as candidates in the B.A. program.

Robert B. Bookwalter

Signature of the Dean

October 15, 2011

Date

(Narrative limited to 15 pages, Arial 12 pt. 1" margins single spaced)

Marshall University Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: BA in ATE

College: Education and Human Services

Date of Last Review: 2005-06 academic year

I CONSISTENCY WITH UNIVERSITY MISSION

The BA degree in Adult and Technical Education was terminated in 2009. Funding for a grant for the Marketing Education position ended after many years in 2008. A tenure track position was not provided to the department to replace the grant funded position. In 2009, the Business Education professor retired. Her position was not returned to the department.

Without faculty to teach and advise students in two of the three areas of emphasis, the former COEHS Dean, Rosalyn Templeton and the program faculty decided to recommend that the BA degree in Adult and Technical Education be terminated.

The program was consistent with the Marshall University Undergraduate College mission statements. The undergraduate program in Adult and Technical Education provided affordable, high quality undergraduate education. The faculty and staff provided services and resources to promote student learning, retention, and academic success. Students were assigned an advisor for each area of

emphasis. The program educated citizenry capable of living and working effectively in a global environment. The program was updated to respond to the ever-changing needs of society. The student population also represented the response to a global environment. Professors implemented teaching methods to accommodate the many cultures and nationalities of the students in the program. Faculty of the program were current in their fields of expertise, use innovative teaching methods, mentored students, and reviewed the curriculum as needed to meet the changing needs of the state and region. The mission of the Adult and Technical Department mirrored the mission of Marshall University.

PROGRAM DESCRIPTION

The Adult and Technical Education program at Marshall University consisted of three areas of emphasis. The program was intended for persons who were interested in pursuing a secondary teaching degree in the field of Business Education or Marketing Education, as well as those who intended to serve in an instructional, training, or leadership capacity in business, industry, or education. The degree with a Training and Development area of emphasis would have enabled 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 would have to solve performance problems by implementing the correct solution, whether it be training or other non-institutional ways of solving performance problems. As a graduate, one would have had to conduct

needs assessments, to design and implement training, and to evaluate those training programs.

II ACCREDITATION INFORMATION

The national Council for Accreditation of Teacher Education and the West Virginia State Department of Education accredited the teacher education program. The business education and marketing education programs were accredited through the professional education unit.

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

A. ADEQUACY Provide a narrative summary for each of the following in addition to the requested appendices.

1. Curriculum:

The Bachelor of Arts in Adult Education and Technical Education included three areas of emphasis: Business Education, Marketing Education, and Training and Development. The programs had different course requirements.

The Business Education area of emphasis was an undergraduate program at Marshall University for over fifty years. Students were required to complete professional education core courses of 36 hours and a teaching specialization of 51 hours. The teaching specialization included courses in accounting, adult and technical education, economics, management, and marketing. Students were required to take 45 upper-division hours and follow the Marshall plan. Graduation required a total of 128 semester hours.

The Marketing Education program was established at Marshall University in 1973, and was the only program in the state of West Virginia certifying teachers in the field of Marketing Education. Students were required to complete professional education core courses totaling 36 hours and a teaching specialization of 46 hours. The teaching specialization included courses in accounting, adult and technical education, communications, economics management and marketing. Students were required to complete 45 upper division hours and follow the Marshall Plan. Graduation required a total of 128 semester hours.

The Training and Development area of emphasis had a professional core component of 37 hours from areas of adult and technical education. Specialization requirements totaled 48 hours and included courses in accounting, communications, counseling, economics, history, psychology, and management. Students were required to complete 45 upper-division hours and follow the Marshall Plan. Graduation required a total of 128 semester hours.

2. Faculty:

The Adult and Technical Education Department had three full-time Instructors to serve students in the program. Two of three instructors have terminal degrees. The third faculty member has since completed her doctorate. The faculty members in this department taught in the graduate programs. The curriculum

included collaboration with faculty in several departments including education and business. Faculty members were well trained in the area of adult and technical education.

3. Students:

a. Entrance Standards:

Regular admission to the university constituted admission to the College of Education and Human Services for entering freshmen. Transfer students from other Marshall colleges or other institutions were required to have no quality-point deficiencies to be eligible for transfer into the College of Education and Human Services.

b. Entrance Abilities

Prior to admission to the teacher education program, students were required to 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.

c. Exit Abilities:

Educators in the State of West Virginia must meet requirements for West Virginia certification. These included a passing score on NTE PRAXIS II Specialty Area Test for

each specialization, passing score on Principles of Learning and Teaching, cumulative GPA of 2.7, GPA greater than 2.7 in specialization, GPA greater 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 is now part of the Leadership Studies in the Graduate School of Education and Professional Development. With the BA degree terminated, individuals in Marketing Education have to go to an out-of-state university to obtain a degree and teacher certification.

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 combined undergraduate program in Adult and Technical Education was implemented in fall 2002. Assessment reports were provided until the program was terminated in 2007.

a. **Program Goals**

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

Goal 1: Students should communicate effectively, both orally and in writing, with their colleagues and other professionals in the field of workforce development, Business Education and Marketing Education.

Goal 2: Students should evaluate the social and psychological influences that help to shape individuals, organizations, and the content taught in workforce development and education programs in order to be proficient in applying theory to practice.

Goal 3: Students should evaluate business and student needs and utilize the results in the determination of various instructional methods in the preparation of training plans and lesson plans. An understanding of the history and development of workforce development as well as the history and development of Business Education and Marketing Education will also be considered.

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

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

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

Goal 1: Multiple opportunities were offered for students to practice oral and written skills. The development of unit plans, training plans, and lesson plans were emphasized, along with required papers on the subject content of the specific class. Student observations of various businesses and classroom settings were also implemented in several classes and students participated in individual and group activities and projects that evaluated oral and written skills, as well as content knowledge. Oral classroom presentations were also required in several classes focusing on the high school classroom setting or training in business or industry. Activities and projects included experiences, on-site evaluations, and group projects. Students were required to document journals, projects and assignments. Students enrolled in the certification areas of Business Education and Marketing Education were required to complete teacher education classroom observations, a methods activity, student teaching requirements and portfolio.

Goal 2: Students were required to visit and observe the training environment in businesses and report findings to the class. Outlines were developed using the findings and from the outlines, training plans were written to illustrate training needs. Classroom and on-site evaluation of workforce development programs enabled 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 were teacher education candidates examined the central concepts, tools of inquiry, and structures of the discipline to be taught.

Goal 3: the utilization of instructional methods and techniques were required in the development of training plans and lesson plans. Opportunities were 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 included field experiences that were up-to-date, diverse and effective. Content courses was 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 was emphasized in the development of training plans as lesson plans. Required projects provided an avenue for critical thinking development. Relevance of assignments to overall course objectives was reinforced and stressed to the students.

Goal 5: Business and industry recognized the need for training and retraining in order to succeed in the future. Students conducted needs assessments through business observation and assignments.

c. **Plans for Program Improvement**

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

d. **Graduate and Employer Satisfaction:**

The program's five-year plan was composed of goals and strategies that reflected the purpose and goals of the program. The plan, which was developed by program faculty, was reviewed as input and revised at least every five years. Recommendations for teaching certification were not forwarded to the West Virginia Department of Education until the student successfully passed the Praxis I and II content test and the Principals of Teaching and Learning Test.

The program was reviewed annually by the Marshall University Office of Program Review and Assessment until the program was terminated. Students evaluated professors at the completion of each course. Students evaluated course content at the end of each course. The School Chair evaluated faculty teaching, advising, scholarly activity, and university and community service annually. Internship supervisors provided feedback for evaluating program content and effectiveness.

6. Previous Reviews:

In May 2006, the Marshall University Board of Governors recommended that the BA in Adult and Technical Education continue at its current level of activity.

7. Strengths/Weaknesses:

This program filled a unique position in both our community and our state. Two of the three areas of emphasis were only offered on this campus. In West Virginia, this was the only degree with a marketing education (and teacher certification) area of emphasis and an emphasis in training and development. Implementation of the program used existing faculty and resources, but the two vacant positions plus a third graduate position were not renewed.

B. VIABILITY

1. Articulation Agreements:

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

2. Off-Campus Classes:

On campus, in-class courses were offered to students in the program.

3. Online Courses:

4. Service Courses:

The Adult Technical Education department did not offer courses that were required by other majors. However, students could choose Adult Technical Education courses as electives.

5. Program Course Enrollment:

Students who were majors in the program when it was terminated changed to majors in the College of Education or College of Business, transferred to other institutions with only three students continuing with their final courses to graduation.

6. Program Enrollment:

There will be no students enrolled in the program at the completion of fall semester 2011.

7. Enrollment Projections

Not Applicable

C. NECESSITY:

The Business Education program was an undergraduate degree-certification program at Marshall University for approximately fifty 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 Marketing Education teacher certification field. This was the sole Marketing Education certification program in West Virginia. The Marketing Education teachers will now have to be recruited from other states.

The Marketing Education program was established at Marshall University in 1973. 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 had 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 were 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 the private industry. There were 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 provided letter of recommendations to students on request. Internships and classroom activities also prepare graduates who are qualified individuals that are of value to an organization.

IV. RESOURCE DEVELOPMENT

Not applicable.

Appendix I

Required/Elective Course Work in the Program

Degree Program: BA in Adult/Technical Education Person responsible for the report: The program did not complete this chart – information is from the report submitted in October 2005

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 ATE 305 – Office Machines/Quantitative Applications ATE 325 – Communication 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 3120 – 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 Experiences 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:

Appendices II (Faculty Data Sheets) and IIa (Teaching Assistant Data Sheet) were not supplied

Appendix III
Students' Entrance Abilities (BA in Adult/Technical Education)

Year	N	Mean High School GPA	Mean ACT	Mean SAT Verbal	Mean SAT Quantitative	Mean SAT Writing
2006-2007	0	----	----	----	----	----
2007-2008	0	----	----	----	----	----
2008-2009	0	----	----	----	----	----
2009-2010	0	----	----	----	----	----
2010-2011	0	----	----	----	----	----

Appendix IV
Students' Exit Abilities (BA in Adult/Technical Education)

Year	N	Mean GPA	Licensure Exam Results	Certification Test Results	Other Standardized Exam Results
2006-2007	1	3.11	----	----	----
2007-2008	0	----	----	----	----
2008-2009	0	----	----	----	----
2009-2010	0	----	----	----	----
2010-2011	1	3.08	----	----	----

Appendix VII Program Enrollment

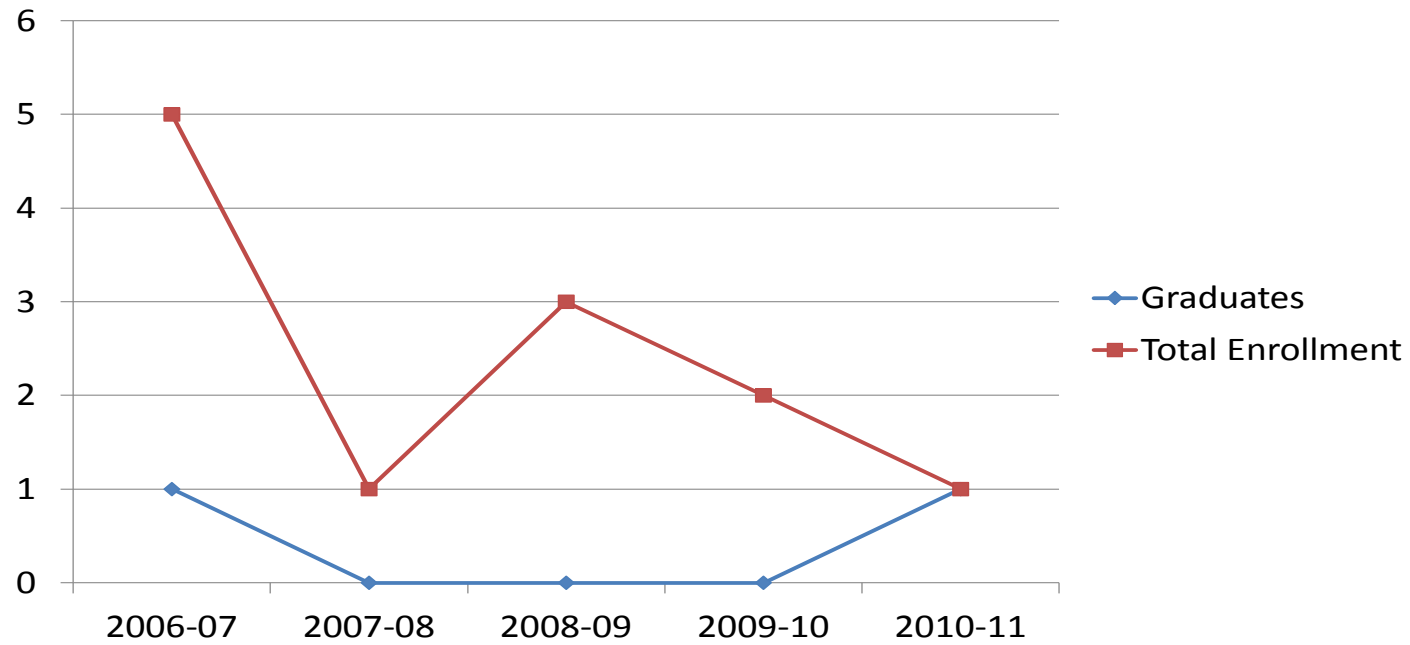
Students	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	Year 4 2009-2010	Year 5 2010-2011
New Students Admitted	0	0	0	0	0
Principal Majors Enrolled BA in ATE	5	1	3	2	1
Grand Total of Students Enrolled in the Program	5	1	3	2	1
Graduates of the program	1	0	0	0	1

*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.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***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.

Figure 1. Trend Line for Total Enrollment and Program Graduates:
BA in ATE



**Appendix VIII
Job and Graduate School Placement Rates**

Year	# of graduates employed in major field	# of graduates employed in related fields	# of graduates employed outside field	# of graduates accepted to Graduate Programs	# of graduates not accounted for
Five –Year Total					

The program did not supply this information



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Office of Assessment & Program Review

May 19, 2010

Dr. Lee Olson, Division Chair
HDAT
COEHS

Dear Lee,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Adult and Technical Education Program for the academic year 2008 – 2009 (report was due December 1, 2009). I will contact you at the beginning of the fall 2010 semester to discuss the report due December 1, 2010.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS



Office of Assessment & Program Review

April 8, 2008

Dr. Laura Wyant, Interim Division Chair
Human Development and Allied Technology
COEHS

Dear Laura,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Adult and Technical Education for the academic year 2006 – 2007. Our understanding is that this degree program is currently inactive. We would appreciate your updating us on its status when 2007 – 2008 annual assessment reports are submitted.

Sincerely,

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS

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Office of Academic Affairs

September 12, 2007

Dr. Howard Gordon
Coordinator, Adult and Technical Education
College of Education and Human Services
Campus

Dear Howard,

The Assessment Report Review Subcommittee has completed its review of annual reports from 2006-2007. Following are the comments for the BA in Adult and Technical Education:


Learning Objectives: The program is at Level 2 (on a scale of 0-3) in this category, meaning that learning objectives are identified, they describe student behaviors, and they are program, rather than course, objectives (although some course goals were included). The reviewer commented that some objectives were clear and others weren't. To move to Level 3, you would need to document that the objectives are comprehensive, measurable, support Marshall's educational goals, and span multiple learning domains.

Assessment Measures: The program is at Level 2 in this category. This means that the program has identified measures, they are related to the learning objectives, there are multiple measures, there are direct and indirect measures, and they are integrated in the curriculum. However, the evidence of validity and reliability of procedures is not clearly evident in the report because data are incomplete (some goals did not have a clear measurability).

Feedback Loop: Here, too, the program is at Level 2. According to the reviewer, data are being collected, but the program does not sufficiently show that is using this information to improve the quality of learning. Further, the program indicates minimal performance expectations/standards have been established, and data are occasionally considered in departmental planning and budgeting. For Level 3, the program would need to show that data are an integral part of departmental planning and budgeting, that student learning is central to the department and that assessment is a part of the culture of the department.

Marshall University's goal is to have every program performing at a minimum of level 2 in every category (which you have met) and moving toward level 3. The Assessment Office is committed to helping programs achieve this goal. If you would like to discuss your assessment process, please feel free to call on Dr. Mary Beth Reynolds, the new Director of Assessment, at 62987.

Sincerely,


Frances Hensley
Associate Vice President for Academic Affairs

C: Dr. Rosalyn Templeton, Dean, College of Education and Human Services
Dr. William McDowell, Chair, Division of Human Development and Allied Technologies

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