

Appendix A: Vision Statement--What's Missing?

- **Overall document format**
 - Goals should better define a recommended program/ strategy
 - Use action Words – Experiences, not just opportunity
 - First sentence of vision should include “engineers, technologists, and scientists in creating ...”
 - Why 20 years? (*Inertia*)
 - Short term timeline / Long term timeline
 - Vision is too specific
 - Monitoring to ensure results
 - Who determines our progress and how?

- **Business and industry involvement**
 - Connections with industry, job placement, career opportunity
 - Assertion of industry relevance
 - Inclusion of professional societies, to build relevance
 - Industry piece, Co-op programs, Applied internships, feedback from industry, how to successfully bridge this gap
 - One industry mentor can impact 180 students through one visit a quarter
 - Active industry partnerships to provide careers... and include hands-on exposure for students early on.
 - Industry input into curriculum (science and engineering is missing)
 - Include in goals: engage and enhance industry involvement

- **Learning environment and skill sets**
 - Create an inquiry-based environment
 - Students should not be asked to choose between science and engineering
 - Articulating based on necessary knowledge and skills
 - Projects should specifically mentioned, opportunities for students to participate in projects, capture parent’s involvement
 - “Relevancy” - emphasis to kids of the value of their education experience to their futures
 - Develop problem solvers
 - Writing, literacy, oral communication skills are also part of engineering
 - Increase training in math and science – best practice
 - Connection to the broader efforts to increase student success overall (the whole educational experience)
 - Linkage of awareness of career opportunities and the stage at which curriculum choices need to be made
 - Educate ALL students in technical career options AND curriculum choices in how to prepare themselves to pursue a technical CAREER

- **Educators:**
 - Teacher-centered goals
 - Intense, ongoing professional development of teachers on what engineering is

- **Non-Traditional Students:**
 - Explicitly stated ... greater diversity of students
 - Allowing for different points of entry
 - Identify strategies for connecting with underrepresented groups
 - Is there one model that will fit all students? – bullet 3 under vision
 - What about homeschoolers? – How do they fit into these goals?
 - Girls in Manufacturing Engineering
 - Understanding of how people learn to include impoverished population
 - Family engagement in education process

- **Motivation and Social Supports:**
 - Role of motivation
 - Recognition of the role of informal science education
 - Recognition of social supports that are needed
 - Joy of problem solving
 - Engagement and continuous support piece is missing. Females/ underrepresented groups need an invitation and community wide support.

- **Institutional support:**
 - Wonder about authority and government or official support. – How will results of conference be communicated with superintendent of Public Instruction and people necessary to carry it out (governor)?
 - Goal: securing funding to accomplish goals
 - Active participation by higher education partners with K-12 system
 - Required (state) Engineering Programs
 - Centralized (state level?) advocacy for engineering
 - How do recommendations of OPAS relate to state standards?
 - Leadership structure for OPAS efforts

- **Other:**
 - What's a "great society"?
 - Evolve with trends
 - Tied to culture
 - Keeping students in Oregon: attract students to stay
 - Recruit and prepare are two different things.
 - Bridge "all students" to "all Oregonians"