1. Mission and Degree

1.1 Describe how the program relates to UW-Stout’s Mission

University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

a) University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university.

Since 1918, UW-Stout has been a pioneer in preparing quality instructors for what it was in its inception, Vocational, Technical and Adult Education (VTAE), known today as career, technical education and training (CTET). Recognized nationally and internationally, this undergraduate program attracts students from across the country and around the world. This degree completion program
prepares teachers for post-high school settings such as junior colleges, public and private technical colleges, and industrial training programs. Graduates train and retrain adult workers in the critical skills needed in today’s rapidly changing world. Technological shifts caused many jobs to change and workers seeking training, retraining or career changes. Individuals found themselves in technical college programs looking for direction. This influenced the demand for instructors to be versed in the skills and knowledge to teach adults, as well as having highly honed technical expertise. UW-Stout’s Bachelor of Science degree in Career, Technical Education and Training provides that training to produce successful instructors and the opportunity to continue their education to earn a bachelors degree. Equally in demand are technical trainers for business and industry. The CTET program at UW-Stout is the only institution in Wisconsin offering a baccalaureate degree in this unique major. Graduates have gone on to 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.

The current CTET student population is predominately non-traditional adult learners. Most of them are part-time students who hold full-time jobs and struggle to balance work, home and social responsibilities. There are approximately two hundred learners seeking the CTET degree at various employment sites throughout the state of Wisconsin, with approximately eighty students enrolled each semester. The majority of these learners are distance learners. Additionally, this degree program serves a large contingent of learners who are employed at the technical colleges and need the 7-certification classes that are offered within the CTET program. These are special admission students that typically do not appear on the CTET list of students.

B) The university is a location where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems.

CTET students will find themselves among diverse populations in regards to their classmates, faculty and staff within the program. Many technical areas tend to be male dominated, and often lack minority participation. In an effort to act as a role model, the CTET program has used Hispanic, Asian and women instructors for the professional courses. Classes are also made up of a very eclectic group of people that reflect equal opportunity, which helps reinforce diversity. As an example, there have been women auto technicians, machine tool operators, welders and DNR staff, African American trades workers, health care technicians (dental, nursing, etc.) and academic instructors; Hispanic police officers, fire fighters and guidance personnel. When CTET learners look at their classmates,
they see a widely diverse group participating in their education courses such as administrators, teachers and support staff in various content areas.

This degree completion program complies with the requirements of the University of Wisconsin System general education requirements. Many of the transfer CTET students have some of their general education requirements fulfilled as they transfer in an Associate Degree, which can increase the need of flexibility in transferring credits. However, the CTET students typically take many of the general education courses at other institutions to complete the general education requirements. UW-Stout has articulation agreements each institution within the Technical College System, and many other two-year institutions, that aid in effective transfer of credits in the general education areas.

The CTET program is a teacher education preparation program. Integrated into all professional classes are objectives that focus on adult development principles and learning strategies. Equally important are integrated strategies that focus on ethnicity, gender, age and other diversities typically found in technical college classrooms. These competencies are evident in CTE 302 Principles of CTE, CTE 405 Methods of Teaching CTET, and CTE 438 Course Construction for CTET, CTE 440 Instructional Evaluation for CTET, EDUC 336 Multiculturalism, EDUC 403 Educational Psychology of Adult Learners, and SCOUN 301 Introduction to Guidance, which are all certification courses for teaching at any of the Wisconsin Technical Colleges. Other courses that support adult development that are required of all CTET students are, CTE 474 Adult Education and CTE 334 Performance Analysis.

The CTET graduates are required to complete a student teaching or internship in business and industry experience. Many complete both for a required total of 8 credits as a capstone experience to the program.

A review of faculty resumes of those who teach in the CTET program reflects the great extent to which they are engaged in scholarly activities. A great deal of the activities center around applied research in both teaching and technical fields. For example, there is evidence of scholarly activities on effective teaching strategies, curriculum development and cooperative learning groups, and train-the-trainer. Review also shows technical activities including supervision training for industry, up-dates on textbooks and journal pieces.

e) The University addresses the need to grow the economy and serve a global society.

According to the Association for Career and Technical Education (ACTE) website, “CTE has a long and rich history in the United States. Today’s CTE has evolved from a limited number of vocational programs available at the turn of the
20th century into a broad system that encompasses a variety of challenging fields in diverse subject areas which are constantly evolving due to the changing global economy”. UW-Stout plays an important role bridging Stout, the technical college system and the economy in our global society. Growth in public and private vocational-technical schools, post-secondary training, and vocational and a vocational adult higher education has produced a corresponding need for qualified CTET teachers. Graduates with both a degree and related work experience are in particular demand. The course work in training and human resource development also serves as appropriate credentials for positions as trainers in business and industry, an area that is rapidly expanding because of changing technology.

Describe how the program relates to UW-Stout’s goals.

Goal 1: Offer high quality, challenging academic programs that influence and respond to a changing society.

The Career, Technical Education and Training program will continue to modify its response to societal demands. There is a continuing demand for technical instructors. This is due to an increasing demand for workers with technical skills generally learned at technical colleges or business and industry technical training environments (nurses, dental hygienists, automotive technicians, construction workers, graphic designers, Computer Information Systems, etc), retirement of current instructors and trainers, rapid changes in technology requiring training/retraining, new technical jobs requiring training/retraining, displaced workers requiring new job skills, etc.

The CTET degree program has offered classes at various sites throughout the state during the past seven years. The program is currently looking at reinstating cohorts to offer courses at various locations. There was a cohort group meeting in Appleton that would like to begin again as it was dissolved. The cohort delivery structure offered and delivered the complete professional core of the CTET degree program at the same site. It was designed to provide access for those who were place bound because of work, family or other responsibilities. There was one cycle at Appleton totaling about 20 learners, varying by courses. The cohort unfortunately dissolved, as there were enrollment and faculty issues that needed to be addressed. In past years however, the CTET program has offered successful cohort experiences to interested participants. Additionally, the CTET program works closely with Outreach Services to meet the certification needs of technical college instructors throughout the state. Outreach Services completed a survey to determine if there would be another location suitable for a cohort. The survey findings were technical college faculty want to take UW-Stout courses at their locations in a cohort setting. Locations with the highest interest were Appleton and Green Bay. There are also evening and weekend classes offered every semester on Stout’s campus.
Most of the learners in the CTET degree program are graduates of technical college programs. There are articulation agreements in place that allow for the transfer of technical and general education courses. Additionally, CTET learners can earn technical credits through a portfolio process that evaluates and validates technical training and experience gained through non-traditional means. Veterans of military service, and some graduates of private training programs, can have technical credits awarded based on the American Council on Education (ACE) recommendations.

Additionally, the CTET learners will continue to be served through weekend classes, evening classes, Outreach Services offerings, and other alternative delivery mechanisms.

**Goal 2: Preserve and enhance our educational processes through the application of active learning principles.**

The CTET instructors are effective facilitators of active learning that requires participatory activities. Student surveys note ratings of high in competencies that are related to active learning principles. Written student responses indicate that hands-on, practical application and demonstration of their abilities was one of the strengths of the program. As of late we have had a few faculty ratings drop and some of our relationships with area technical colleges stray, we are addressing those concerns and making changes within the program to rebuild the strong reputation the BS CTET program had. The certification officers at the technical colleges work with the BS CTET Program Director to ensure that Technical certification requirements match program course objectives.

The Career, Technical Education and Training program requires all students to complete 35 credits of professional CTET courses. Additionally, graduates need to complete 40 credits in the professional/technical component. This typically constitutes the content of their teaching field. There are seven free electives in which learners are advised to take more technical, instructional, or business and industry related courses. A program plan sheet is attached.

**Goal 3: Promote excellence in teaching, research, scholarship and service.**

The CTET learners profit from the quality of the professors who teach the program core classes. A review of the list of key instructors shows that most are full-time associate or full professors. Most have years of work experience as well as teaching experience. Instructors have demonstrated a willingness to teach weekends, nights and use other alternative delivery techniques to meet the needs of the CTET learners. The students recognize this and respond positively. The School of Education has a policy that requires every course to be evaluated
every semester. Faculties have access to that data which promotes excellence in teaching.

**Goal 4: Recruit and retain a diverse university population.**

CTET graduates will find themselves teaching diverse populations that want to take advantage of quality technical education. Many technical areas tend to be male dominated, and often lack minority participation. In an effort to act as a role model, the CTET program has used Hispanic, Asian and women instructors for the professional courses. Classes are also made up of a very eclectic group of people that reflect equal opportunity, which helps reinforce diversity. As an example, there have been women auto technicians, machine tool operators, welders and DNR staff, African American trades workers, health care technicians (dental, nursing, etc.) and academic instructors; Hispanic police officers, fire fighters and guidance personnel. When CTET learners look at their classmates, they see a widely diverse group participating in their education as administrators, teachers and support staff.

**Goal 5: Foster a collegial, trusting and tolerant campus climate.**

With the majority of the CTET students being Distance Education, meaning they are not traveling to campus weekly for their courses, we need to make sure they feel welcomed and accepted as part of the Stout community. Faculty needs to understand, support, and protect the diversity of people, ideas, and experiences. Active involvement in teamwork, open and effective communication, and respectful behavior should be the pillars of online education for the CTET students who are distance learners.

**Goal 6: Provide safe, accessible, effective, efficient and inviting physical facilities.**

The CTET learners who attend classes at Stout find the Communication Technologies building a recently updated structure that incorporates technology and physical attributes into an effective learning environment. CT 122, 124 and 224 tend to be the classrooms most frequently used. These classrooms have new seating, audio-visual and Internet access. CT 224 provides tables and chairs that allow for laptop use, small group work or other flexible seating arrangements. All these rooms have permanent LCD projectors that provide ready laptop hook-up for instructors. Student survey results indicate that the majority of students somewhat agree to agree that the classroom facilities meet the needs of the students in the program.
Off-campus facilities are generally excellent. Most classes are held at technical colleges that provide similar facilities and equipment. The CTE discipline area has several portable LCD projectors that instructors frequently take to off-campus sites.

Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.

The CTET program maintains the quality of the program in several ways. A lot of our courses are offered through customized instruction that allows Outreach Services to be a support system to our students, especially in regards to the registration process.

In order to be responsive and efficient, in 2008 the CTET program created an immersion program to enable CTET students complete the 7 certification courses in six-weeks during the summer. The second immersion experience was completed in 2009, with another immersion to be delivered in 2010, and many student requests to offer an immersion 2 for the Training and Human Resource Development category of the program. Participants in the summer immersion experience are surveyed at the conclusion of their six-week experience to ascertain strengths and weaknesses. In the most recent survey, the high rated items included “completing courses toward my degree” (93.3%), “develop program goals and curriculum relative to technical expertise/discipline” (80.0%) and strong sense of gaining knowledge and skills in teaching and learning. The lowest rated items were due to structure and organization of the immersion program, but should be rectified by assigning an immersion contact person for next summer. The survey and results are included in the Assessment of the Major Report.

To offer cost-effective means for CTET students, technical/professional courses are transferred from an accredited technical college program which Stout has an articulation agreement. Alternative means of awarding technical credits are by portfolio assessment requiring three reviewers (two outside of CTET) or by nationally recognized exams or certification tests (NOCTI).
2. Description of the Program

2.1 Curriculum Design

2.1.1 General and Specific Objective of the Program

1. CTET majors will possess general knowledge and skills considered essential to a literate citizenry. These general education competencies are basic to support the specialized occupational focused activities, teacher education activities and additional learning opportunities. Specifically, CTET graduates will:
   • Communicate effectively with others through written and oral means
   • Reason analytically at work and in life tasks
   • Engage in healthful activities
   • Demonstrate cultural literacy via the humanities and the arts
   • Recognize and accept behaviors that are associated with social, economic, political and cultural systems in America and abroad
   • Recognize the role of technology in our society
   • Integrate general education competencies into technical and professional education activities

2. CTET majors will possess teaching competencies in career and technical education as well as human resource training and development. Specifically they will:

   • Understands roles and responsibilities of instructors in WTCS
   • Develop program goals relative to their technical expertise
   • Write course objectives for content areas
   • Deliver instruction using various methodologies
   • Evaluate learner accomplishment in technical programs, course or lesson plan objectives
   • Evaluate instructional effectiveness
   • Accommodate diverse cultures and special needs individuals in all educational environments
   • Develop learning environments that readily accommodate adult and non-traditional learners

3. CTET majors will possess technical expertise relative to occupational clusters or categories in which they plan to teach. Specifically CTET graduates will:

   • Demonstrate technical competence by completion of a technical associate degree, taking nationally recognized occupational exams, or portfolio assessment
   • Integrate technical competencies into professional education activities.
2.1.2 List the indicators that are monitored to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

The following mechanisms provide data for program review and revision:
- UW-Stout Admissions department provides a weekly admissions report
- Teacher evaluations— instructors review end-of-course evaluations to review content and instructional process. Adjustments are made as needed.
- Technical College System—required certification competencies are annually reviewed to assure course compliance.
- One and five-year graduate follow-ups—data from these surveys that are completed every other year is distributed to program directors annually. Also included is employer survey data.
- Advisory Committee input—Advisory Committee meetings are held annually. Input and advice is sought from members. Members review data gathered. Revisions are suggested and implemented according to university policy.
- PRC Program report completed every seven years—Data from this report is reviewed and recommendations are suggested and shared with the UW System.
- Technical College Visits- Program Directors of the BS and MS and EdS CTE programs have begun to travel to all 16 area technical colleges to build relationships, and aid in program enrollment and retention rates.
- Annually the Assessment in the Major report is produced
- The School of Education completes an annual assessment

2.1.3 What distance educational opportunities are provided in your program? Does the UWSA "Distance Education Standards for Academic and Student Support Services" apply to your program? If so, what evidence of educational effectiveness exists for these experiences? What does this evidence show?

The CTET program provides a distance education experience to all of the students in the program according to the UWSA definition, "Distance education is a planned teaching/learning experience in which teacher and students are separated by physical distance. In distance education courses and programs student-teacher interaction may occur and course materials may be delivered in an asynchronous or synchronous mode over a wide spectrum of existing and evolving media."

In the area of curriculum and instruction the CTET program is housed in the School of Education which is in the College of Education, Health and Human Services, and follows the procedures used by all programs in that college for development, evaluation, and revision. Learners use the same texts and resources as are provided to on-campus students. The university supports and trains instructors who teach in distance education. When students are accepted, they receive a signed program plan, general education course listing that plan and the coursework needed for graduation, along with
an email etiquette document to support online communication standards.

The CTET program meets the standards in the evaluation and assessment area. The results of a survey of student satisfaction in non-curricular services, “Factors Influencing Distance Education Students Satisfaction Other Than Curriculum Quality” showed that students on average had their needs met and/or satisfied. Distance education learners and on-campus learners share the same class and are evaluated in the same way to assure the integrity of their work. Department course evaluations are used as well as evaluations administered by Outreach Services. Courses offered by distance education in the CTET program are evaluated in the same manner as courses in the curriculum offered in the traditional manner. This review is, in part, a measure of the educational effectiveness of the program. Currently at this time, the CTET program does not offer an orientation for our students and based on student survey comments, this is an area for improvement. Specifically, in the “Factors Influencing Distance Education Students Satisfaction Other Than Curriculum Quality” survey, out of six programs, CTET was the only program that does not include a format introduction and that was expressed by a dissatisfaction level of 32%.

The university and the program meet the standards for student services. All CTET transfer students are in contact with our admissions department who oversees their application and transfer equivalent reports. Online access to student services is provided however it could be more standardized across the campus. The current program director makes it a point to respond to learners in a timely fashion.

The program and university, especially through Outreach Services, provide accurate advertising, recruiting and admissions information. Help desks for technology, Ask 5000 and Learn@UW, are available and serve the distance learner very well.

The facilities and finances needed to maintain this program are always under analysis. The faculty is committed to serving the program as shown by evaluations and student surveys. The facilities, including network and server commitment, are strong. As this program is operated at customized tuition it is responsible for maintaining the revenue needed to support itself.

2.1.4 Give examples and explain the ways in which the program committee functions and contributes.

Advisory Committee meetings are held bi-annually. The committee is made up of Stout faculty, technical college instructors and administrators, students currently in the program, and recent graduates from the program. Input and advice is sought from members. Members review data gathered by the various surveys and evaluations. Those members from outside the university provide perspective on industry and technical college shifts that might affect the program. Revisions are suggested and implemented according to university policy.
2.1.5 **UW-Stout “programs are presented through an approach to learning which involves combining theory, practice and experimentation” (Mission Statement).** Briefly describe the components of your program where students participate in scholarly activity including research, scholarship, development and creative endeavor.

The CTET program contains two opportunities for learners to participate in field-based activities. CTET 408 Student Teaching (8 credits) provides teachers with the opportunity to teach in a technical program. Those already teaching at a technical college work with the program director to plan their professional growth in order to satisfy the course requirements. New student teachers are placed within a technical college environment for a more traditional student teaching experience. Learners also have the option of enrolling in TRHRD 389 Internship in Training. This course is designed to provide them an experience in a business or industrial training setting.

2.1.6 **Does the program currently have an accreditation or certification agency that reviews the program?**

The CTET program offers seven certification courses that are required for technical college instructors. The technical college system has determined the required competencies. The appropriate technical college representative must review any changes in the CTET courses for compliance and articulation.

The School of Education currently has been working towards National Councils for Accreditation of Teacher Education (NCATE) accreditation, though the CTET program is housed in SOE, our program does not result in PK-12 licensure, therefore the program specifically is not under the accreditation. The application process was completed in November, 2009.

2.2 **Faculty/Academic Expertise**

2.2.1 **List the key instructors for the program.**

Key instructors that teach key courses for the CTET program are Carol Mooney, Katherine Lui, Juli Taylor, Carolyn Barnhart, Jerrilyn Brewer, Hector Cruz, Stanley Goetz, Urs Haltinner, David Johnson, Howard Lee, Jodi Olmstead, Steve Schlough, Debbie Stanislawski, and Jill Stanton.
2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

There is a great need for another generalist similar to Dr. David Johnson, Dr. Juli Taylor and Dr. Carol Mooney. The growth of the program and the demand for off-campus classes has stretched these individuals pretty thin. The demands of off-campus cohorts and Outreach Services offerings result in high overloads and the hiring of adjunct faculty. An additional person would relieve the need for overloads. The new person must be willing to travel to off-campus sites, work on weekends and evenings and develop alternative delivery mechanisms. They must be accustomed to working with adult learners and have technical college experience.

Currently, the program directorship is held by an academic staff; semester-to-semester hire. There is concern regarding the sustainability of this practice. Dedicated faculty or staff hire is essential for the program to continue to be recognized as the best-in-class CTET program. The need to identify a faculty member that can provide consistent leadership and teaching for the program is of utmost importance.

2.3 Facilities

2.3.1 What special facilities and or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

CTET program reaches students throughout the state and beyond using distance education technologies. That includes online, ITV and cohort delivery off site (locations such as Waukesha, Green Bay and Appleton). Our partners include technical colleges that provide us connections to faculty who are in need of professional development and certification. Specifically, professional development and certification officers are key partners and essential to our distance education delivery.

Support services offered by Outreach Services and their personnel are integral to our success. Marketing, student services (registration, textbooks, business services, etc.) are components that Outreach personnel assist in coordination.

As the program continues to grow and prosper, access to Customized Instruction revenues for staffing, marketing and servicing students as stated in the approved budgets, is required for quality program delivery.
In the key faculty survey of 2009, a request for a classroom that is equipped with ECHO 360 to accommodate our distance learners that would allow increased effectiveness and efficiency in program delivery.

2.4 Resources for the program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

In the “Factors Influencing Distance Education Students Satisfaction Other Than Curriculum Quality” survey, results support that the quantity and quality of the library resources do in fact support the CTET program. In the area of the use and access to the library learning center about seven percent of the students across all programs found the library difficult to use at a distance. The library has been a leader in attempting to serve the distance education population, but survey results reflect that problems still exist. This may be remedied by making students aware of the services provided. At least 25% of the students surveyed reported not using the library services.

The Stout library has done an excellent job creating Internet access for off-campus learners. They have used their resource dollars wisely to provide access to the information that is needed by CTET learners.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources, which are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.

Computer services have been one of the most widely used services by CTET students. Access to their accounts, email, Stout Access and other computing services is difficult for off-campus students who have hardware and software that does not match up very well with our state-of-the-art campus. Difficulties increase when they try to complete on-line classes. Many students have expressed frustrations that they do not qualify for the laptop program as a distance education student, yet they need a computer to complete their coursework. Distance education programs need to adequately provide services to those students who will never come to campus utilizing customized instruction funding by offering a support person that will assist them with issues that arise.
According to various surveys and the previous PRC report, the CTET program could benefit from a support service resource, especially in the area of advising and academic computing. In order to alleviate issues associated with students not gaining direct answers/help, a recommendation for a support person that works just with the CTET program offering assistance, consistent support and advising could enhance the quality of the program.

2.5 Assessment in the major

2.5.1 Attach your most recent Assessment in Major report.

3. Supply evidence of continuous improvement efforts in your program

3.1 Describe the demand for graduates and anticipated changes or trends in such positions.

The percent employed (full time and part time) in the survey results from Budget, Planning and Analysis indicate the CTET program had 100% placement in the past several years. That data is also based on BS CTET program being a degree completion program, which the majority of our students come to us already employed in their workplace and/or vocation. Following are indicators that CTET graduates will continue to be in high demand:

- Retirements in the technical college remain high.
- Recruitment/retention visits to the technical colleges continue to grow in demand
- Changing and advancing technologies will require new programs and instructors.
- State and Federal education reform initiatives continue to include education for work and work-based learning experiences.
- Many returning adult students see the CTET program as a stepping stone that will prepare them for M.S degrees in Education, Training and Development, Guidance and Counseling, Safety and Risk Control and others.
- The flexibility of the program is often cited as one of the most attractive features of the CTET program.
- Enrollment in the program has increased over the past few years. Distance education and the summer immersion program are attractive to prospective students.

3.2 Interpret the data from the Institutional Research Office follow-up studies.

The following data interpretation compiled together from the one and five-year survey data. The results were viewed over the time period since the last PRC report
in 2003. The data from 2004 and 2006 revealed the following: At the five year mark, it is quite evident that candidates were pleased with their academic preparation as evidenced by 76% and 79% of the respondents indicating they would attend UW-Stout again and 86% and 85% of the respondents indicating they would choose the same program. There is also a strong testimonial in the 100% employment rate. In addition, alumni indicated they generally agreed that they improved their competencies while they were a student at UW-Stout. Ratings also indicate that UW-Stout employers believed that graduates of the BS in CTET demonstrated strong work-related competencies.

3.3 Summarize and interpret the results from your Specific Program Survey.

The Follow-Up Study Program Specific Survey that was completed in 2008 included graduates from 2002 and 2006 included nine items that were rated as one through six, with one being “Not part of my job expectation” and six being “Made me fully competent at performing this task”. The range of ratings was from 4.62 to 5.56. Those items that indicate the strengths of the program were: Understand the roles and responsibilities of instructors in the Wisconsin Technical College System (2002) and Deliver instruction using various methodologies (2006).

While still positive ratings, the results did show a decrease from 2002 to 2006. The following items indicate room for improvement: Accommodate diverse cultures and special needs individuals in all educational environments (2002 and 2006).

The PRC Student Survey included nineteen questions that were rated one (strongly disagree) through five (agree) with the range of ratings from 3.45 to 4.53. There were only three items that rated within a 3 range of somewhat disagree; My advisor is accessible on a routine basis (3.45), Instructors in my program are accessible for help outside of regular class time (3.94), and If I had to do it all over again, I would choose this program (3.92). The lower ratings on this list may be the result of program director shifts within the past seven years and students coming in and out of the program for various reasons. All other questions rated within a 4 range of somewhat agree. Those items that indicated the strengths of the program were:

- The library resources and access to collections are adequate for my program of study (4.53)
- The coursework in ethic studies that I have taken discourages racism and has given me a greater appreciation of ethnic diversity. (4.48)
- My program requirements can be completed in a reasonable time. (4.36)
- As I near the completion of my degree, I feel confident that my program has prepared me to be successful in my profession. (4.32)
- Instructors in my program provide current and relevant information (4.32)

The open-ended questions indicated the perceived strengths of the program. The following threads were garnered from review of the responses:
• The program has flexibility in transfer credits, delivery format, schedules, and availability for distance education students
• The coursework is relevant with faculty that are knowledgeable with the content
• Stout has a great reputation that focuses on the WTCS certification and standards which allows for degree completion

The open-ended questions also indicated the perceived weaknesses of the program. The following threads were garnered from review of the responses:
• Lack of Instructor/Advisor availability
• Feedback/grading from instructors not completed in a timely manner
• Lack of consistency, clarity and strategy for online class delivery structures and expectations

Suggestions for improvement were scattered but reflected the same things indicated within the weaknesses. Overall, the learners were very positive about the program, its structure and the instructors.

Taken as a whole, the program advisory committee felt that they were positive contributors to the improvement of the program. The committee currently meets twice a year due to past surveys stating that there was a split on whether or not they should meet more than once a year. During the last two meetings, the committee decided with programmatic changes needing to occur, it would be in the programs best interest to meet twice a year. The focus is usually on course content, faculty development, program specific updates, and discussion on program needs.

The key instructors surveys generally rated everything as good (4) to excellent (5). The low ranking areas were in facilities for my courses (2.80), and clerical support for my courses (3.50). The high rankings were in University library services (5.75), communication between program director and faculty and scheduling adequate number of course sections (5.25) and quality of instruction and relevance of information in core courses (5.0).

The faculty and advisory committee members were complimentary about the following strengths of the program based on threads that were garnered from review of the responses:
• This is a market smart and responsive program that allows flexibility to degree completion especially with certification requirements.
• The BS CTET program is fulfilling a niche that needs to be served and UW-Stout has a strong reputation
• Promotes positive relationships with the Technical Colleges

The major program weakness mentioned by both faculty and advisory committee was program leadership stability and consistent advisement and follow-up. The Program Director position is not sufficient enough and an assistant should also be
available for students. Trying to serve adult professionals in this program is significantly different than campus students as they are demanding and expect immediate communication.

4. Supply evidence of continuous improvement efforts of the program.

4.1 Describe the strengths and unique features of your program that distinguish it from similar programs. What are the weaknesses of the program?

There are five exceptional features that set the CTET program that distinguish it from similar programs, which are:

- Students are required to earn 40 Professional/Technical credits and Stout creates flexibility for students complete that requirement of the degree program. Learners can earn professional/technical credits through transfer of certificates or associate degrees from technical colleges, experience-based portfolios and assessments, test-out procedures, or nationally recognized occupational competence tests.
- The program is delivered on campus but also completely online, which provides access to place bound learners. It caters to meet the needs of adult, non-traditional students. The courses are delivered using multiple alternative distance delivery. The use of cohort groups fostered higher completion rates leading to graduation when the cohort was intact.
- CTET learners can earn the Training and Development Specialization as part of their regular program plan completion. This provides additional credentials for jobs in business, industry and government training programs. For those learners who wish to add the specialization, they are required to complete one training internship credit, while all other required credits are apart of the bachelors program.
- The instructors who teach in the CTET program use the technical college standards and certification requirements to create their course objectives and approach to teaching. All courses heavily emphasize adult learning strategies and practical applications of theory and concepts.
- UW-Stout has and continues to offer a unique Summer Immersion Experience for new technical college instructors during the summer. It is designed for individuals who need to complete all seven Wisconsin Technical College System (WTCS) certification courses. Individuals engage in an intense study of career and technical teaching areas including curriculum, evaluation, diversity, educational psychology, teaching methods, guidance, and principles of career and technical education.
Opportunities for improvement are:

- The CTET distance offerings should continue to use various distance delivery techniques. It is equally important to provide a feeling of community for the learners. They must feel that they are part of the Stout community.
- Find additional courses that satisfy the Professional/Technical component requirements and offer them as alternatives for courses that are difficult to access.
- Create an orientation course that is required of all CTET students.
- Increase administrative support for the CTET program.
- Secure stable program director leadership
- The CTET distance offerings need to be re-established in off campus cohort groups by monitoring efficiency, delivery, and customer satisfaction of students and faculty.
- Gather data to support requiring CTET learners to create an e-portfolio as students could use just one piece of technology that would allow them to use the final product as a marketable piece for job search, career reflection, and as an exit requirement for the program.
- Re-evaluate program admission standards and requirements.

4.2 Submit evidence of program response to the concerns and recommendation in your previous program review.

A previous PRC review was conducted in 2002-2003. Opportunities for Enrichment identified by the review consultants were:

1. Investigate the possibility of satisfying the general education requirements through existing on-line offers (i.e., through courses offered by UW-Extension and Learning Innovations).

   Students are made aware when they are admitted to the program that they can take general education credits at their local technical college and introduced to the University of Wisconsin Transfer System to ensure transfer equivalency. Outreach Services also offers general education courses in each category online in varying semesters.

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.

   Students are made aware of the technology support services they have offered to them as a student at UW-Stout. Course prerequisites could be modified even more to explicitly identify the equipment and computer-based skills needed.
3. Communication amongst key CTET faculty should be continuously fostered to minimize the occurrence of course duplication within the program.

This remains an issue as the CTET faculty offices are not centrally located and we often use adjunct faculty to fulfill a teaching need.

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

This current semester (Spring 2010) this issue has begun to be addressed as the program director position has been increased to half time and a graduate assistant has been hired for the program. These two measures have been funded using revenues from customized instruction, appropriate due to the majority of program students identified as distance learners. As the many survey results indicated, the lack of clerical support is obviously an area for improvement desired by faculty and students and still needs to be addressed.

5. In order to alleviate issues associated with students not gaining direct answers/help from various administrative 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. This is being done.

At one time there was a paraprofessional that was hired to provide a variety of services to students that included 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. At this time, the program no longer has a paraprofessional completing those duties, yet Outreach Services does support our program in some of these areas. It is difficult to have support spread throughout campus, and yet is imperative that we have someone who can support the CTET program in these areas to increase the delivery and customer satisfaction of the students and faculty.

It is noted that some of these items that were suggested in the previous report have not been addressed and continue to be an issue for the program. The SOE Director, Coordinating Chair, and the current Program Director are aware and are currently working to make programmatic changes.
4.3 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?

In the next seven years, the program goals and improvements are:

- **Continue to monitor and evaluate alternate delivery mechanisms**: The CTET program should try and offer courses in various formats while monitoring effectiveness and enrollment patterns. Data needs to be gathered to investigate re-establishing a FVTC cohort.
- **Rebuild relationships and reputation**: Continue to travel to Technical Colleges to build stronger relationships and Coordinate recruitment and retention activities and studies. Begin tracking students to develop a plan to re-entry those students who are not currently enrolled.
- **Complete programmatic changes**: Complete Website Update, complete updating Student Teaching standards and handbook, complete suggested course sequence and course offering schedule and look at creating an orientation course that is an added requirement for the BS CTET program.
- **Explore the feasibility of a secondary Summer Immersion II (Training and Human Resource Development courses)** by gathering data based on the primary Summer Immersion experience (Professional CTET courses/WTCS certification courses).

5. Attachments

5.1 Submit any other information or documentation that may be helpful to the Planning and Review Committee in reviewing the quality of the program including interpretation of data from Institutional Research and PRC data.

5.2 Links of specific program information to be included:

- [Program Plan Sheet](#)
- [Current Assessment in the Major](#)
- [Current Program Advisory Committee](#)
- Other items requested by the consultant