I. Program Review: B.S. in Career, Technical Education and Training

Program Director: Michael Galloy

PRC Consultants: Jana Reeg-Steidinger and Brian Finder

Date of Review: February 20, 2002

Purpose of the Review: The review is conducted to assess the quality of the B.S. in Career, Technical Education and Training degree program as part of the seven-year review process at UW-Stout.

Committee Findings: The committee recommends continuation of this program.

II. Abstract:

The B.S. in Career, Technical Education and Training (CTET) prepares students to serve as teachers in technical and community colleges, government agencies and industrial training environments throughout the Midwest and United States. Additionally, this degree program serves a large contingent of learners who are employed at technical colleges and need seven certification courses that are offered within the CTET program. In 2001, the degree program name changed to become more inclusive of that audience and is the only institution in Wisconsin offering a baccalaureate degree in this unique major. The course delivery format includes weekend, evening, on-line and cohort groups to accommodate the adult, commuting, and part-time students.

The PRC consultants found that attempts to address major concerns raised in the 1994 program review as it relates to student recruitment, availability of multi-media equipment, course content overlap, course updating, course availability, alternative delivery formats, readmission practices, and outreach efforts have been adequate.

III. Process Followed for Current Review:

The PRC Chair met with the program director to discuss the review process. The PRC consultants also met with the program director to review the procedures and offer assistance. Data regarding several aspects of the program were collected from students, key instructors within and outside the department, program committee members and program graduates through surveys. The data were analyzed and returned to the program directors and PRC members. The program director then completed the self-study report, presented the report to the PRC and responded to questions. The PRC discussed the program director’s report and after feedback from members of the committee, the consultants developed this report. The program director was allowed to provide input on a draft of this report prior to its submission to the PRC.

IV. Previous Review:

Previous Recommendations

The previous PRC review of the B.S. in Career, Technical Education and Training was conducted
during AY 1994-1995. That report was written by Dick Tyson and Ed Wenzel and their recommendations as well as responses from the program director are summarized below:

1. The program director has initiated a new outreach effort. It is recommended that it be monitored and that sufficient resources are directed to its success. While the program director feels that his available human resources are often strained, student survey data regarding this outreach endeavor indicates a strong degree of success.

2. It is recommended that the possible duplication between Training for Business, Curriculum Development, Task Analysis, Adult Education, and Principles of VTAE, and other courses noted by students and graduates be assessed. An increased team effort has been made by those who teach CTET courses to eliminate redundancies, although a decrease in faculty turnover has also helped eliminate some redundancies simply because new instructors teach differently. While the reinforcement of some content is desirable, careful scheduling has spaced out courses that have similar content to reinforce certain key concepts without seeming redundant.

3. An attempt should be made to work with Admissions in order to make re-entrance of students in this program to the University somewhat easier so they can take courses. With assistance from the Admissions Office, a short form has been developed that can be completed on-line for returning students and thus streamline the re-admission process.

4. It is finally recommended that the program director continue to monitor availability of course offerings in relation to non-traditional needs, and pursue and monitor alternative means of course delivery which are of high quality and are cost-effective. The formation of off-campus cohort groups has opened access to learners who are place-bound. There is a continuous cycle of evening and on-campus weekend classes being offered for those who can commute to Menomonie. These classes average 35 students per offering, of which most are CTET majors. Internet access to information about the program has improved visibility.

V. Program Review

Program Strengths

1. Increased Program Size - The program size has increased from 30-35 students in 1994 to approximately 182 (DARS Advisory Report and program director).
2. Program Director - The program director possesses strong leadership abilities, is helpful and available to students, flexible and enthusiastic (student and key instructor surveys).
3. Program Flexibility and Course Scheduling – There is substantial flexibility in the transfer of courses, delivery format and schedules to meet the needs of adult students (program director, advisory committee and student surveys).
4. Quality of Faculty - Instructors are knowledgeable, enthusiastic and reality based (program director, advisory committee, student and key instructor surveys).
5. Placement of Graduates - 100% placement rate (program director).
6. Credit-For-Work Experience – Students are provided the opportunity to earn college level credit for professional-based activities/experiences (program director and student surveys).
7. Lab/Classroom Facilities - Excellent on-campus lab/classroom technology and facilities are available.
8. Strong Curriculum - The courses are pertinent, current and sequenced to improve scheduling and reduce redundancy (program director, student, program committee, and key instructor surveys).
9. *Additional Specialization Option* — The Training and Human Resource Development specialization that was added to the program has been well received (program director, advisory committee and key instructor surveys).

**Issues of Concern**

1. *Availability of GE/Elective Courses* — Off-campus students have difficulty in finding GE courses and other elective courses offered at times that fit into adult work and life schedules (program director, advisory committee and student surveys).
2. *Difficulties with Various On-campus Offices* — While not related to the CTET program per se, students noted difficulties with gaining direct answers/help from various administrative and support areas (student surveys).
3. *Distance Technologies Challenges* — Due to varied student hardware and expertise regarding e-mail, course registration and on-line coursework, some students are unable to access the various opportunities (program director).
4. *Program Director Availability* — The program director’s responsibilities stretch him thin and result in his being unavailable/accessible to students (program director, advisory committee, students, and key faculty surveys).
5. *Course Duplication* — Approximately ¼ of the respondents indicated some level of course overlap, although there were no consistent patterns of courses reported as overlapping (student surveys).

**Recommendations for the Program Director**

1. Investigate the possibility of satisfying the general education requirements through existing on-line offerings (i.e., through courses offered by UW-Extension and Learning Innovations).
2. In order to minimize the amount of time that the faculty must spend to deal with various student hardware as well as software knowledge-based issues, it is recommended that course prerequisites be modified to explicitly identify the equipment and computer-based skills that CTET students must possess prior to registering for such courses.
3. Communication amongst key CTET faculty should be continuously fostered to minimize the occurrence of course duplication within the program.

**Recommendations for the Department Chair**

1. Additional means of support should be investigated to provide the program director with the necessary means to free him for program directorship responsibilities.

**Recommendations for the Dean**

1. In order to alleviate issues associated with students not gaining direct answers/help from various administrative and support areas, it is recommended that analysis be conducted to determine if a more centralized location on campus can assist with the needs of distance education students.