CONSULTANT RECOMMENDATION REPORT  
Planning and Review Committee  
Consultant Recommendation  

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

Date of Review: March 12, 2010  

Program Director: Melody A. Brennan, Interim Program Director  

PRC Consultant(s): Georgios Loizides, Derek Tietz, and Dick Tyson  

Purpose of the Review: To assess the quality of the B.S. in Career, Technical Education and Training program as part of the seven-year cycle required of all degree programs at UW-Stout  

Committee Findings: The PRC recommends continuation of this program through the next scheduled review in 2016-17 and that the recommendations made by the committee be implemented.  

II. Abstract:  

The Career, Technical Education and Training (CTET) program serves predominately non-traditional adult learners. Most of them are part-time students who hold full-time jobs; the majority of these learners are distance learners. This degree completion program prepares teachers for post-high school settings such as junior colleges, public and private technical colleges, and industrial training programs where workers seek training, retraining or career changes. Graduates require skills and knowledge to teach adults, as well as having technical expertise. This program provides that training to produce successful instructors and the opportunity to continue their education to earn a bachelors degree, and is the only institution in Wisconsin offering a baccalaureate degree with this major. The CTET program works closely with its advisory committee, as well as private industry and technical institutions. Graduates teach in such diverse subject areas as automotive technology, laser technology, diesel technology, building construction, food service, machine technology, drafting, dental assistant and many more. With 4,000 hours of work experience, graduates are certifiable to teach in Wisconsin’s 16 technical colleges, which is the goal of a large contingent of the 300+/ active and inactive students. Approximately eighty students enroll each semester.  

The program has a very strong reputation not only in Wisconsin but throughout the country and abroad. Placement rates, facilities, general quality of faculty, currency of curriculum, flexibility, and on-line availability of courses are perceived strengths. Turnover of program direction, availability of faculty and the director for questions and advisement, and some inconsistency of on-line instruction/delivery are of some concern.
III. Process Followed for Current Review:

The PRC Chair met with the dean, program director and chair of the primary department 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. Thirty-seven of 51 students, all four program instructors, 6 of 11 key instructors, and 11 of 13 Advisory Committee members responded to their respective surveys. The data was analyzed and returned to the program directors and PRC members. The program director then completed the self-study report and presented the report to the PRC. The above-listed consultants then wrote the recommendation report. This report was forwarded to the dean for her response. The PRC reviewed the dean’s response, and approved the recommendation report and forwarded the report to the Faculty Senate.

IV. Previous Review: February 20, 2002

The previous PRC review of the B. S. in Career, Technical Education and Training program was conducted during academic year 2002-03. That report was written by Jana Reeg-Steidinger and Brian Finder. The committee’s recommendations as well as the applicable responses are submitted below:

**Previous Recommendations for 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).

   **Response from program director:**
   “The web-site addresses and catalogues for the University of Wisconsin-Extension Services and Learning Innovations are now being circulated to off campus, cohort groups. This will provide learners access to and the ability to identify general education courses that will meet their program requirements. Learners are encouraged to take approved GE courses from technical, community or private colleges in their area of residence. UW-Stout is beginning to offer more general education courses through alternative deliveries.”

2010 Summation of Consultants: Most UW-Stout General Education categories have a number of on-line courses available. Additionally students are made aware of equivalencies in courses at their local Technical colleges or other institutions.

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.

   **Response from program director:**
   “All online syllabi must include the hardware and software requirements. Baseline personal computing skills required to complete the course must also be stated in online
sylab. It is recommended that Stout Solutions publish this in all of their course catalogs and on their website.”

2010 Summation of Consultants: Relatively few student respondents indicate serious hardware/software issues; perhaps for the first time we have had a consistent course management system. CTET students are made aware of tech support.

3. Communication amongst key CTET faculty should be continuously fostered to minimize the occurrence of course duplication within the program.

Response from program director:  
“Most faculty who teach CTET courses are located in the same building with offices that are in close proximity. This fosters a collegial relationship that allows for open communications about courses, students and the CTET program.”

2010 Summation of Consultants: Instructor and PD turnover and significant use of adjuncts make this difficult. Consistency in delivery among instructors is still a concern. While some duplication was indicated by students, no pattern was discerned.

Previous Recommendations for 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.

Response from department chair:  
“The CET Department was provided additional support for CTET programs through the customized tuition model. A paraprofessional, Heidi Rabeneck, provides support to the CTET off-campus students. This has provided much relief to the program director. (See the Dean’s response below for elaboration.)”

2010 Summation of Consultants: This year customized tuition funds have been used to increase the Program Director release to half time (though hired semester by semester) and to provide a graduate assistant. Ability to respond to (distance) students’ needs and inquiries continues to surface in the survey.

Previous Recommendations for 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.

Response from dean:  
“As suggested in the PRC’s recommendation, a centralized process, housed in the Communications, Education and Training Department, has been developed to serve the B.S. in CTET and the M.S. in Training and Development programs. Using revenue generated through customized tuition, a paraprofessional has been hired to assist the program directors and students enrolled in these programs. This paraprofessional provides a variety of services to students that include course scheduling information, assistance in
the registration process, assistance in the application process, assistance and directions to obtain information about computer services, library access, textbook rental, counseling services, graduation, and career planning and placement services. This paraprofessional also responds to the questions and directives of the University’s centralized adult learner assistance office (Celene Frey).

In addition, the paraprofessional provides assistance to program directors using distance education delivery methods that include course scheduling, marketing, and communication to students.

As the program continues to deliver courses off campus to cohort groups, it will continually increase and monitor its efficiency, delivery and customer satisfaction of students and faculty.”

2010 Summation of Consultants: The paraprofessional is no longer assigned to the program, though Outreach Services helps with some of the functions noted above. Some students report that they have managed to find help, others continue to struggle.

V. Current Year 2010 Program Review:

Program Strengths

1. Students feel that program requirements can be achieved in a reasonable time. Flexibility in transferred courses. Student survey (Mean Scores)

2. Online courses with relevant and comprehensive course content. Student survey

3. Course content prepares students for future careers with minimal overlap. Strong program reputation. Student, Instructor surveys

4. Resources provided by the UW-Stout library meet student and instructor needs relative to research and development. Student, Faculty surveys

5. High placement rates, salaries. BPA, PD report,

6. Good classroom, lab, and library resources. Student, Instructor surveys

Issues of Concern

1. The program director is interim and an adjunct instructor. Turnover in program leadership is a problem. Student, Instructor surveys PD report

2. Access to faculty/instructors and PD ; timely feedback Student survey, PD report
3. Lack of consistency, clarity and strategy for online class structures and expectations  
   Student survey

4. Continuity of course work/planning and instructors  
   Student survey

5. Insufficient clerical and other support  
   Student, instructor surveys, PD report

6. Many on-line students seem to want more “connection” to instructors  
   Student survey

**Recommendations for the Program Director**

1. Work with program chair instructors to devise a checkpoint, follow up, and advising system for students that allows students and instructors to communicate at given points in the students’ academic career.

2. Consider development of a formal program orientation for CTET students.

3. Work with the director to develop consistent course offerings and meet sequencing requirements
**Recommendations for the Director, School of Education**

1. Discuss student concerns regarding feedback, consistency, and clarity of expectations in online instruction with instructors, perhaps considering some standardization as appropriate.

2. Consider working with the Dean and LTS to equip a classroom with the ECHO system to bring the classroom experience to DE students, as well as investigate and/or support instruction in courses using software, such as Jing, Skype, and podcasts, in order to perhaps help improve clarity of major topics, online assignments, due dates, etc.

3. Work with the Program Director to develop consistent course offerings and meet sequencing requirements.

**Recommendations for the Dean of the College of Education, Health, and Human Services**

1. Work with the school to provide stable leadership for the CTET program, and with adequate release to be able to work with the diverse CTET population.

2. Assess needs for faculty to reduce the significant use of overloads and adjuncts in order to more effectively serve students.

3. Assess clerical and/or paraprofessional support needs for the CTET program as identified in the student and instructor surveys.