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From the Editor

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From the editor, Volume II, Issue 3

Welcome to Volume II, Issue 3, of the Online Journal For Workforce Education and Development. The focus of this issue is Curriculum and Instruction in Workforce Education and Development. From the manuscripts submitted, we have selected five outstanding articles on a variety of topics. The first is a timely examination of ethical use of technology in the workplace by Mark Threeton. We follow this important topic with a model for teaching leadership theory by Marie Vicher.

Our third article suggests a framework for managing training programs by Vichet Sum, followed by suggestion of a model for career planning in healthcare by Robert Wilkes and Sharon Bartley. We close with a suggestion of elements that lead to a successful continuing education program at a community college.

The overall acceptance and rejection rate for manuscripts changed rather dramatically with this issue. Previously the acceptance rate varied between 55 and 60 percent, depending upon the individual issue. For this issue, we had an acceptance rate of 25 percent of manuscripts submitted for consideration.

As we approach the final issue of Volume II, we have commissioned an external review of *The Journal* by a team of independent evaluators under the leadership of our Board of Editors Evaluation Chair, Dr. Dominick Fazarro. We have used the evaluation to revise

our web site and Journal format. Following this column is an edited copy of the evaluation report by Dr. Fazarro.

A.R. Putnam, Editor, OLJWED

**EVALUATION REPORT
ONLINE JOURNAL
WORKFORCE EDUCATION AND DEVELOPMENT**

Submitted by

Dominick E. Fazarro, Ph.D.
Evaluation Chair, Editorial Board

April 16, 2007

Purpose:

The online journal was evaluated on three criteria: (a) appearance, (b) functionality of website, and (c) Quality of communications with submitters. The criteria were measured by a five-point Likert Scale along with yes/no questions. There was a qualitative section for the evaluators to list perceived weaknesses and strengths of the journal.

There were three evaluators chosen for their expertise/experience in the field of Workforce Education and Development and industry experience.

Method:

A teleconference call to discuss the evaluation plan was held and the evaluation forms were distributed to the evaluators. Once evaluation forms were returned to the coordinator, data were reviewed and the formal report submitted.

Evaluation Team:

The external evaluation team consisted of Dr. Cynthia Pellock, Dr. Robert Crumpton, and Dr. Alton Kornegay..

Cynthia Pellock is the Associate Director of the Center for Professional Personnel Development in Career and Technical Education and is an Assistant Professor of Education at The Pennsylvania State University. She teaches Education for Work and Work Based Education. Her research focuses on competencies needed by CTE instructors and CTE policy.

Dr. Pellock is the Editor of *Workforce Education Forum*, a refereed journal with international readership published from Penn State since 1971. Prior to

becoming editor of the journal in 2003, she served as *WEF's* Managing Editor 2001-2003 and Issue Editor, spring and fall 1997.

Dr. Pellock holds a B.A. in Sociology/Social Welfare from Bloomsburg State College, an M.S.W. with a concentration in community organization from the University of Maryland at Baltimore, and a Ph.D. in Workforce Education and Development from The Pennsylvania State University. Her doctoral emphasis included studies in policy analysis.

Dr. Robert Crumpton is an evaluation specialist for the Minnesota Department of Education. He currently serves as an area director for the No Child Left Behind Program for 55 Minnesota public school districts and charter schools. His primary focus is to provide technical assistance to local education agencies which are not making adequate yearly progress (AYP) toward the Minnesota State Standards in reading and mathematics.

Dr. Crumpton received his Ph.D. from the University of Wisconsin-Madison in curriculum and instruction, with a minor in educational administration. He also has a M. Ed in guidance and counseling with a strong focus in workforce education. He has taught at each rung of the education ladder from elementary through graduate school.

Dr. Crumpton has taught undergraduate and students in educational psychology; special education; statistical techniques; research methods; and educational administration at various colleges and universities including: the University of Wisconsin (Madison); the University of Minnesota (Minneapolis); Metropolitan State University (St. Paul); and St. Cloud State University where he was an associate professor of teacher development, Director of the Minneapolis Public Schools/ St. Cloud State University Partnership Program, and Co-chair of the Sixth Annual National Conference of NAME (National Association of Multicultural Education).

Dr. Alton L. Kornegay is an Assistant Professor at North Carolina Agricultural and Technical A&T State University's School of Technology (SOT) located in Greensboro, NC. The SOT's 1000 plus students comprise four departments: Electronics Communication and Information Technology (ECIT), Graphics Communications Systems (GCS), Construction Management, and Manufacturing Systems. Dr. Kornegay teaches in the Manufacturing Systems Department where he is also Curriculum Chair and Undergraduate Coordinator.

He has 30 years in corporate industrial manufacturing management with three different corporations. Dr. Kornegay retired from the John Deere Corporation with more than 23 years of service. Immediately upon retirement Dr. Kornegay enrolled in the Industrial Education and Technology doctoral program at Iowa

State University in Ames, IA. He acquired his Ph.D. from in Industrial Education and Technology from Iowa State University in December 2003.

Dr. Kornegay began his timure at North Carolina A&T State University in August, 2004 after a one-year stint as a Full-time Temporary Instructor at Georgia Southern University in Statesboro, GA.

Feedback from the Evaluators (n=3):

APPEARANCE

- ✓ website (user friendly) above average to excellent
- ✓ website (Uncluttered and clean) excellent
- ✓ website (Aesthetically appealing-good use of graphics) average to excellent

FUNCTIONALITY OF WEBSITE

- ✓ website (easy to navigate) above average to excellent
- ✓ website (Easy to find website from the SIU-Department's Workforce Education and Development) excellent

QUALITY OF ARTICLES AND COMMUNICATION WITH SUBMITTERS

- ✓ website (Purpose of journal clearly defined/ reference to research based Agenda) average to excellent
- ✓ website (Depth of coverage of articles) average to excellent
- ✓ website (Readability of articles (e.g. font size, charts, tables, graphs, figures)) varied greatly from below average to excellent
- ✓ website Submission guidelines are clear) average to excellent

All evaluators agreed that the information on the editor and support staff (e.g. name and title) was clearly identified.

All evaluators agreed that the information on the editorial board (e.g. name, rank, and school) was clearly identified.

All evaluators agreed that it would be advantageous for professional organizations to sponsor the online journal.

FACTORS AFFECTING QUALITY OF THE ONLINE JOURNAL

- ✓ application to teachers and students were very important to important
- ✓ application to industrial professionals were important
- ✓ research articles are very important to important
- ✓ concept articles are very important
- ✓ return time for articles back to submitters from the editors were very important

GENERAL QUESTIONS

Two out of three evaluators considered the manuscript acceptance rate of 55 to 60% to be too high. The other evaluator did not respond.

All three evaluators indicated the overall quality of the online journal was above average.

COMMENTS, STRENGTHS, WEAKNESSES AND SUGGESTIONS

Strengths

"The topics of the articles in this journal focus on skills and methods. Too much of the research in our journals is about teacher education. You break away from that trap".

"This online journal promises to address some very important, relevant, authentic and timely manner".

"The journal is very well organized and written".

Weaknesses

"This appears to be a well-done journal. The greatest problem, as with many journals in the field, is that many people, especially practitioners, don't know it's there".

Comments

"The website graphics are fine, but there is a problem with the graphics in the articles in html format. For example, I opened two in the current issue (11:2). In the Hernby, Wilkinson, Crews article, it appears that the space between the figures and the text is the same as the spacing inside paragraphs, making it difficult for the viewer to find the figures. Come to think of it, print journals and websites don't generally double-space their text. You might consider single-spacing the narrative pieces to make the page look more like a print journal. I also looked at the Freeburg & Hana article. The table apparently was typed with tabs, which realigned on my page. This problem might be corrected if tables were typed using the table function in Microsoft Word (or whatever word processing software you use)".

"Overall, the links work fine. The one exception is the link to Call for Papers. Clicking the tab in the left column takes you to another page that requires a second click. It just seems like that second click could be eliminated easily. You might consider using the Omniform software or similar software so that reviews may be returned in a uniform manner".

SUGGESTIONS

“The editors of all journals in the field have this problem. Linked to the publicity and distribution problem is the issue of practitioners not in the habit of valuing professional journals as a resource”.

“Maybe a shared or collaborative approach is the answer. If we work together, we could raise the image of all of the journals. For example, we can approach ACTE to ask them to devote one of their issues to the theme, research. In that issue, an article could be devoted to highlighting the journals. We also can raise the issue with organizations [to] get the information out. The National State Directors of CTE and the University Council of Workforce and HR Education probably are hesitant to endorse or publicize any one journal, in respect for the others. If we approach them together, we may get them to promote journal reading to their memberships”.

“Chief State School Officers; and National Association of Multicultural Education I think they might have an interest in sending links their respective members”.

If you have any questions about the report, please contact the editor at 618.453.1935 or email bputnam@siu.edu