Recommendations for the Program Director
Sylvia Tiala, Program Director

General comment for consideration:

It should be noted that the students responding to the PRC surveys are juniors and seniors who have been in the program for three to four years. Responses relative to the program are coming from students who entered the program around the fall of 2005 or 2006 when some of the current program strategies and policies were not in place and when major changes within the program were occurring.

1. Regarding issue of concern #1, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Services to improve and clarify the student perception of the program (e.g., displaying success stories of recent Technology Education students, quotes from student exit interviews, visits of recent program graduates, etc.).

Response:

TECA (Technology Education Collegiate Association) students have made promotional videos and fliers relative to the program which are used for promotion. A TECA poster, designed for NCATE and DPI review, was developed with the intention of hanging in the hall for program promotion. The program director has taken the necessary training to allow access to web pages and modifications. Several students have agreed to provide testimonials for a web page when returning for the student teaching seminar.

The program director will work with Director of the School of Education and with the Dean of the College of Education, Health, and Human Services to change perceptions of the program. Potential solutions for dealing with this issue might include but is not limited to:

1) Hiring an undergraduate student assistant currently enrolled in the Technology Education program to work with the program director to update web pages, arrange recording of student testimonials, post quotes on web pages, post links to student organizations and the like.
2) Obtain larger-print banners or posters to post the Technology Education’s mission and vision statement in predominant places in the hallway of the Communication Technologies building. It will help provide a sense of identity and develop a common culture of expectations.
3) Provide more bulletin boards to be used for posting positive program information that might parallel the web page by including students in the news, TECA activities, positive student quotes and the like.
4) Have the program director send emails out to Technology Education majors highlighting accomplishments of students and activities when they occur.
2. Regarding issue of concern #2, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Services to identify any possible ways to get adequate clerical support for the program.

Response:

The program director can work with the Department Area Work Group to identify specific skills needed by clerical support staff who support the Technology Education program. These needs can be shared with the Director of the School of Education and the Dean of the College of Education, Health and Human Sciences. It may be possible to consider the program needs and provide additional training for clerical support staff as needed.

3. Regarding issue of concern #3, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Services to develop a maintenance and support plan, and the plan to replace obsolete lab equipment.

Response:

There is currently a budget in place for maintenance of equipment within the lab. This budget can be reviewed on an annual basis by the lab manager and program director and communicated to the Director of the School of Education and to the Dean of the College of Education, Health and Human Sciences. In addition the program director and lab manager can formulate a list of equipment with an anticipated replacement cycle and associated costs.

4. Regarding issue of concern #4, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Services to identify and find any additional sources of funds for travel and professional development of the faculty.

Response:

The program director will work with the Department Area Work Group to identify needs for professional development as it relates to program updates and the integration of Math, Science and Technology disciplines into courses they are teaching. Additionally the program director can list activities that are critical to advertising and marketing the program along with estimated costs for attendance.

5. Regarding issue of concern #5, work with the Faculty and the Director of School of Education to identify and implement any necessary changes to curriculum.

Response:

The program director is in the process of making several changes to address curricular concerns. These are driven by two initiatives potentially impacting the program and feedback from students and department chairs. One initiative impacting the Technology Education program is the integration of mathematics into a STEM (Science, Technology, Engineering, Math) related education program. The second initiative is an attempt to bring a state-wide distance delivery option for a Technology Education teacher program leading to certification. In conjunction with these efforts the technical and pedagogical courses within Stout’s Technology Education program have been reviewed. Conversations are underway to bring courses into alignment with ITEA/CTTE/NCATE program standards for pre-service
institutions, to facilitate hands-on activities in technical courses, to incorporate Project Lead the Way® into the program. AIM (Assessment in the Major) feedback, interviews with exiting student teachers and conversations with current students indicate that earlier exposure to the teaching environment would be helpful. The lab in the Communication Technologies building has been added to allow students to integrate technical skill with pedagogy. The program director is meeting with the STEM College and Marketing College to emphasize that hands-on skills need to be emphasized. Plans to incorporate an earlier field experience into the program are currently underway. Preliminary ground work has been laid to develop partnerships with the Menomonie school district to help facilitate this field experience. The program director has worked on an ongoing basis with the Director of the School of Education and with the Dean of the College of Education, Health and Human Sciences in these endeavors.

6. Regarding issue of concern #6, work with Faculty and with Director of the School of Education to promote professional behavior and critical thinking skills in students.

Response:

Several steps have been initiated to address professional behavior within the Technology Education program. In the introductory class (TECED/STMED -160) the School of Education’s Statement of Values as well as a teacher code of ethics is disseminated and discussed. Before students participate in conferences or activities associated with the university they are expected to sign the School of Education’s Statement of Values. Part of the information that is provided includes the official process for addressing complaints. The issue has been discussed within the "Department Area Work Group” meetings. No formal strategies for dealing with the issue were identified.

The program director will work with faculty and the director of the School of Education for dealing with this issue. Some strategies to consider might include but is not limited to:

1) Designing informative posters to inform students how to be effective change agents who provide constructive feedback in a professional manner.
2) Provide students with results of the PRC review during advisement day and ask them to help provide solutions within the context of advisement day and/or in a separate focus group.
3) Expand the discussion of professional behavior to more of the professional courses within the technology education program.
4) Continue discussions within the Department Area Workgroup to provide strategies to address the issue as a collaborative effort.
5) Provide a conflict resolution seminar as part of advisement day.
6) Utilize the TECA (Technology Education Collegiate Association) members to form a committee that addresses student complaints. It would be similar to Stout’s RHA (Resident Hall Association) "Stout at Hand” committee. The TECA students can provide an interface between faculty and students that a; informally provide faculty with issues of concern while b; coaching peers on appropriate responses and professional behavior. Peer mentor training may be a necessary component for TECA volunteers as well as Technology Education faculty.

7. Regarding issue of concern #7, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Studies to seek the funds and other resources necessary for effective marketing of the program that sends a clear message about the program to the potential students.
Response:

The program director has met with Kelly Morey, of Admissions and School Relations, to provide brochures related to the Technology Education program and for scholarships for Project Lead the Way®. A group meeting was held with the program directors for Marketing and Business Education, Family and Consumer Sciences, Technology Education, Career and Technical Education, the Director of the School of Education, and Cheryl Grandt of the Discovery Center. The group is currently working on brochures and banners for program marketing purposes. These banners and brochures will be present at state and regional conferences when possible for marketing purposes. Pamela Holsinger-Fuchs worked in conjunction with the Dean of the College of Education, Health, and Human Sciences, the director for the School of Education and with the program director for the Technology Education program to develop information to promote scholarships that were disseminated to students and teachers at Stout’s “Skills USA Competition”, Stout’s “Rube Goldberg Competition” and the “Supermileage Vehicle Competition”.

It has been particularly helpful to sit down with other program directors in the Career and Technical content areas to devise a common marketing theme and related strategy. Additional help has come from Maureen Carlson, Director of Integrated Marketing, and Pamela Holsinger-Fuchs, Executive Director of Marketing Services, to formulate a plan for marketing Project Lead the Way scholarships. These marketing activities have been conducted with help and support from the Dean of the College of Education, Health and Human Sciences and the Director of the School of Education.

The program director suggests that program directors, campus marketing and admissions personnel gather annually to discuss marketing resources, plans, strategies and budgets. It will be particularly helpful to work collaboratively to utilize the newly developed mission and vision statements where possible. These include:

Mission Statement:
The mission of the technology teacher education program at the university of Wisconsin-Stout is to prepare competent classroom practitioners who are technologically literate, pedagogically skilled, and professionally engaged.

Vision Statement:
Produce graduates who understand technology and use the resources available to them in public education settings.

Additionally marketing personnel can help develop a marketing campaign that addresses the Technology Education’s broad market by refining and incorporating a marketing campaign indicating that the Technology Education program has a "Vision for the future while respecting traditions”.

8. Regarding issue of concern #8, work with the Faculty, with the Director of the School of Education and with the Dean of the College of Education and Health and Human Studies to create and maintain networking relations with professionals in the field, and stakeholders; work with the faculty and students on making clear the sources and reasons behind the changes in policies implemented within the program.

Response:
The program director is able to identify networking and marketing opportunities within the field. In order to be more inclusive of program faculty all marketing-related events, opportunities for outreach, TECA notices and the like are forwarded to program faculty. In addition, the program director has begun to ask program faculty to help promote the program and participate in networking and marketing opportunities.

The program director is currently working with students to update web pages and portfolios relative to Project Lead the Way® (PLTW). The PLTW portfolio system and program changes will be communicated to students during advisement day. Upcoming program changes and the rationale for the changes will also be shared during advisement day.

9. Regarding issue of concern #9, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Studies to find an adequate support for Project Lead the Way implementation. Travel funds for faculty to attend retraining and other conferences might be required. Stipends (or release time) for faculty to review, assess, and document student progress towards Project Lead the Way certification. If it is not possible to support the project, considering eliminating Project Lead the Way from program requirements could be an option.

Response:

PLTW is currently a key component to Stout’s Technology Education program. A long-term plan of action is being developed to submit to a funding agency. A marketing plan is being developed for submission to the same funding agency. Support from the Dean of the College of Education, Health and Human Sciences and the Director of the School of Education has been critical in developing a marketing plan for scholarships. A curriculum incubation proposal helped fund an update of the portfolio system. Release time has been given to help support the development of a long-term action plan for PLTW. The program director will be able to communicate long-term and ongoing needs for UW-Stout’s PLTW initiative. The PLTW initiative is a critical marketing tool for the Technology Education program and efforts to retain it should be a priority.

10. Regarding issue of concern #10, work with the Director of the School of Education and with the Dean of the College of Education and Health and Human Studies to find a more streamlined way to update program requirements.

Response:

The program director is currently working within established criteria at UW-Stout to update the program as needed. The addition of the Math Education program will require a new program revision.

Recommendations for the Director of the School of Education
Dr. Jacalyn Weissenburger, Ph.D.
Director, School of Education

Recommendations for the Dean of the College of Education and Health and Human Studies
Mary Hopkins-Best, Dean
1. (Director) Regarding issue of concern #1, work with Program Director and with the Dean of the College of Education and Health and Human Services to improve and clarify the student perception of the program (e.g., displaying success stories of recent Technology Education students, quotes from student exit interviews, visits of recent program graduates, etc.).

(Dean) Regarding issue of concern #1, work with the Program Director and with the Director of the School of Education to improve and clarify the student perception of the program (e.g., displaying success stories of recent Technology Education students, quotes from student exit interviews, visits of recent program graduates, etc.).

Response: A need for further clarification regarding student dissatisfaction with advisement and the program is needed. As such, the School of Education (SOE) will conduct focus groups of current students and surveys of recent leavers to further clarify student perceptions of the program. This data will be used to determine why some perceive that their advisement is not available on a regular basis and to determine why they would not choose the program if they were faced with the decision again. Upon completion of the focus group study by December of 2010, a plan will be developed and implemented in spring of 2011 to address the problem.

2. (Director) Regarding issue of concern #2, work with Program Director and with the Dean of the College of Education and Health and Human Services to identify any possible ways to get adequate clerical support for the program.

(Dean) Regarding issue of concern #2, work with the Program Director and with the Director of the School of Education to identify any possible ways to get adequate clerical support for the program.

Response: A part time (40%) clerical person is assigned to the teacher education programs housed in the Communication Technologies building. The SOE anticipates her retirement in May of 2010, at which time the allocation of more support to the BS in Technology Education will be considered. Other sources of support, including Graduate Assistantships and work study support, will be considered. Further, an additional Graduate Assistant was hired by the SOE in fall of 2009 to assist the SOE Program Directors in updating their web-based promotional materials.

3. (Director) Regarding issue of concern #3, work with Program Director and with the Dean of the College of Education and Health and Human Services to develop a maintenance and support plan, and the plan to replace obsolete lab equipment.

(Dean) Regarding issue of concern #3, work with the Program Director and with the Director of the School of Education to develop a maintenance and support plan, and the plan to replace obsolete lab equipment.

Response: The BS in Technology Education program is allocated $1,000 by the SOE per year to update and replace obsolete materials and equipment. Further, the program was awarded a sizeable laboratory modification grant two years ago in which lab materials were upgraded. The SOE Director and the BS in Technology Education program faculty will collaborate in seeking future sources of support, including internal and external laboratory modification grants.
4. (Director) Regarding issue of concern #4, work with Program Director and with the Dean of the College of Education and Health and Human Services to identify and find any additional sources of funds for travel and professional development of the faculty.

(Dean) Regarding issue of concern #4, work with the Program Director and with the Director of the School of Education to identify and find any additional sources of funds for travel and professional development of the faculty.

Response: In the past, the BS in Technology Education program director and faculty members received professional development grant support from a variety of sources, including: Outreach and Research Services, SOE, CEHHS, University Advancement and Marketing, and external grants. The SOE Director and the BS in Technology Education program director and faculty will meet in spring of 2010 to determine any professional development needs that have been unmet in the past. After clarifying the unmet needs in this area, other sources of support will be identified.

5. (Director) Regarding issue of concern #5, work with the Faculty and Program Director to identify and implement any necessary changes to curriculum.

Response from SOE Director: The SOE Director will work with the BS in Technology Education program and faculty members to determine the need for future course revisions. Caution will be applied as the program has undergone several revisions in the past decade, and the frequent changes appear to have contributed to student dissatisfaction and confusion. However, student focus groups and surveys will be distributed prior to December of 2010 to determine the need for specific course revisions.

6. (Director) Regarding issue of concern #6, work with Program Director and with the Dean of the College of Education and Health and Human Services to promote professional behavior and critical thinking skills in students.

6. (Dean) Regarding issue of concern #6, work with the Program Director and with the Director of the School of Education to promote professional behavior and critical thinking skills in students.

Response from SOE Director: Starting in fall of 2009, all SOE teacher education students were required to sign an SOE “Statement of Values and Dispositions” document that outlines SOE’s expectations with regard to professional attitudes and behaviors. In addition, the BS in Technology Education faculty members meet each spring to evaluate the students’ dispositions to determine the need for remedial plans of action. Starting this spring, the BS in Technology Education students who exhibit unprofessional behaviors will receive a rubric in which their attitudes, dispositions, and behaviors will be explicitly rated. We anticipate that this feedback system will help promote positive professional behavior on the part of the BS in Technology Education students.

With regard to the promotion of critical thinking skills, the SOE Director will work with the program director and faculty in spring of 2010 to develop strategies for facilitating the critical thinking skills of students in the program.
7. (Director) Regarding issue of concern #7, work with Program Director and with the Dean of the College of Education and Health and Human Services to seek the funds and other resources necessary for effective marketing of the program that sends a clear message about the program to the potential students.

(Dean) Regarding issue of concern #7, work with the Program Director and with the Director of the School of Education to seek the funds and other resources necessary for effective marketing of the program that sends a clear message about the program to the potential students.

Response from SOE Director: During the 2009-2010 academic year, several meetings were held to develop an effective marketing program for the BS in Technology Education program. Most recently, a meeting was held to develop a banner in which aspects of the UW-Stout technology education program are highlighted. This banner will be used at state conferences and competitions (e.g., Skills USA, High Mileage Vehicle, etc.) involving high school students. Further, a committee comprised of members from University Advancement and Marketing, SOE, CEHHS, and program faculty met recently to develop a marketing campaign to promote the Project Lead the Way scholarship as well as the BS in Technology Education program. As a result of the committee’s recommendations, the program website and marketing materials will be revised and updated by December of 2010.

Response from Dean: Funds have been earmarked in the 2010-11 budget to fund targeted recruitment initiatives in programs experiencing declining enrollment. To receive these funds, PD’s will need to develop and implement a systematic recruitment plan. We have also begun working with the Executive Director of Admissions and Maureen Carlson to develop new marketing materials for the BS TE.

8. (Director) Regarding issue of concern #8, work with Program Director and with the Dean of the College of Education and Health and Human Services to create and maintain networking relations with professionals in the field, and stakeholders; work with the faculty and students on making clear the sources and reasons behind the changes in policies implemented within the program.

(Dean) Regarding issue of concern #8, work with the Program Director and with the Director of the School of Education to create and maintain networking relations with professionals in the field, and stakeholders; work with the faculty and students on making clear the sources and reasons behind the changes in policies implemented within the program.

Response from the SOE Director: The SOE Director is working with the program director and faculty to identify networking and marketing opportunities within the field of technology education. In addition, the SOE Director will work with the program director to including streaming testimonials from alumni, current students, and cooperating teachers regarding the quality of the program.

The SOE Director is also working with the program director and to provide assistance in updating web pages and marketing strategies related to Project Lead the Way® (PLTW). Further, prior to December of 2010, an electronic survey will be distributed to cooperating teachers, many of whom are alums, to seek their input and to determine their professional development needs in the field. After the survey results are compiled, professional
development workshops will be offered to meet their needs, thereby building relationships with teachers in the field.

Response from the Dean: See response to Item 7. Faculty travel to meet with middle and secondary technology education teachers will be funded if it is part of a comprehensive marketing initiative.

9. (Dean) Regarding issue of concern #9, work with Program Director and with the Dean of the College of Education and Health and Human Services to find an adequate support for Project Lead the Way implementation. Travel funds for faculty to attend retraining and other conferences might be required. Stipends (or release time) for faculty to review, assess, and document student progress towards Project Lead the Way certification.

(Director) Regarding issue of concern #9, work with the Program Director and with the Director of the School of Education to find an adequate support for Project Lead the Way implementation. Travel funds for faculty to attend retraining and other conferences might be required. Stipends (or release time) for faculty to review, assess, and document student progress towards Project Lead the Way certification.

Response from the SOE Director: In the past, funds have been provided, through SOE, CEHHS, and a private foundation grant to support ongoing training related to Project Lead the Way. The SOE Director, the program director, and the Project Lead the Way coordinator will meet on a yearly basis to determine annual budgetary needs in this area.

At this time, PLTW is considered a key component of the BS in Technology Education program and scholarships are provided to students who meet scholarship requirements and plan to become credentialed as PLTW instructors. The program director is developing long-term plan of action for a private funding agency. A marketing plan is being developed for submission to the same funding agency.

The Dean of the CEHHS and the Director of SOE have collaborated with the program director and faculty to develop a marketing plan for scholarships. A curriculum incubation proposal helped fund an update of the portfolio system. Release time has been given to the program director to help support the development of a long-term action plan for PLTW. The SOE Director, the program director, and the program faculty will meet once a semester, at a minimum, to determine the continuing need for PLTW or other future innovations related to curriculum in the BS in Technology Education program.

The SOE Director and the Dean of CEHHS are in the process of identifying a way in which the program workload can be distributed among the BS in Technology Education program faculty. For example, to meet the needs of both the program and PLTW, it may be necessary to appoint a distinct coordinator separate from the program director to oversee the curriculum and marketing needs of the PLTW program. The SOE Director and the Dean of the CEHHS will pursue the feasibility of having one faculty member function as program director and another to coordinate the PLTW program. This decision will be made by May of 2010.

10. (Director) Regarding issue of concern #10, work with Program Director and with the
Dean of the College of Education and Health and Human Services to find a more streamlined way to update program requirements.

(Dean) Regarding issue of concern #10, work with the Program Director and with the Director of the School of Education to find a more streamlined way to update program requirements.

Response from the SOE Director: PRC responses indicate a need for students to receive a consistent message regarding program requirements. Although some curricular modifications may occur in the future for specific courses in the BS in Technology Education program, a complete program revision will not be supported due to the numerous program revisions that have occurred in the past several years.

With regard to streamlining the process for revisions, the BS in Technology program needs to adhere to university, Wisconsin DPI, and system policies, as applicable, when initiating a program revision. The SOE Director and Dean of CEHHS will assist the program director in developing a strategy to make future curricular revisions more feasible and expedient while following established guidelines.