Date: November 1, 2011

Program: MS- Adult and Technical Education

Date of Last Review: October 2005

**Recommendation**

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

Recommendation

---

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. 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.)

---

**2**

Michael Cunningham

Signature of person preparing the report: Date: 11-1-11

**2**

Michael Cunningham

Signature of Program Chair: Date: 11-1-11

**2**

Teresa Eagle

Signature of Academic Dean: Date: 11-1-11

**N/A**

Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date: 

**2**

Tracy Christoforo

Signature of President, Faculty Senate/Chair, Graduate Council: Date: 1-27-2012

---

Signature of the Provost and Senior Vice President for Academic Affairs: Date: 

Signature of the President: Date: 

Signature of Chair, Board of Governors: Date:
**College/School Dean’s Recommendation**

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:**

Continuation of the program with corrective action

**Rationale:**

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

The Master of Science degree program in Adult and Technical Education (ATE) has undergone a number of changes in the past five years. The program area is now at three full time, tenure track faculty, and has discontinued the undergraduate program. Once housed in the College of Education and Human Services on the Huntington campus, as of fall 2011 the program is now administered through the Graduate College of Education and Professional Development from the South Charleston campus.

Previous annual program assessments have been inconsistent. Data are sketchy or missing. Objectives are not articulated for courses or for programs. Applicants have not been held to consistent admissions standards. Programs of study exist, but have been implemented with a great deal of variability. Substitutions for courses on the programs of study have been allowed without documentation, creating problems for students applying for graduation. Course scheduling has been somewhat haphazard, with large numbers of electives made available with little attention to a course rotation or good program resource management.

The program currently includes four options for an area of emphasis: Interdisciplinary Studies, Adult Education, Training and Development, and Career and Technical Center Teaching. These program areas have great potential when viewed within the demands of the current market for adult education professionals.

While a number of weaknesses are present in the program at present, the potential for a very strong, viable program still exists. With new leadership and direction, the value of the program in the next five years should be well worth the effort to revise and re-envision the program and the coursework.

---

Teresa Eagle

Signature of the Dean

11-1-11

Date
Marshall University
Program Review

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

Program: MS Adult and Technical Education
College: Graduate School of Education and Professional Development
Date of Last Review: October 2005

I CONSISTENCY WITH UNIVERSITY MISSION

The Marshall University Mission approved by its Board of Governors on May 12, 2004 states:

Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

Similarly, the mission of the Adult and Technical Education Program is:

To provide its graduates with the knowledge, skills, and dispositions necessary to be successful in the global economy and society of the 21st century.

II ACCREDITATION INFORMATION – There are no accrediting bodies for Adult and Technical Education

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: There are four areas of emphasis within the MS in Adult and Technical Education.

   a. The Interdisciplinary Studies area of emphasis has the following required courses; ATE 595, 601, 603, and 675 (12 hrs). Students select an additional 15 hours of ATE coursework and
either a thesis option (6 hrs) or an additional 9 hours in a field of concentration. (Total hours 33/36)

b. The Adult Education area of emphasis has the following required courses: ATE 603, 618, 628, 675, and 679 (15 hrs). Students select an additional 12 hours from these 3 hour ATE courses: ATE 600, 609, 656, 661, 672 (12) and either a thesis option (6 hours) or an additional 9 hours in a field of concentration. (Total hours 33/36)

c. The Training and Development area of emphasis has the following required courses: ATE 503, 600, 609, 628, 675, and 661 (21 hrs). Additionally, students must complete either a thesis option (6 hours) or take an additional 9 hours in a field of concentration. (Total hours 33/36)

d. The Career and Technical Center Teaching area of emphasis has the following required classes: ATE 511, 524, 548, 508, 631/637, 650, 673 (21 hrs). Students choose 3 courses from the following: ATE603, 628, 609, 549, and 550 (9 hrs). The capstone course is ATE 618 (3 hrs). (Total hours 33)

2. Faculty: There are 3 full-time faculty assigned to the ATE program. In addition, there is a program director who also serves in the Leadership Studies program. Two of the three faculty members are tenured professors, have terminal degrees and maintain graduate faculty status. The third faculty member is an assistant professor in a tenure track position and is completing her terminal degree. There are no graduate teaching assistants; however, a few persons are employed as part-time faculty as the need arises. It should be noted that moving the program to the Graduate School of Education and Professional Development’s Leadership Studies program provides additional faculty who may also teach ATE courses.

3. Students:
   a. Entrance Standards: In addition to Marshall University’s requirements for admission, admission to the ATE program requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale from the undergraduate degree granting institution.

   b. Entrance Abilities: The 484 students admitted to the MS-ATE program since the previous program review had an overall
mean UGPA of 2.95, a GRE Verbal mean score of 360.7, and a mean GRE Quantitative score of 452.1.

c. Exit Abilities: The mean GGPA of the 303 MS-ATE students graduating in this 5-year reporting period was 3.62.

4. Resources:

a. Financial: The ATE program was a part of the College of Education and Human Services until August 2011. At that time, it joined the Graduate School of Education and Professional Development. Since the data from COEHS are not readily available for this report, the GSEPD data will speak to the future of the program. Financial resources available to the GSEPD for the past five years were:

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
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<td>Personal Services*</td>
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<td>4,200,358</td>
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<td>182,487</td>
<td>123,256</td>
<td>130,399</td>
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<tr>
<td>Equipment*</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>77,679</td>
<td>77,242</td>
<td>47,500</td>
<td>57,686</td>
<td>55,669</td>
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<tr>
<td>Technology</td>
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<td>10,199</td>
<td>40,576</td>
<td>17,882</td>
<td>9,778</td>
<td>92,534</td>
</tr>
</tbody>
</table>

*State appropriated funds

b. Facilities: The program faculty and graduate assistants are located on the Huntington campus in Harris Hall. There is one classroom dedicated to ATE, and a computer lab is available. Additionally, the program director and secretary assigned to ATE have office space in South Charleston. Overall, space is adequate, but the classroom does need renovation and upgrading. Library facilities are more than adequate for the program and candidates also have access to the University, theater and arts, science laboratories, and athletic facilities, etc.

Some courses, offered as part of a cooperative arrangement with WVU Tech, are delivered as part of an on-the-job, teacher licensure program for Career and Technical Center Teachers. These courses are partially held on the WVU-Tech campus, but are largely delivered in an arranged modality, with faculty visiting the schools where these teachers are working.
5. **Assessment Information**: NOTE: This section is a summary of your yearly assessment reports.

a. A review of the past five years of ATE annual reports reveals that there is very little consistency of reporting from year to year. In the five years of previous reports, two were prepared by Graduate Assistants, two were prepared by different faculty, and there is no report on file for 2009. Given this inconsistency and the administrative changes the program is currently undergoing, it seems prudent not to dwell on the past, but to concentrate on the future of the program.

- **Student learning outcomes**
  - As far as can be determined there are no clear, measurable objectives for the MS-ATE programs.

b. **Other Learning and Service Activities**
   None

c. **Plans for Program Improvement**
   On August 17, 2011, The Adult and Technical Education program moved administratively from the College of Education and Human Services to the Graduate School of Education and Professional Development. The program is now a part of the Leadership Studies program, although the MS degree in ATE will be maintained.

   It is essential that potential and current students, families, and employers be able to clearly understand the specific knowledge and skills that graduates of the program will possess. Therefore, it is imperative that the ATE program faculty begin a self-study to identify measurable objectives for each program area.

   Beginning this fall, the ATE program faculty will be conducting a self-study to determine how programs might be improved and where market forces will provide new sources of students. This self-study will occur in these phases:

   - **Phase One** – Identify measurable objectives for each area of emphasis with the ATE MS Degree
   - **Phase Two** – Using the program objectives, identify
the coursework where these objectives are to be taught

**Phase Three** – Create Master Syllabi that include objectives that are covered in each course. Teaching syllabi will be built from these master syllabi in order to assure that all the course objectives are covered, regardless of the instructor

**Phase Four** – Develop assessment activities and scoring rubrics for the program, based on program objectives

**Phase Five** - Complete the feedback loop - Collect assessment data as the basis for considering change in the program.

It is anticipated that these phases be completed by the fall of 2012.

d. **Graduate and Employer Satisfaction:**

   None available

e. Attach the previous five years of evaluations of your annual assessment reports provided by the Office of Assessment. Assessment evaluations are included at the end of this report.

6. **Previous Reviews:**

   In the previous review in 2005, the program reported that its weaknesses were: not enough graduate assistants, insufficient numbers of faculty to deliver the program, and a need for more technology. At its meeting in April 2006, the Marshall University Board of Governors recommended that the program continue at its current level of activity. The program currently has 3 faculty members, down from 6 at the last review. The program has between 2 and 3 graduate assistants at any given time and some work-study help. The technology base that serves the program appears to be adequate at this review.

7. **Strengths/Weaknesses:** The weaknesses of the program are that admission standards have been loosely applied, there are no written objectives for the program that indicate what students should be able to do upon completion of the program, the programs
of study contain too many electives, and there is no established course rotation for program or student planning.

The strengths of the program are that it has an experienced faculty, its field has a potentially large appeal if programs are tailored to meet market needs and delivery modalities, and new leadership is in place at the college and program levels.

B. VIABILITY Provide a narrative summary for each of the following items in addition to requested appendices.

1. Articulation Agreements: The ATE program collaborates with the Career and Technical Center Teaching program at West Virginia University Institute of Technology. This collaboration takes the form of consulting, cooperative ventures, course delivery, and student advisement.

2. Off-Campus Classes: Many ATE courses are provided in online or blended delivery formats.

3. Online Courses: The program plans to further develop its online courses as a part of developing objectives and future directions for the program.

4. Service Courses: The program no longer provides “Service Courses.”

5. Program Course Enrollment: The courses in ATE are all under review. As objectives are determined for program areas, these objectives will be translated into Master Course Syllabi which may or may not align with current course offerings. The past enrollment numbers are difficult to summarize because of the large number of courses offered. See Appendix VI.

6. Program Enrollment: It is anticipated that the number of enrollments in ATE will decline as the program pulls away from many electives and begins to concentrate on the objectives for its programs.

7. Enrollment Projections: It is anticipated that there will be a short-term decrease in enrollment as the program undergoes major revision. However, it is believed that by making the program more attuned to the market by implementing new delivery methods it will reach beyond the traditional Marshall service area and will result in growing enrollments.

C. NECESSITY:
1. **Advisory Committee**: The program does not currently have an advisory committee, although this may be one of the assessment tools the program will put into place.

2. **Graduates**: No information is available.

3. **Job Placement**: Job placement is a difficult measure as most of the students in the program are working professionals. Currently, there are no data gathered for this parameter.

IV. **RESOURCE DEVELOPMENT**: N/A
# Appendix I
## Required/Elective Course Work in the Program

**Degree Program:** ATE – Interdisciplinary Studies  
**Person responsible for the report:** Dr. Mike Cunningham

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Req Hrs</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
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</thead>
<tbody>
<tr>
<td>ATE 595 Historical Dev. In Workforce Prep.</td>
<td>3</td>
<td>Choose from any ATE courses</td>
<td>15</td>
<td></td>
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<tr>
<td>ATE 601 Philosophy of Workforce Preparation</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 603 Intro to Adult Ed &amp; the Adult Learner</td>
<td>3</td>
<td>Or electives chosen by advisor (alt for thesis)</td>
<td>9</td>
<td></td>
<td>15/24</td>
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<tr>
<td>ATE 675 Literature &amp; Applied Res in ATE</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 681 Thesis</td>
<td>12/18</td>
<td></td>
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Total Program Hours 33 w/ thesis 36 w/o thesis

**Degree Program:** ATE – Career & Technical Center Teaching

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<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Req Hrs</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
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<td>ATE 511 Introduction to Career and Technical Ed.</td>
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<td>ATE 603 Intro to Adult Ed &amp; Adult Lrng.</td>
<td>3</td>
<td></td>
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<tr>
<td>ATE 524 Safety in Career and Technical Ed.</td>
<td>3</td>
<td>ATE 628 Adult Instruction.</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ATE 548 App of Basic Skills / Career &amp; Tech. Ed.</td>
<td>3</td>
<td>ATE 609 Training for Business &amp; Ind.</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ATE 508 Teaching Methods in Career&amp; Tech. Ed.</td>
<td>3</td>
<td>ATE 549 Occup. Analysis &amp; Instruction</td>
<td>3</td>
<td></td>
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<tr>
<td>ATE 631/637 Computer Applications</td>
<td>3</td>
<td>ATE 550 Interpersonal Skills</td>
<td>3</td>
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<td>ATE 650 Career Education Curriculum Dev.</td>
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<tr>
<td>ATE 673 Assessment in Adult/Technical Ed</td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>ATE 618 Literature of Adult and Continuing Ed</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>24</td>
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Total Program Hours- 33
## Degree Program: ATE – Adult Education

<table>
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<th>Total Req Hrs</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 603 Intro to Adult Ed &amp; Adult Learners</td>
<td>3</td>
<td>ATE 600 Aspects of Training &amp; Dev</td>
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<td></td>
<td></td>
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<tr>
<td>ATE 618 Lit of Adult &amp; Cont. Ed.</td>
<td>3</td>
<td>ATE 609 Developing Train Bus &amp; Ind</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ATE 628 Adult Instr: Environ. &amp; PersAspects</td>
<td>3</td>
<td>ATE 656 Instruct Planning for Adult Pops</td>
<td>3</td>
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<td></td>
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<tr>
<td>ATE 675 Lit. &amp; Applied Research in ATE</td>
<td>3</td>
<td>ATE 661 Practicum in Adult &amp; Cont Ed</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ATE 679 Problem Report</td>
<td>3</td>
<td>ATE 671 Evaluation of Adult &amp; Tech Ed</td>
<td>3</td>
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<tr>
<td>ATE 681 Thesis</td>
<td>6</td>
<td>Or electives chosen by advisor (alt for thesis)</td>
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Total Program Hours 33 w/ thesis 36 w/o thesis

## Degree Program: ATE – Training & Development

<table>
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<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
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<td>Choose from any ATE courses</td>
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<tr>
<td>ATE 600 Aspects of Training &amp; Development</td>
<td>3</td>
<td></td>
<td>6</td>
<td></td>
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<tr>
<td>ATE 609 Developing Training in Bus &amp; Indy</td>
<td>3</td>
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<td>6/12</td>
<td></td>
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<tr>
<td>ATE 628 Adult Instruction: Environ.</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ATE 652 Job Analysis &amp; Curriculum Design</td>
<td>3</td>
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<td>ATE 675 Lit. &amp; Applied Research in ATE</td>
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<td>ATE 661 Practicum in Adult &amp; Cont. Ed.</td>
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<td>Or electives chosen by advisor (alt for thesis)</td>
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</table>

Total Program Hours 33 w/ thesis 36 w/o thesis
Appendix II
Faculty Data Sheet- Dr. Laura Wyant
(Information for the period of this review)

Name: Laura Wyant   Rank: Professor

Status (Check one): Full-time___x___ Part-time____ Adjunct____ Current MU Faculty: Yes ___x__ No ___

Highest Degree Earned: ________Ph.D.____________ Date Degree Received: _____August, 1995__

Conferred by: _______The Ohio State University___________________________________

Area of Specialization: ____Doctor of Philosophy___________________________________________

Professional Registration/Licensure_________________ Agency: _______________________________

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>10</th>
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<tbody>
<tr>
<td>Years of employment other than Marshall</td>
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<tr>
<td>Years of employment at Marshall</td>
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<tr>
<td>Years of employment in higher education</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
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</table>

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>201201</td>
<td>ATE 652</td>
<td>Field Based Job Analysis</td>
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<td>Practicum</td>
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<tr>
<td>201201</td>
<td>ATE 679</td>
<td>Problem Report</td>
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<td>201201</td>
<td>ATE 681</td>
<td>Thesis</td>
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<td>201106</td>
<td>ATE 503</td>
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<td>201102</td>
<td>ATE 609</td>
<td>Devlop Local Training Plans</td>
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<td>ATE 609</td>
<td>Devlop Local Training Plans</td>
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<td>Lit. Adult Contin Education</td>
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<td>Thesis</td>
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NOTE: Part-time adjunct faculty do 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.
1. Attended Banner Training.
3. Recognized by Governor for Service Award, September 30, 2010.
5. Attended workshop on “Turning Point.”
6. Began research in the area of Academic Honesty and Integrity. IRB current in approval process.
7. Continued to study in the area of Distance Learning in an effort to improve ATE’s off-campus course delivery.
8. Coordinated with Kellogg Company and Veterans Administration on current Human Resources and Development activities.

3) 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.

   Membership in Professional Organizations:
   - The West Virginia Consortium for Faculty and Course Development in International Studies, FACDIS
   - Society for Human Resource Management
   - The Academy of Human Resource Development
   - American Society for Training and Development

4) Community service as defined in the Greenbook.

   Served as Division chair for half the year
   Served as Department Coordinator
   Chaired the departments Search Committee
   Served on Faculty Senate
   Served on Diversity Committee
   Served on Legislative Affairs committee
   Served on Hedrick Award Committee
   Served on COEHS Undergraduate Program Committee
   Served on COEHS Promotion and Tenure Committee – Secretary
   Developed and coordinated Assessment Day Activities for the Division
   Volunteered with Upward of Huntington
   Usher for University Commencement
   Liaison for Study Abroad Program
Dr Lee Olson
Faculty Data Sheet
(Information for the period of this review)

Name: LeVene A. Olson ___________________________________ Rank: Professor ________________________

Status (Check one): Full-time X Part-time ______ Adjunct ______ Current MU Faculty: Yes X No ___

Highest Degree Earned: _____ Ed.D. ___________________ Date Degree Received: __June 5, 1971_____

Conferred by: _____ University of Georgia________________________________________________________

Area of Specialization: Career and Technical Education with cognates in Instructional Design, Psychology, and Marketing

Professional Registration/Licensure: Marketing Education 9-12 Agency: State of Georgia

Years non-teaching experience ___8____
Years of employment other than Marshall ___2____
Years of employment at Marshall ___40____
Years of employment in higher education ___40____
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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/Fall</td>
<td>ATE 680</td>
<td>International Workforce Development</td>
<td>26</td>
</tr>
<tr>
<td>2011/Fall</td>
<td>ATE 718</td>
<td>Ed and Emp Preparation for Diverse Populations</td>
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<tr>
<td>2011/Fall</td>
<td>ATE 723</td>
<td>Presp and Strategies for Teaching Workforce Education</td>
<td>20</td>
</tr>
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<td>2011/Summer</td>
<td>ATE 522</td>
<td>Admin of Cooperative Programs</td>
<td>9</td>
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<td>2011/Summer</td>
<td>ATE 605</td>
<td>Foundations of Business and Marketing Education</td>
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<td>2001/Summer</td>
<td>ATE 610</td>
<td>Current Issues in Business and Marketing Education</td>
<td>14</td>
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<td>ATE 712</td>
<td>Classroom Assessment for CTC Students</td>
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<td>2011/Spring</td>
<td>ATE 714</td>
<td>CTC Curriculum Design</td>
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<td>2010/Summer</td>
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<td>Grant Proposal Writing for Business and Industry</td>
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<td>International Workforce Development</td>
<td>31</td>
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</table>

NOTE: Part-time adjunct faculty do 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).

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.

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.
Name: Ms. Feon M. Smith
(Information for the period of this review)

Rank: Assistant Professor

Status (Check one): Full-time ✓ Part-time ___ Adjunct ___

Current MU Faculty: Yes ✓ No ___

Highest Degree Earned: Master of Science, M.S. Date Degree Received: May, 2005

Conferred by: Marshall University Graduate College

Area of Specialization: Adult and Technical Education

Professional Registration/Licensure Agency: _______________________________

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<td>Years of employment at Marshall</td>
<td>14 yrs. 9 mos.</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>14 yrs. 9 mos.</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5 yrs.</td>
</tr>
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</table>

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
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<td>2011/Fall</td>
<td>ATE 595</td>
<td>Historical Development in Workforce Preparation</td>
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<td>2011/Fall</td>
<td>ATE 603</td>
<td>Introduction to Adult Education and Adult Learners</td>
<td>27</td>
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<td>2011/Fall</td>
<td>ATE 628</td>
<td>Adult Instruction: Environmental and Personal Aspects</td>
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<td>2011/Summer I</td>
<td>ATE 675</td>
<td>Literature and Applied Research in Adult and Technical Ed.</td>
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<td>ATE 594</td>
<td>Historical Development in Workforce Preparation</td>
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<td>Literature and Applied Research in Adult and Technical Ed.</td>
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<td>ATE 580</td>
<td>Sp. Tp.: Professional Presentations</td>
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<td>Literature and Applied Research in Adult and Technical Ed.</td>
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<tr>
<td>2010/Fall</td>
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<td>Literature and Applied Research in Adult and Technical Ed.</td>
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<td>2010/Spring</td>
<td>ATE 618</td>
<td>Literature of Adult and Continuing Education</td>
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<tr>
<td>2010/Spring</td>
<td>ATE 675</td>
<td>Literature and Applied Research in Adult and Technical Ed.</td>
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<td>2009/Fall</td>
<td>ATE 675</td>
<td>Literature and Applied Research in Adult and Technical Ed.</td>
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<td>2009/Fall</td>
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<td>Research Methods and Design</td>
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<td>2009/Fall</td>
<td>UNI 101</td>
<td>New Student Seminar</td>
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<td>2009/Intersession</td>
<td>ATE 618</td>
<td>Literature of Adult and Continuing Education</td>
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<tr>
<td>2009/Spring</td>
<td>ATE 675</td>
<td>Literature and Applied Research in Adult and Technical Ed.</td>
<td>9</td>
</tr>
</tbody>
</table>

*As a Carter G. Woodson Faculty Initiative (CGWFI) Fellow, having been accepted in the program Fall Semester 2007, and transferring from the
Multicultural Affairs office, where I was employed as Program Specialist, Spring 2008 as faculty in ATE, I was not required to teach in 2007-2008. I completed my doctoral coursework Summer Quarter 2008, enrolled in my comprehensive examination course Fall Quarter 2008, and received notification of my passing the doctoral comprehensive examination in January 2009 from Capella University. During the Spring Semester 2009, I began my teaching responsibilities in ATE on a reduced load of six hours while working on the beginning stages of my dissertation research. I began teaching a full graduate course load of 9 graduate hours effective Fall Semester 2010.

NOTE: Part-time adjunct faculty do 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.

Dissertation Writing and Research
I am currently writing my dissertation research to fulfill the final requirements for the Ph.D. degree. Data collection is currently in place. The next step is to analyze the data and write Chapters 4 and 5 which will be completed by the end of the Fall semester 2011.

CITI Collaborative Institutional Training Initiative
I completed the CITI Collaborative Institutional Training Initiative for Capella University and Marshall University on March 4, 2009. The CITI contains a series of web-based educational modules in research ethics and are required to be completed before applying for IRB approval. The Capella University School of Education Doctoral CITI program “Human Research Curriculum” (my reference #2600300) consists of eight required and 21 optional modules. The Marshall University CITI program “Human Research Curriculum” (my reference #2600426) for Behavioral & Social Science Research consists of 10 required modules. I successfully passed all exam modules for both institutions.

Research
My teaching is research based and the scholarly understanding of qualitative, quantitative, and mixed-methods research methodologies and designs, training and development, adult and continuing education, as well as knowledge of the American Psychological Association (APA) guidelines and procedures. I revise and upgrade my courses on a continuous basis to enhance teaching and learning.

My teaching and advising at Marshall University is conducted in a very professional manner with all students involved. I have great pride and enthusiasm in working with students and thoroughly enjoy it. In teaching my courses I encourage students to use critical thinking to enhance learning, scholarly writing and research, how to be organized, how to present in a professional manner, how to use effective learning environments to Motivate and Engage Students, and how to communicate effectively. I am always available to students, and they always receive immediate and timely feedback from me, whether in person, email, or telephone. I always put students first.

- New Faculty Seminars
  (Spring Semester 2008)
- Marshall University Research Boot Camp
  (February, 2009 – May, 2009)
- Fall Faculty Development Workshop
  “How to use Effective Learning Environments to Motivate and Engage Students”
  (August 15, 2007)
- New Faculty Orientation
  (August 13-15, 2007)

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.
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.

Huntington Area Habitat for Humanity Board of Directors - (Term of office began December 2010)

Health Sciences and Technology Academy (HSTA) (Cabell/Lincoln Counties) Local Governing Board
I was re-elected to serve as Chair of the HSTA Local Governing Board by unanimous vote of board members at the November 2010 meeting for a third term. Current term of office expired August 2010, but with the unanimous vote to serve as chair, my term runs August 2010 through August 2012. I have served on the HSTA local board since its inception in 2000-2001 in our region of the State of West Virginia.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Sherri E. Nash  Rank: Adjunct

Status (Check one): Full-time_____ Part-time_____ Adjunct ____X____ Current MU Faculty: Yes

Highest Degree Earned: EdD  Date Degree Received: 2008

Conferred by: Marshall University

Area of Specialization: Curriculum and Instruction

Professional Registration/Licensure_________________ Agency: _______________________________

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

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Spring 1997</td>
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<td>Spring 1997</td>
<td>ATE 525</td>
<td>Computer Appl Bus &amp; Mkt</td>
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<td>Fall 2009</td>
<td>ATE 656</td>
<td>Instr Plan for Adults</td>
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<td>Fall 2009</td>
<td>ATE 656</td>
<td>Instr Plan for Adults</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>ATE 589</td>
<td>Grant Prop Writ Bus &amp; Indus</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>ATE 651</td>
<td>Developing Marketing Curr</td>
<td>11</td>
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<tr>
<td>Fall 2011</td>
<td>ATE 600</td>
<td>Aspects of Train and Dev</td>
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<td>Fall 2011</td>
<td>ATE 656</td>
<td>Instr Plan for Adults</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do 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).
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.
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 III
Students’ Entrance Abilities (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
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<tbody>
<tr>
<td>2006</td>
<td>136</td>
<td>2.94</td>
<td>(49) 364.3</td>
<td>(49) 438.8</td>
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<tr>
<td>2007</td>
<td>95</td>
<td>2.97</td>
<td>(23) 358.3</td>
<td>(23) 470.4</td>
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<tr>
<td>2008</td>
<td>78</td>
<td>2.92</td>
<td>(23) 353.5</td>
<td>(23) 491.3</td>
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<tr>
<td>2009</td>
<td>80</td>
<td>2.97</td>
<td>(16) 381.3</td>
<td>(16) 446.9</td>
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<tr>
<td>2010</td>
<td>95</td>
<td>2.96</td>
<td>(20) 328.5</td>
<td>(20) 423.0</td>
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<tr>
<td>TOTAL</td>
<td>484</td>
<td>2.95</td>
<td>(131) 360.7</td>
<td>(131) 452.1</td>
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## Appendix IV
Students’ Exit Abilities (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
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<th>Mean GPA</th>
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<tr>
<td>2007-08</td>
<td>70</td>
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<td>2009-10</td>
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<td>64</td>
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<tr>
<td>TOTALS</td>
<td>309</td>
<td>3.62</td>
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Appendix V
Assessment Summary
Marshall University
Assessment of the Program’s Student Learning Outcomes
5 year summary

Component Area/Program/Discipline: Adult & Technical Education

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
</table>

On August, 17 2011, The Adult and Technical Education program moved from the College of Education and Human Services to The Graduate School of Education and Professional Development. The program is now a part of the Leadership Studies program, although the MS degree in ATE will be maintained.

A review of the past five years of ATE annual reports reveals that there is very little consistency of reporting from year to year. In the five years of previous reports, two were prepared by Graduate Assistants, two were prepared by different faculty, and there is no report on file for 2009. Given this inconsistency and the administrative changes the program is currently undergoing, it seems prudent to outline the plan for improving the ATE program for the future.

Moving forward with the idea that it is essential that potential and current students, families, and employers should be able to clearly understand the specific knowledge and skills that graduates of the program will possess, it is imperative that the ATE program faculty begin a self-study to identify measurable objectives for each program area.

Beginning this fall, the ATE program faculty will be conducting a self-study to determine how programs might be improved and where market forces will provide new sources of students. This self-study will occur in these phases:

- **Phase One** – Identify measurable objectives for each area of emphasis with the ATE M.S. Degree
- **Phase Two** – Using the program objectives, identify the coursework where these objectives are to be taught
- **Phase Three** – Create Master Syllabi that include objectives that are to be covered in each course. Teaching syllabi will be built from these master syllabi in order to assure that all the course objectives are covered, regardless of the instructor
- **Phase Four** – Develop assessment activities and scoring rubrics for the program
- **Phase Five** – Collect assessment data as the basis for considering change in the program
<table>
<thead>
<tr>
<th>Course Number Course Name</th>
<th>Required/ Elective/ Service</th>
<th>Delivery Method</th>
<th>Location</th>
<th>Year 1 2006-2007</th>
<th>Year 2 2007-2008</th>
<th>Year 3 2008-2009</th>
<th>Year 4 2009-2010</th>
<th>Year 5 2010-2011</th>
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<tr>
<td>ATE 503 Intro to Adult Lrn Theory</td>
<td>Req</td>
<td>&lt;50% non-trad</td>
<td>Main Campus</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
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<td></td>
<td>&lt;50% non-trad</td>
<td>No Campus</td>
<td>Su</td>
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<td>ATE 511 Introduction to Voc Ed</td>
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<td>Career Tech Ed</td>
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<td>No Campus</td>
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<td>ATE 513 Org Manage Sch Shops &amp; Labs</td>
<td>Elective</td>
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<td>Shops &amp; Labs</td>
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<td>No Campus</td>
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<td>ATE 520 Prin Cooperative Ed</td>
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<td>Developing Marketing Curr</td>
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<td>ATE 673 Assessment in Adult Tech</td>
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<td>ATE 718</td>
<td>Ed and Employ Prep Div Pop Elective</td>
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</tr>
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</table>

Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing independent studies, please list the number of independent study students enrolled, but **DO NOT** include individual names or the titles of the independent studies. Please use the following codes:

Required/Elective: Required = R; Elective = E (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course).

Delivery Method: Traditional = Td, Online = O, Hybrid = H

Location: Huntington, South Charleston, Point Pleasant, etc.
## Appendix VII
### Program Enrollment

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 Fall 2006</th>
<th>Year 2 Fall 2007</th>
<th>Year 3 Fall 2008</th>
<th>Year 4 Fall 2009</th>
<th>Year 5 Fall 2010</th>
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<tr>
<td>New Students Admitted</td>
<td>136</td>
<td>95</td>
<td>78</td>
<td>80</td>
<td>95</td>
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<td>Principal Majors Enrolled</td>
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<td>Area of Emphasis: GE31 Adult Ed</td>
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<td>Area of Emphasis: GE36 Interdisciplinary</td>
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<td>Additional Areas of Emphasis – Discontinued: GE37 Occupation Leadership</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>14</td>
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<td>Additional Areas of Emphasis – Discontinued: GE38 Teaching English as a Foreign Language</td>
<td>18</td>
<td>9</td>
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<td>Principal Majors Enrolled</td>
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<td>Undeclared</td>
<td>65</td>
<td>46</td>
<td>30</td>
<td>19</td>
<td>34</td>
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<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>247</td>
<td>192</td>
<td>171</td>
<td>181</td>
<td>158</td>
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<td><strong>Graduates of the program</strong></td>
<td>77</td>
<td>70</td>
<td>46</td>
<td>52</td>
<td>64</td>
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## Appendix VIII
### Job and Graduate School Placement Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to further graduate study</th>
<th># of graduates not accounted for</th>
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<td>2006-2007</td>
<td>INA</td>
<td>INA</td>
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<td>2007-2008</td>
<td>INA</td>
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<td>2008-2009</td>
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<td>2009-2010</td>
<td>INA</td>
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<td>2010-2011</td>
<td>INA</td>
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<td>Five –Year Total</td>
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IN A stands for Information Not Available.
Office of Assessment & Program Review

June 8, 2011

Dr. Lee Olson, Division Chair
HDAT
COEHS

Dear Lee,

The Graduate Council reviewers and I have completed our evaluations of the MS in Adult and Technical Education's assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Your program's learning outcomes reflect higher levels of thinking, but I suggest that you not simply list selected outcomes from three courses. As a program, you need to determine what your program level student learning outcomes are. You might want to determine which outcomes are common to all three Areas of Emphasis, and then have some that are unique to each area. Although you've identified numerous measures in a general way, I can't tell from your report which outcomes they're meant to assess. A benchmark of 80% is too vague. Benchmarks should be tied to each assessment measure and, ideally, be tied to levels of a scoring rubric. Scoring at the satisfactory level on each level of the rubric might be a benchmark. Course grades are not acceptable results for specific outcomes. They are too holistic and too subject to influences other than student learning. The assessment rubric you received in April had other comments from reviewers. I encourage you to review these as you continue to work to improve assessment of your program.

During the academic year 2011-2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. R. B. Bookwalter, Dean, COEHS
Office of Assessment & Program Review

May 18, 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 MS 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
The Graduate Council and I have completed our evaluation of the MS in ATE's assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I'm not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

Your student learning outcomes cover higher levels of learning and you list several assessment measures for each outcome. Additionally, you've used results of these measures (including results of indirect assessment through student surveys) to inform program improvement. However, please be mindful of some discrepancies between benchmarks and reported results. For example, in learning outcome # 2, you say that there will be an 80% increase, but then in your results you say that 80% of students achieved the outcome. An 80% increase is not the same thing as 80% of students achieving the outcome. In learning outcomes 4 and 5, you say that the benchmark is to have 80% and 90% (respectively) attain the outcomes, then you say that a "majority" of students attained the outcomes.

Having noted these examples, I suggest that, to make your assessment more meaningful, you create detailed rubrics for each assessment you give. For example, you should have evaluation rubrics for case studies, debates, and role playing. Each rubric should evaluate the activity in various categories. Then, performance scores can be averaged across students in each category. This will give you a better picture of students' strengths and weaknesses than you currently have, and will give you a good idea as to what should be done to improve your program.

Upon reading this, you may think that what I'm suggesting will be a rather daunting task. What I recommend here is that you assess only a portion of your outcomes each year, evaluating all over a 4-year cycle. So, you may want to assess problem-solving and critical thinking during the first assessment year. To do this, you need to figure out in which courses students complete case studies, engage in debates, in-basket exercises, etc. Then, these projects would be assessed using the agreed-upon scoring rubric for each and results would be reported analytically.
Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS
Office of Assessment & Program Review

April 1, 2008

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

Dear Laura,

The Graduate Council and I have completed our evaluation of the annual program assessment report for the MS in Adult and Technical Education. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (0 – 3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers’ comments for your information.

General Comments

I appreciate the fact that you completed a graduate satisfaction survey. These are indirect data that can give you useful information to help improve student learning in your program. I would suggest, however, that future reports don’t need to include all survey results; just those that inform curricular changes.

Your report includes a nice program description. Your student learning outcomes are comprehensive and reflect higher order learning. Assessment measures for each outcome appear to be appropriate and you have included benchmarks. To make your assessment more meaningful, however, I would suggest developing detailed scoring rubrics for assessment measures such as case studies, debates, role playing, etc. For example, for outcome #1, what are the steps students must go through to apply problem solving to arrive at a well reasoned decision in a given workforce situation? The rubric could be used to evaluate the student on each one of these steps. Then, your benchmark might be a mean score (across students) of 2.5 (where 4 = exemplary, 3 = proficient, 2 = novice) in each area of the scoring rubric. This will allow you to more effectively assess specific strengths and weaknesses within each outcome.

I see that some of the changes you are making in your program were informed by the results of the graduate satisfaction survey.

Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop
Student Learning Outcomes = 3. This rating was given because your student learning outcomes are comprehensive and measurable, support Marshall’s educational goals, and span multiple learning domains.

Assessment Measures = 3. This rating was given because your assessment measures stress higher order learning, focus on real-world tasks, allow learning to be gauged over time, and focus on direct measures while including appropriate indirect measures.

Feedback Loop = 2. This rating was given because you are using data collected graduate satisfaction surveys to make curricular decisions. I recommend, however, that you use scoring rubrics to conduct a more in-depth evaluation of direct assessment measures.

Suggestions to Consider as you plan your assessment strategies for the 2008-2009 academic year

Your current assessment plan is strong. To make it even stronger, I suggest that you develop detailed scoring rubric for your assessment measures. One caution I have is that, as you do this, you not try to do everything at once. It is perfectly acceptable and encouraged to assess only a portion of your student learning outcomes each year. So, you may choose to do an in-depth assessment of the first two outcomes during year 1. If this is done using several assessment measures with detailed rubrics, you will be able to collect detailed data regarding the outcomes. These data should allow you to identify specific strengths and weaknesses regarding student learning (and hence, your program). Changes to strengthen these areas of learning can be implemented the following year, while you assess two more outcomes. This will allow you to assess all outcomes on a three-four year rotation and will give you sufficient time to allow curricular modifications to have an effect before the next assessment.

I appreciate the work you are doing to make your assessment stronger. If I can be of additional help, please do not hesitate to contact me at 62987 or at reynoldm@marshall.edu.

Sincerely,

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS
August 25, 2007

Dr. Howard Gordon
Adult and Technical Education
COEHS
Campus

Dear Howard,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the MA in Adult and Technical Education and I concur with their analysis.

The MA in Adult and Technical Education is performing at Level 3 (the highest level) in Learning Objectives. This suggests that that learning objectives are comprehensive, measurable, support Marshall’s educational goals, and span multiple learning domains.

In the areas of Assessment Measures and the Feedback Loop, the MA in Adult and Technical Education is performing at Level 2. This suggests that the program uses both direct and indirect measures of student learning, that it uses multiple assessment measures, and that these measures are integrated into the curriculum.

Regarding the Feedback Loop, a rating of 2 suggests that data are being collected. However, I noted that the criteria and findings did not always correspond with all of the assessment tools listed. Also, I’m not sure how you measure a “reduction of 20% in the level of nervousness” when students make class presentations. However, data are being used in some cases to strengthen the program.

If the Office of Assessment and Program Review can be of any assistance, please don’t hesitate to call the new Director, Dr. Mary Beth Reynolds.

Sincerely,

Francis S. Hensley
Associate Vice President for Academic Affairs