

Illinois State University

Department of Technology

Annual Assessment Report for 2016-2017

August 2018



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**Department of Technology
2017 Assessment Report**

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Overview of Assessment Methods and Reports

The Department of Technology offers five undergraduate degrees: B.S. in Construction Management (CM), B.S. in Engineering Technology (ET), B.S. in Graphic Communications (GC), B.S. in Industrial Technology/Computer Systems Technology (CST), B.S. in Renewable Energy (RE), and B.S. in Technology & Engineering Education (TEE). The Department also offers a M.S. in Technology with areas of specialization in Project Management, Technology Education, and Training and Development. Each program has an Academic Assessment Plan (AAP) posted on the University Assessment Services (UAS) website (<http://assessment.illinoisstate.edu/program/cast/>).

This annual Department Assessment Report is comprised of four sections.

1. Assessment of student learning outcomes for each sequence or program. The analysis is in dashboard format that includes the intended learning outcomes of the program, benchmarks and both direct and indirect measurements from a variety of sources, and any actions planned.
2. Each degree program's on-going development is guided by a strategic planning document called a "Program Goal Report". This report includes the mission of the degree program, the goals of the program, goal alignment with department goals, college goals, and Educating Illinois goals, a plan of work from the previous year, and a report on the outcomes of that plan of work.
3. A semiannual senior exit survey is conducted each year. The exit survey provides information on departmental services such as advisement, equipment and facilities, and overall perceptions on the quality of instruction. This survey also captures data points on learning outcomes used in the learning outcomes report dashboard.
4. An annual ISU Alumni Survey is conducted by the University Assessment Services (UAS). The department participates in the UAS survey, which includes general questions on perceptions of ISU, as well as a series of questions that correspond specifically to department programs and instruction. The UAS survey collection timeline has recently changed and the data is now reported late in the spring semester. We hope to have these data by August 2018.

Learning Outcomes Measurement Points by Program and Sequence

Each academic program and sequence has the option of using the measurement tools that they deem most effective to assess learning outcomes. Direct measurement tools may include: (a) examinations or performance activities in specific classes or (b) student performance on certification examinations (AIC, ATMAE, SME, etc.). Indirect measurements include (c) results from UAS alumni survey, (d) results of the semiannual senior exit survey, and (e) results of an annual employer survey.

Assessment Information and Actions

The following events are designed to "close the loop" between collection and analysis of data and program improvement actions:

- Each program holds at least one faculty meeting to discuss the results of outcome measures and plan instructional and curricular improvements. These plans are reported annually in each program's Learning Outcomes Report and also provided to the University Assessment Services.
- Programs are strongly encouraged to share their outcomes with advisory committees for discussion. In many cases, this leads to plans for improvement reported in the Learning Outcomes Report.
- As appropriate, the annual faculty retreat will include a session dedicated to assessment planning.

Program Goals Report and Work Plan

Each program in the Department of Technology has a strategic plan for on-going development and planning. A plan of actionable items are developed each year and then reported on for progress the following year. These plans and reports can be found within this report.

Reporting Learning Outcomes & Program Work Plans

The Learning Outcomes and the Program Goals Report is submitted to the chair in the Fall semester of each year. The plan of work for the coming year is also submitted for review and discussion with the chair. As appropriate, results may be further disseminated to the faculty at large, and/or Advisory Committees for further action aimed at program improvement. All data and reports are made available on a cloud-based document management system.

Program Learning Outcomes Dashboards

Industrial Technology/Computer Systems Technology

Construction Management

Engineering Technology

Graphic Communications

Renewable Energy

Technology & Engineering Education

Graduate Program

Dept. of Technology 2016-2017 Learning Outcomes: BS in Industrial Technology/Computer Systems Technology

	Direct Measurements	Indirect Measurements			
Computer Systems Technology Learning Outcomes. The graduate will be able to:	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2016, 2017 (employers n=, alumni n=11)	Senior Survey (n=17, Fall 2016/Spring 2017) (1.0 - 5.0 scale)	Alum Survey	Planned Curricular Actions for Improvement (2017-2018)
1. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media	(a) 85%	10=Meets Expectations; 0=Below Expectations	4.0	N/A	No action at this time. Objective and self-report measures all positive.
2. Use specifications and applications of computer components, network devices, and media in network administration	(b) 79%	10=Meets Expectations; 0=Below Expectations	4.6	N/A	No action at this time. Objective and self-report measures all positive.
3. Configure network operating systems and manageable network devices	(c) 86%	10=Meets Expectations; 0=Below Expectations	4.5	N/A	No action at this time. Objective and self-report measures all positive.
4. Design database interfaces and utilize basic programming techniques for business applications.	(d) 86%	9=Meets Expectations; 1=N/A 0=Below Expectations	4.1	N/A	No action at this time. Objective and self-report measures all positive.
5. Use project management techniques to develop solutions, and address business issues to meet client needs.	(b) 75%	10=Meets Expectations; 0=Below Expectations	3.9	N/A	No action at this time. Objective and self-report measures all positive.
*Performance Benchmarks		Action benchmark for Survey Data < 3.5/5.0 scale		Action benchmark for Employer Data < 75% “meets expectations” or above	
Direct Measurement: Performance criteria: Overall average of each related project (a) Design, build, and code a real-life application like a digital clock and integrated timer with LED display (TEC 244); (b) Network Design team project documenting and presenting topology, network devices, wired and wireless configuration, security, data capacity, and pricing including justification; posed		5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average			

Dept. of Technology 2016-2017 Learning Outcomes: BS in Industrial Technology/Computer Systems Technology

by and evaluated by a team of external senior network managers in industry (TEC 390); (c) Configure Windows server operating systems with multiple roles and several other specifications (TEC 245); (d) Develop end-to-end Java application that involves database design, middle-tier logic, and user interface.	
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Dept. of Technology 2016-2017 Learning Outcomes: B.S. in Construction Management

CM Learning Outcome Assessment Report 2016-17		Assessment Methods and Outcomes					
	Learning Outcome (Developed from ACCE Standards)	AIC ¹ Exam Fall 2016 & Spring 2017 (n=38)		Employer Survey ² (n=8, no of graduates hired=44, 2016)	Senior Survey ³ (n=31, Fall 2016/ Spr 2017)	ISU Alum Survey	Response/Action (2017-2018).
		ISU Average	National Average				
1	Create written communications appropriate to the construction discipline.	75.3%	74%	Meets Expectation: 8 Below Expectation: 0 N/A:0	4.1	N/A	No action at this time. Objective and self-report measures all positive.
2	Create oral presentations appropriate to the construction discipline.	73.6%	73%	Meets Expectation: 6 Below Expectation: 1 N/A:0	4.1	N/A	No action at this time. Objective and self-report measures all positive.
3	Create a construction project safety plan.	76.4%	71.0%	Meets Expectation: 3 Below Expectation: 0 N/A:5	3.4	N/A	Faculty review & monitor. HSC 272 starts to require development of a safety plan for the class term project.
4	Create construction project cost estimates.	71.2%	72.0%	Meets Expectation: 7 Below Expectation: 0 N/A:1	4.1	N/A	No action at this time. Objective and self-report measures all positive.
5	Create construction project schedules.	73.9%	75.0%	Meets Expectation: 6 Below Expectation: 1 N/A:1	4.1	N/A	No action at this time. Objective and self-report measures all positive.
6	Analyze professional decisions based on ethical principles.	83.7%	80.0%	Meets Expectation: 6 Below Expectation: 0 N/A:2	4.5	N/A	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2016-2017 Learning Outcomes: B.S. in Construction Management

7	Analyze construction documents for planning and management of construction processes.	74.8%	74.0%	Meets Expectation: 8 Below Expectation: 0 N/A:0	4.2	N/A	No action at this time. Objective and self-report measures all positive.
8	Analyze methods, materials, and equipment used to construct projects.	72.9%	72.0%	Meets Expectation: 8 Below Expectation: 0 N/A:0	4.2	N/A	No action at this time. Objective and self-report measures all positive.
9	Apply construction management skills as a member of a multidisciplinary team.	74.8%	76.0%	Meets Expectation: 7 Below Expectation: 1 N/A:0	4.4	N/A	No action at this time. Objective and self-report measures all positive.
10	Apply electronic-based technology to manage the construction process.	74.4%	72.0%	Meets Expectation: 4 Below Expectation: 2 N/A:2	4.2	N/A	Faculty review & monitor. More diverse computer software are planned to be introduced (BlueBeam Revu in TEC 325).
11	Apply basic surveying techniques for construction layout and control.	74.5%	74.0%	Meets Expectation: 4 Below Expectation: 0 N/A: 4	3.8	N/A	No action at this time. Objective and self-report measures all positive.
12	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.	71.2%	71.0%	Meets Expectation: 7 Below Expectation: 0 N/A: 1	4.3	N/A	No action at this time. Objective and self-report measures all positive.
13	Understand construction risk management.	77.4%	76.0%	Meets Expectation: 5 Below Expectation: 0 N/A: 3	4.1	N/A	No action at this time. Objective and self-report measures all positive.
14	Understand construction accounting and cost control.	71.2%	70.0%	Meets Expectation: 6 Below Expectation: 1 N/A: 1	4.1	N/A	No action at this time. Objective and self-report measures all positive.
15	Understand construction quality assurance and control.	70.5%	70.0%	Meets Expectation: 8 Below Expectation: 0 N/A:0	4.1	N/A	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2016-2017 Learning Outcomes: B.S. in Construction Management

16	Understand construction project control processes.	74.7%	75.0%	Meets Expectation: 5 Below Expectation: 1 N/A: 2	4.1	N/A	No action at this time. Objective and self-report measures all positive.
17	Understand the legal implications of contract, common, and regulatory law to manage a construction project.	71.6%	71.0%	Meets Expectation: 4 Below Expectation: 0 N/A: 4	4.2	N/A	No action at this time. Objective and self-report measures all positive.
18	Understand the basic principles of sustainable construction.	62.2%	61.0%	Meets Expectation: 5 Below Expectation: 0 N/A: 3	3.8	N/A	Faculty review & monitor. While the ISU average grade is higher than the national average, it is below 70%. Requirement of TEC 394 is going to be proposed instead of an elective course.
19	Understand the basic principles of structural behavior.	67.4%	67.0%	Meets Expectation: 7 Below Expectation: 0 N/A: 1	4.2	N/A	Faculty review & monitor.
20	Understand the basic principles of mechanical, electrical and piping systems.	75.0%	74.0%	Meets Expectation: 6 Below Expectation: 0 N/A: 2	3.6	N/A	No action at this time. Objective and self-report measures all positive.

Note

1	Performance Criteria for American Institute of Constructors (AIC) Level 1 Exam	Action benchmark for Survey Data: < 3.5/5.0 scale			Action Benchmark for employer data: <75% "meets expectations" or above	
2	Benchmark: >70% /100% or exceed national average					
3	# of 'meets expectations' / # of 'below expectations' / # of 'N/A'	Scale	5	Well above average		
4	Benchmark for Action for Survey Data < 3.5 on 5-pt. scale		4	Above average		
5	nd = No Data		3	Avg		
6			2	Below average		
			1	Well below average		

Dept. of Technology 2016-2017 Learning Outcomes: B.S. in Engineering Technology

	Direct Measurements	Indirect Measurements			
Engineering Technology Learning Outcomes The graduate will be able to:	*Assessment Exam - Avg by Category	Employer Survey 2013, 2014, 2015, 2016 (employers n=8, alumni n=10)	Senior Survey (n=24, Fall 2016/Spring 2017) (1.0 - 5.0 scale)	Alum Survey	Planned Curricular Actions for Improvement (2017-2018)
1. Interpret and apply basic concepts of materials science such as strength of materials, structural properties, conductivity, and mechanical properties. Perform various non-destructive and destructive materials testing procedures.	(TEC 285, 293) 77%	5 meets expectations 0 below expectations 5 N/A	4.4	N/A	TEC293 will have a new instructor.
2. Analyze and apply basic electricity and electronic principles within the various engineering environments and applications such as industrial robots, controls, and other such systems.	(TEC 240, 263) 85%	9 meets expectations 0 below expectations 1 N/A	4.4	N/A	Minor modifications to TEC240 are being made.
3. Monitor and control manufacturing processes or other industrial systems.	(TEC 233, 285, 240, 263, 392) 83%	8 meets expectations 0 below expectations 2 N/A	4.5	N/A	Enhanced utilization of CNC machining is being implemented in TEC233 and TEC392.
4. Select appropriate manufacturing processes for product production applications such as forming, molding, separating, conditioning, joining, and finishing.	(TEC 233, 285, 392) 82%	6 meets expectations 0 below expectations 4 N/A	4.5	N/A	No action at this time. Objective and self-report measures all positive.
5. Utilize 2-D and 3-D computer-aided design systems to create drawings and models for products, machines, jigs, fixtures, and other mechanical devices used in engineering environments.	(TEC 216, 392) 85%	8 meets expectations 0 below expectations 2 N/A	4.5	N/A	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2016-2017 Learning Outcomes: B.S. in Engineering Technology

6. Read and interpret engineering documentation such as blue prints, technical drawings and diagrams, production plans, tooling plans, quality plans, and safety plans.	(TEC 216, 392) 85%	10 meets expectations 0 below expectations 0 N/A	4.7	N/A	No action at this time. Objective and self-report measures all positive.
*Direct Measurement Performance Benchmarks *Performance criteria: at least 75% average in each category indicates good achievement of the learning outcome.		Action benchmark for Survey Data < 3.5/5.0 scale		Action benchmark for Employer Data < 75% “meets expectations” or above	
		5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average			

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Graphic Communications

	Direct Measurements	Indirect Measurements			
Graphic Communications Learning Outcomes The graduate will be able to:	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015, 2016, 2017 (employers n=13, alumni n=27)	Senior Survey (n=11, Fall 2016/Spring 2017) (1.0 - 5.0 scale)	Alum Survey	Planned Curricular Actions for Improvement (2017-2018)
1. Create and manage digital media content, including photographic, illustration, video, and animation.	(a) 95% (b) 87%	14 meets expectations 13 N/A	4.8	N/A	
2. Develop production-ready graphic layouts for digital media, print products, and cross-media products like publications, packages, labels, and signage.	(a) 86%	17 meets expectations 10 N/A	4.6	N/A	Poor test results in TEC 351 will trigger giving regular quizzes. Only one quiz before the midterm was given in class in Fall 2016.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.	(a) 85% (b) 88%	26 meets expectations 1 N/A	4.6	N/A	There seems to be a low understanding or follow-through with distortion of graphics prior to flexo platemaking. Next year more attention will be given to this practice.
4. Employ a technology management skill set, including project management, quality control, and business practices.	(a) 85% (b) 81%	27 meets expectations	4.5	N/A	Poor test results in TEC 356 will trigger giving regular quizzes. Only one quiz before the midterm was given in class in Fall 2016.
5. Learn independently within the context of the graphic communications discipline.	(a) 85%	25 meets expectations 2 below expectations	4.5	N/A	
6. Solve problems within the context of the graphic communications discipline.	(a) 85%	25 meets expectations 2 below expectations	4.5	N/A	

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Graphic Communications

Graphic Communications Performance Benchmarks: 80% average on major integrative assignments	Action benchmark for Survey Data < 3.5/5.0 scale	Action benchmark for Employer Data < 75% “meets expectations” or above
#1 (a) Photo portfolio (TEC 253); (b) digital video project (152) #2 (a) Integrative pre-press assignment (TEC 352); #3 (a) Flexographic printing (TEC 257); (b) Web-to-Print eCommerce site (TEC 356) #4 (a) Integrated media project (TEC 358); (b) Exam: Multi-phase cost estimate (TEC 356) #5 (a) Integrated media project (TEC 358) #6 (a) Integrated media project (TEC 358)	5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average	

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Renewable Energy

	Direct Measurements	Indirect Measurements			
Renewable Energy Learning Outcomes The graduate will be able to:	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015 (employers n=7, alumni n=8)	Senior Survey (n=18, Fall 2016/Spring 2017) (1.0 - 5.0 scale)	Alum Survey (n=4, 2010/2014) (1.0 - 5.0 scale)	Planned Curricular Actions for Improvement (2017-2018)
1. Describe the physical laws and resources that constrain our energy systems.	(a) 88.1% (b) 87.1%	6 meets expectations 2 N/A	4.5	N/A	
2. Define the operation of RE systems in terms of basic electrical and physical principles.	(a) 85.3% (b) N/A (c) N/A	6 meet expectations 1 below expectations 1 N/A	4.4	N/A	Newly developed TEC 258 is offered in 2017-2018.
3. Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts.	(a) 91.5%	8 meet expectations	4.5	N/A	
4. Explain and defend their positions on energy/political/social issues.	(a) 99.0%	5 meet expectations 3 N/A	4.6	N/A	
5. Design residential and commercial solar photovoltaic (PV) systems using renewable energy software	(a) 84.5%	3 meets expectations 5 N/A	3.3	N/A	
6. Analyze wind data using professional software.	(a) 84.4% (b) N/A	2 meets expectations 6 N/A	4.3	N/A	Newly developed TEC 258 is offered in 2017-2018.
7. Optimize renewable energy business decision-making.	(a) 97.6% (b) 97.1%	6 meets expectations 2 N/A	4.4	N/A	

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Renewable Energy

8. Develop a business case for a commercial RE project.	(a) 92.5%	5 meets expectations 2 below expectations 1 N/A	4.3	N/A	
*Performance Benchmarks		Action benchmark for Survey Data < 3.5/5.0 scale	Action benchmark for Employer Data < 75% “meets expectations” or above		
Performance criteria: at least 80% average in each category #1(a) Final Grade (TEC259); (b) TEST#1 (TEC160) #2(a) TEST#2 (TEC111); (b) PV workstation Labs (TEC258); (c) Wind Tunnel Lab (TEC258) #3(a) RE Capstone Project (TEC 360) #4(a) Class Discussion (TEC160) #5(a) TEST#2 (TEC260) #6(a) Wind Data Assessment (TEC260); Model Wind Turbine Project (TEC258) #7 (a) SAM Module 6 Solar PV Optimization (TEC260) (b) In-Class Assignment Wind Turbine Selection (TEC260) #8 (a) RE Case Study (TEC360)		5 – well above average 4 – above average 4 – average 3 – below average 1 – well below average			

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Technology & Engineering Education

	Direct Measurements	Indirect Measurements			
Technology & Engineering Education Learning Outcomes	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015,2016 (employers n=, alumni n=)	Senior Survey (n=6, Fall 2016/Spring 2017) (1.0 - 5.0 scale)	Alum Survey	Planned Curricular Actions for Improvement (2017-2018)
The graduate will be able to:					
1. The Nature of Technology Technology and Engineering teacher education program candidates develop an understanding of the nature of technology within the context of the <i>Design World</i> .	(1) 100% TEC 101 (n=13) (2)92% Pass (n=13)	10/10 meets expectations	4.8	N/A	No action at this time. The current state content exam is being replaced in January 2018 and we anticipate adjusting content exam study materials when more information is provided by ISBE.
2. Technology and Society Technology and Engineering teacher education program candidates develop an understanding of technology and society within the context of the <i>Designed World</i> .	(1) 100% TEC 101 (n=13) (2)92% Pass (n=13)	10/10 meets expectations	5.0	N/A	No action at this time. The current state content exam is being replaced in January 2018 and we anticipate adjusting content exam study materials when more information is provided by ISBE.
3. Design Technology and Engineering teacher education program candidates develop an understanding of design within the context of the <i>Designed World</i> .	(1) 100% TEC 303 (n=13) (2)92% Pass (n=13)	10/10 meets expectations	5.0	N/A	No action at this time. The current state content exam is being replaced in January 2018 and we anticipate adjusting content exam study materials when more information is provided by ISBE.
4. Abilities for a Technological World Technology and Engineering teacher education program candidates develop abilities for a technological world within the contexts of the <i>Designed World</i> .	(1) 100% TEC 305 (n=13) (2)92% Pass (n=13)	10/10 meets expectations	5.0	N/A	No action at this time. The current state content exam is being replaced in January 2018 and we anticipate adjusting content exam study materials when more information is provided by ISBE.
5. The Designed World Technology and Engineering teacher education program candidates develop an understanding of the <i>Designed World</i> .	(1) 100% TEC 303 (n=13) (2)92% Pass (n=13)	10/10 meets expectations	5.0	N/A	No action at this time. The current state content exam is being replaced in January 2018 and we anticipate adjusting content exam study materials when more information is provided by ISBE.

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Technology & Engineering Education

6. Curriculum Technology and Engineering teacher education program candidates design, implement, and evaluate curricula based upon the <i>Standards for Technological Literacy</i> .	(3)100% Pass (4)100% Pass	10/10 meets expectations	5.0	N/A	
7. Instructional Strategies Technology and Engineering teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.	(3)100% Pass (4)100% Pass	10/10 meets expectations	4.8	N/A	
8. Learning Environments Technology and Engineering teacher education program candidates design, create, and manage learning environments that promote technological literacy.	(3)100% Pass (4)100% Pass	10/10 meets expectations	4.8	N/A	
9. Students Technology and Engineering teacher education program candidates understand students as learners, and how commonality and diversity affect learning.	(3)100% Pass (4)100% Pass	10/10 meets expectations	4.8	N/A	
10. Professional Growth Technology and Engineering teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.	(3)100% Pass (4)100% Pass	9/10 meets expectations	5.0	N/A	

*Performance Benchmarks: (1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams (TAP, T&EE Content, & APT) (4) edTPA Scored Portfolio (5) Student Teaching	Action benchmark for survey data < 3.5/5.0 scale	Action benchmark for employer data < 75% “meets expectations” or above	
Performance Outcomes Instructional Strategies Outcomes 1- 5, 7, 8: These outcomes are accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory. Further, this outcome is measured by the edTPA scored portfolio during student teaching. (T&EE Program Goal 1) Outcomes 1-6, 8: This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances. Further, this outcome is measured by holding and implementing recommendations from the T&EE Advisory Board. (T&EE Program Goal 2)			5 – well above average 4 – above average 4 – average 3 – below average 1 – well below average

Dept. of Technology 2016-2017 Learning Outcomes: B.S. Technology & Engineering Education

Outcome 9: This outcome is accomplished by program faculty providing educational opportunities for students to teach in a diverse classroom/laboratory; 50 hours of diverse clinical experiences are required by each T&EE teacher education candidate. (T&EE Program Goal 3). This outcome is accomplished by program faculty recruiting and securing talented graduate assistants (T&EE Program Goal 5)

Outcome 10: This outcome is accomplished by program faculty providing professional development opportunities for T&EE graduates (T&EE Program Goal 4); This outcome is accomplished by continuing to have faculty leaders who are engaged in professional organizations and who serve in leadership capacities (T&EE Program Goal 6); This outcome is accomplished by program faculty who promote the scholarship of teaching and learning by conducting research and publishing the findings in professional journals and delivering presentations (T&EE Program Goal 7)

Dept. of Technology 2016-2017 Learning Outcomes: M.S. in Technology

	Direct Measurements	Indirect Measures		
M.S. Technology Learning Outcomes The graduate will be able to:	Comprehensive Exam	Exit Interview	Alum Survey 2015-16 results to be reported Spring 2017	Curricular Actions for Improvement (2017-2018)
1. Approach problems and challenges in a systematic way				
2. Understand trends, issues and developments in area of specialization	One of the 4 questions asks for trends/issues.			
3. Demonstrate professional written and oral communication skills	All students graduating have to either write two publishable papers or respond to 4 comprehensive questions in writing plus an oral defense			
4. Effectively use current techniques and technologies of specialization				
5. Function as a leader in your field				
6. Understand, evaluate and apply appropriate research	All students have to pass one question on research methods providing a specific practical example			
Direct Measurement Performance Benchmark: 90% first time pass rate		Action benchmark for Employer Data < 75% “meets expectations” or above		

Program Goal Reports

Industrial/Technology
Computer Systems Technology
Construction Management
Engineering Technology
Graphic Communications
Renewable Energy
Technology & Engineering Education

Department of Technology
Program Goals and Plan of Work (2016-2017)
B.S. in Industrial Technology/Computer Systems Technology

Mission: The mission of the program is to support the workforce needs of businesses developing or utilizing computer-related technology while enhancing critical thinking and professional skillsets of students.

<i>CST Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop technical knowledge and skills, and an understanding of project management while fostering attitudes necessary for successful professional roles in computer systems technology.	<i>Education Illinois</i> Goal #2 CAST Strategic Plan Goal #1 TEC Department Goal #1	a. Maintain strong business and industry input to program curricula and facilities decision making. b. Maintain high quality curriculum and instruction. c. Maintain a high quality teaching laboratory to deliver program courses.	a. Program faculty meet regularly to review and update curriculum and teaching/learning facilities. b. Convene a CST Advisory Board Meeting in spring of each academic year. c. Conduct survey of graduating students, alums, and employers of graduates of the program to seek their feedback for program update. d. Conduct CST Program Review, per ISU requirements.	a. Faculty continue to meet regularly to discuss curriculum and lab/facility needs. TEC 378 is now a permanent course. Other curriculum changes initiated last fall have been approved. b. The CST Advisory Board Meeting was held in Spring 2017. c. Conducted a survey of graduating students, alums, and employers of graduates of the program to seek their feedback for program update. The outcomes of these surveys and discussed during program faculty meetings and Advisory Board meeting. d. CST program review was completed and the program was re-accredited in Spring 2017.
2. Recruit and graduate a diverse group of individuals to support the computer technology businesses in Illinois and throughout the United States.	<i>ISU Education Illinois</i> Goal #2, 3 CAST Strategic Plan Goal #1, 6 TEC Department Goal #1	a. Maintain sustainable enrollment in the CST program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote scholarships to existing and potential students.	a. Continue to participate actively in Dept. Showcase and other recruiting events that bring high-school students, teachers, and counselors to campus. b. Establish communication with high school and community college instructors with the goal of recruiting transfer students. c. Participate in recruiting events within ISU to facilitate internal transfers. d. Promote CST program to business and industry through alums of the program for support—probably to subsidize student membership in professional organizations	a. Participated in Department Showcase and other recruiting events. b. Continued communication with high schools and two-year programs including tours of CST facilities and interaction of prospective students with CST faculty and current students. c. CST faculty meet with internal students and provide tour of CST labs to facilitate internal transfers. d. Promotion of CST program to Advisory Board and visiting companies. Advisory Board members and other business & industry professionals speak to students about employment opportunities.
3. Provide opportunities for students to interface with businesses either developing or utilizing computer-related technology and services.	<i>ISU Education Illinois</i> Goal #1, 2 CAST Strategic Plan Goal #1, 6 TEC Department Goal #3	a. Facilitate events that promote student interaction with businesses. b. Forge relationships with computing-related personnel in businesses.	a. Faculty invite business professionals into the classroom. b. Faculty visit with businesses who are hiring computer-related majors during ISU career events. a. Faculty encourage students to attend ISU career events.	a. Several companies annually visit and speak to TEC 390 students b. Keeping updated with area businesses as well as through contacts on the Advisory Board c. Regular emails from CST faculty to promote internship / career fairs and other internship/job postings from the industry
4. Provide service to the computing field through applied research, consulting, and participation in professional organizations.	<i>ISU Education Illinois</i> Goal #2 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2	a. Tenured or tenure-track faculty will engage in applied research. b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant professional organizations. c. Promote student participation in professional organizations and community service activities.	a. Tenured or tenure-track faculty continue to present and publish applied research. b. Tenured or tenure-track faculty maintain membership in and serve in leadership roles in relevant professional organizations. c. Tenured or tenure-track faculty continue to promote student membership and involvement in relevant professional organizations.	a. See DFSC portfolio for CST faculty. b. See DFSC portfolio for CST faculty. c. IEEE student chapter remains active.

**Department of Technology
Construction Management (CM) Program**

CM Program Mission, Strategic Plan, and Goals Report

Mission: *Our mission is to be a “first choice” provider and center for construction education.*

Strategic Plan: Program Goals and Plan of Work (2016-2017)

<u>CM Goals</u>	Goal Alignment	Strategies	<u>Plan of Work</u> for 2016-2017	Report on POW 2016-2017
1. <i>Student Learning Outcomes:</i> Continually improve the curriculum and provide students with high quality educational experiences that will develop technical and managerial knowledge and skills necessary for successful leadership roles in the construction industry.	<p>[Educating Illinois 2013–2018]</p> <ol style="list-style-type: none"> 1. Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success. 2. Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment. <p>[CAST 2014-2018]</p> <ol style="list-style-type: none"> 1. CAST provides premier comprehensive undergraduate programs. <p>[TEC]</p> <ol style="list-style-type: none"> 1. TEC will provide a premier undergraduate and graduate education. 	<ol style="list-style-type: none"> a. Continuously improve the CM learning experiences for students and link program content closely to industry. b. Maintain an effective advisory board focused on continuous program improvement. c. Encourage a majority of graduating seniors to acquire industry credentials such as AC and OSHA 32 hours training. d. Continuously improve the curriculum in alignment with ACCE standards. e. Encourage faculty and industry board members to attend professional meetings and accreditation visits to learn the latest in industry and academia 	<ol style="list-style-type: none"> a. Incorporate new construction paradigms, technologies, and methods into existing courses (Faculty). b. Explore/ operationalize international education opportunities that provide opportunities for students (Faculty). c. Utilize the AIC AC exam as part of assessment and host AIC exams in October and April (Faculty). d. Conduct employer and senior surveys (Cleary & Shim). e. Provide research and unconventional learning opportunities to complement traditional education (Faculty). f. Arrange project tours and guest lectures (Faculty). g. Continue to evolve the Advisory Board to reflect the industry on a National and global scale representing industry insight that can guide the CM program to mold students best prepared to meet the challenges of today and adapt to the ever changing industry as they face the innovations of the future (Faculty). h. Explore new innovative curriculum, adaptable to the quick and dramatic changes in the industry and the revised ACCE outcomes for incorporation into next catalog (Faculty). i. Actively participate in ACCE meetings, committee/ accreditation activities. On a rotational basis, one faculty member annually to ACCE meeting for accreditation training (Shim & CM Faculty). 	<ol style="list-style-type: none"> a. Pull-planning was incorporated in TEC 229 (Cost Estimating and Project Planning) as a tool for implementation of the Lean construction (Shim); Introduced energy study using Green Building Analysis functions of Revit (Xie) b. Initiated a study abroad program: TEC 398 International Project Management (Xie) c. Two AIC exams were hosted and the results were incorporated in CM learning outcome assessment. (Faculty). d. Both employer survey (8 responses) and senior exit survey (31 responses) were conducted and incorporated in CM learning outcome assessment. (Cleary & Shim). e. Supervised group of students including 1 CM student on a Innovative Consulting Community (ICC) project (Solanki); Introduced ‘Green Concrete’ project in TEC 292 for teaching sustainability concepts (Solanki); Introduced energy analysis and simulation to TEC 217 BIM class. f. Diverse jobsite tours occurred at multiple construction sites and operating buildings. Destihl Brewery, Normal, Normal Fire Department, Normal, Uptown Office building, Normal, BNWARD, TON Water Department, Old Chicago Post Office, Chicago, 150 N. Riverside Chicago (Cleary); Arranged guest speakers from National Precast Concrete Association in CMSA meeting and Geodecke in TEC 224 (Solanki); Arranged TEC 117 and TEC 217 site tour to 6 design-builders in Peoria on April 07, 2017, including River City Design Group, PCM+D, Design Solutions, Demonica Kemper Architects, Dewbery, and Farnsworth (Xie). Arranged TEC 224 site tour to Ramsey Geotechnical Engineering in Bloomington, IL, TEC 292 site tour to Prairie Ready-Mix concrete plant in Normal, IL and TEC 327 site tour to American Buildings Corporation in ElPaso, IL (Solanki); g. The Advisory Board includes members from diverse backgrounds including regional/national contractors and representatives from different trades/sectors in the construction industry (Faculty) h. The CM curriculum is under revision according to new ACCE standards and change in the industry (Faculty). i. Attended annual ACCE meeting and got trained for accreditation (Shim); Participated in an accreditation visiting team as a member of training (Shim).
2. <i>Recruitment and Retention:</i> Recruit and graduate a diverse, high-quality cohort of individuals into the	<p>[Educating Illinois 2013–2018]</p> <ol style="list-style-type: none"> 1. Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success. 	<ol style="list-style-type: none"> a. Host career fairs and other promotional events. b. Promptly distribute job and internship opportunity announcements to students. 	<ol style="list-style-type: none"> a. Maintain community colleges-articulation agreements (Boser). b. Host two Construction Management career fairs during the year (Fall and Spring semesters), facilitated by the Career 	<ol style="list-style-type: none"> a. Updated community colleges-articulation agreements as needed (Boser). b. A career fair was hosted both in Fall and Spring with over 40 employers and over 100 students at each. (Cleary & Shim).

program to support the construction industry in economic development in Illinois and throughout the United States.	<p>[CAST 2014-2018]</p> <p>1. CAST provides premier comprehensive undergraduate programs.</p> <p>[TEC]</p> <p>1. TEC will provide a premier undergraduate and graduate education.</p>	c. Collaborate with other majors and RSO's.	<p>Center (Cleary & Shim) and provide opportunities for employers to visit throughout the year (Faculty).</p> <p>c. Distribute information on jobs, internships, scholarship, and CMSA activities in a timely fashion (Faculty).</p> <p>d. Connect employers and alumni in CM fields and share job related information with students with current mass media such as Facebook and LinkedIn. (Cleary & Shim)</p> <p>e. Make an advertising movie for ISU CM program and share it through CM webpage, and CM Facebook pages. (Shim & Faculty).</p>	<p>Employers visited the campus for CMSA meetings, guest lecture, and career fair events.</p> <p>c. Distribute information on jobs, internships, scholarship, and CMSA activities in a timely fashion (Faculty).</p> <p>d. Job related information were shared with students through Facebook and LinkedIn (Cleary & Shim).</p> <p>e. Some movie clips were recorded, but not in good quality. Advertising movie with acceptable quality is planned to be made (Shim & Faculty).</p>
<p>3. Professional Development: Provide students with educational experiences necessary skills to successfully function in professional leadership roles in the construction industry and provide service to the construction industry through applied research, consulting/workshops, and participation in professional organization.</p>	<p>[Educating Illinois 2013–2018]</p> <p>1. Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.</p> <p>2. Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.</p> <p>3. Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.</p> <p>[CAST 2014-2018]</p> <p>1. CAST provides premier comprehensive undergraduate programs.</p> <p>2. CAST provides graduate education programs that have a state, national, and international reputation for excellence.</p> <p>3. CAST faculty and students will engage in high quality research and scholarship.</p> <p>4. CAST provides outreach initiatives that are mutually beneficial to the academic community and public/private sectors.</p> <p>6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.</p> <p>[TEC]</p> <p>1. TEC will provide a premier undergraduate and graduate education.</p> <p>3. Technology will provide professional service and outreach activities.</p>	<p>c. Maintain active student chapters that promote high levels of student interaction with industry.</p> <p>d. Tenure-Track/ Tenured faculty contribute at least 2 professional presentations and/or publications (including books, book chapters) annually.</p> <p>e. Provide industry workshops as appropriate (e.g. MCA, Laborers, Green Building training, etc.).</p>	<p>a. Facilitate student-led organizations and activities [CMSA: Cleary]</p> <ul style="list-style-type: none"> •CMSA Meetings - monthly •CMSA Executive Board Meetings - monthly •CMSA field trips – 1or 2 per year •MESA Meetings - monthly •GreenFluence Meetings – bi-monthly •MCAA Student Summit, Denver, CO (Cleary) •MCAA National Convention and Student Competition, San Diego, CA (if funding permitting) (Cleary) •ASC Region 3 Conference and Student Competition (Commercial/Design-Build/Electrical) in Downers Grove, IL. (Shim & Xie) •NECA student competition (Cleary) •DOE Race to Zero student competition, Golden, CO (Boser & Cleary) •NAHB Competition in Orlando, FL (Boser) •ACI student competition, Detroit, MI (Solanki) <p>b. Conduct applied research and professional development opportunities (CM Faculty).</p> <p>c. Connect with professional associations by attending their meetings (CM Faculty).</p>	<p>a. Student-led organizations and activities like CMSA were facilitated throughout the year (Cleary).</p> <ul style="list-style-type: none"> • CMSA Meetings - monthly • CMSA Executive Board Meetings - monthly. • CMSA field trips; November Bear Old Chicago Post Office/Clune 150 N. Riverside • MCA and NECA Meetings - monthly • Student Competition Meetings - monthly • GreenFluence Meetings - monthly • ASC Region 3 Conference and Student Competitions (Commercial, Design-Build, Electrical) in Downers Grove, IL. (Shim & Xie) • NECA student competition – submitted proposal (Cleary) • DOE Race to Zero competition, 2 teams presented in Golden, CO. (Boser & Cleary) • NAHB Competition in Orlando, FL (Boser) • ACI student competition, Detroit, MI (Solanki) <p>b. Conducted applied research and professional development activities (CM Faculty)</p> <ul style="list-style-type: none"> . 11 refereed journal articles, 9 refereed conference proceedings, and 2 poster presentations <p>a. Attended American Concrete Institute (ACI) Spring 2017 Convention – Driving Concrete Technology, March 26 – 30, 2017, Detroit, Michigan; Attended the 32nd International Conference on Solid Waste Technology and Management, March 19 – 22, 2017, Philadelphia, Pennsylvania (Solanki).</p> <p>b. Attended 2017 Design-Build Educators Workshop hosted by Design-Build Institute of America (DBIA) and Denver University (Xie).</p> <p>c. Provided BIM Fundamental Training to Land Engineers Company as Technology Transfer (Xie).</p> <p>c. Students attended meetings for professional associations;</p> <ul style="list-style-type: none"> • MCAA Student Summit, in Denver, CO (Cleary) • MCAA National Convention and Student Competition, San Diego, CA (Cleary) • NECA National Convention, Boston • NECA Illinois Chapter Meetings (Cleary) • ACI student chapter at ISU was created (Solanki) • MCA of Chicago, Membership and Emerging Leaders meetings

4. Internal and External Funding Support: Through a combination of internal and external resources, maintain the funding necessary to support CM Program activities.	<p>[Educating Illinois 2013–2018]</p> <p>3. Foster an engaged community and enhance the University’s outreach and partnerships both internally and externally.</p> <p>4. Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.</p> <p>[CAST 2014-2018]</p> <p>6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.</p>	a. Promote and maintain multiple ways for industry to connect with and support the program.	<p>a. Evolve CM Annual Industry Partnership program. (Faculty).</p> <p>b. Host the CMSA Golf Outing the last Friday of April to maintain personal connections with CM alumni and industry leaders with proceeds to support the CM endowments (Cleary).</p> <p>c. Monitor and promote CM Scholarships, both at TEC website and other regular and on-going scholarships (Solanki)</p> <p>d. Maintain ISU CM Alumni group on LinkedIn to keep alumni engaged and share job openings for experienced candidates (Cleary).</p> <p>e. Support CM Alumni group summer event (Alumni & Faculty).</p>	<p>a. CM Industry Partnership had 59 partners for 2016-2017 (Faculty).</p> <p>b. Hosted the CMSA Golf Outing the last Friday of April to maintain personal connections with CM alumni and industry leaders with proceeds to support the CM endowments 36 foursomes participated (Cleary).</p> <p>c. Monitored and promoted CM Scholarships through e-mails, TEC website, student-shared drive and during classes. (Solanki)</p> <p>d. Maintained ISU CM Alumni group on LinkedIn to keep alumni engaged and share job openings for experienced candidates. CM program page developed on Facebook and has proved more successful interacting with Alums and current students. (Cleary).</p> <p>e. Support CM Alumni group summer event – Alumni were not able to organize an event this summer. (Alumni & Faculty).</p>
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Department of Technology
Program Goals and Plan of Work (2016-2017)
B.S. in Engineering Technology

Mission: The mission of the program is to prepare technically-oriented managerial professionals and leaders for business, industry, government, and education by articulating and integrating student experiences and core competencies in engineering technology

<i>ET Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes that are foundational to success as ET professionals	ISU Educating Illinois Goal #1,2 CAST Strategic Plan Goal # 1, 5 TEC Department Goal 1	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain modern ET labs. d. Maintain highly qualified faculty.	a. Assemble and conduct a least one advisory board meeting in the 2016/2017 school year. b. Measure student performance for outcomes assessment and revise instruction as needed. c. Finalize preparations for ATMAE accreditation self-study and site visit d. Attend professional development events, including ASEE regional and national conferences, ATMAE national conference, and industry trade shows. e. Update a 5-year equipment and facility plan and seek funding to modernize software and equipment. f. Monitor ET enrollment trends. g. Utilize a consignment IRB2600 robot in the TEC 392 class. h. Offer TEC 333	a. Advisory board meeting held April 10, 2017 b. Student learning was assessed across all learning outcomes via the ET assessment Exam administered during TEC 392. c. This task is complete. The ET program received full ATMAE accreditation. d. Dr. Devine presented a paper at the ASEE EDGD midyear conference, and attended IMTS. Dr. Laingen attended IMTS. Dr. Reifschneider attended the NPE conference. Mr. Williams attended IMTS. e. A CNC lathe was purchased for use in the ET program. ABB has initiated the process of donating the IRB2600 robot that is currently being used in ET courses on consignment. f. ET enrollments and applications are being carefully monitored by the Department of Technology management team. g. The IRB2600 robot was used during the Fall and Spring semesters in TEC392 on two different projects. h. TEC 333 was offered during the Fall 2016 semester.
2. Recruit and graduate a diverse group of individuals to support companies and organizations that will employ ET professionals in Illinois and throughout the United States.	ISU Educating Illinois Goal # 1,2 CAST Strategic Plan Goal # 1, 6 TEC Department Area 1	a. Maintain sustainable enrollment in the ET Program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote industry-sponsored scholarships to existing and potential students.	a. Update the department Website focusing on developing attractive images of the ET labs. Mobile format b. Post appropriate scholarship opportunities and support student efforts for scholarship awards. c. Pursue opportunities to interact with K-12 students and teachers.	a. The ET pages on the department website were updated. b. Scholarship opportunities were advertised by email and personal contact with our students. c. ET and TE&E co-sponsored a booth at the Discover Manufacturing Career Expo in Peoria which was attended by several hundred high school students. The ET Club hosted a group of 2 nd grade children in the IML, ET faculty members hosted 40 high school students as part of the Great Plains LIFE Foundation.
3. Provide opportunities for students to interface with ET professionals.	ISU Educating Illinois Goal # 1, 2 CAST Strategic Plan Goal # 1, 6 TEC Dept. Goal 1,3	a. Facilitate events that promote student and faculty interaction with industry. b. Promote internship opportunities for ET students. c. Create and maintain relationships with companies and personnel that employ ET professionals.	a. Promote student involvement in the ET student organization. b. Promote student attendance at industry trade shows. c. Organize field trips to applicable companies. d. Invite ET professionals to visit classes. e. Maintain contact with potential employers. f. Encourage students to pursue and secure internships. g. Help students locate internships/temporary job opportunities.	a. Students were encouraged to participate in the ET club. b. Class fieldtrips were taken to IMTS. c. Students took company field trips in TEC 285. d. Guest speakers attended TEC 233, TEC 234, TEC 392 & TEC 285. e. ET faculty maintain regular contact with many employers. f. Students are being encouraged to get work experience. Student work experience is being verified as a prerequisite to TEC 392. g. Emails are sent to the ET list serve announcing internship opportunities. Students are required to gather company names in several ET core classes.

4. Provide service to companies and organizations that employ ET graduates through applied research, consulting/workshops, and participation in professional organizations.	ISU <i>Educating Illinois</i> Goal # 2,4 CAST Strategic Plan Goal # 3, 4 TEC Dept. Goal 2.3	<ul style="list-style-type: none"> a. Tenured or tenure-track faculty will engage in research and technology transfer activities that supports the industry. b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees. c. Promote student organization participation in industry or community service activities. 	<ul style="list-style-type: none"> a. Promote graduate assistantships to assist with faculty research and ET instruction. b. Conduct scholarly activities such as publishing peer reviewed manuscripts and completing research. c. Provide leadership in professional organizations. d. Conduct training to support regional manufacturing. 	<ul style="list-style-type: none"> a. ET students are encouraged by ET faculty to consider enrolling in the TEC MS program. b. Dr.s Devine and Reifschneider published peer-reviewed articles this year. Dr. Devine created the SMART curriculum and certification program for ABB robotics. c. Dr. Devine was a member of the board of directors of the ASEE/EDGD national organization. Dr. Reifschneider is on the Board of Directors of the Plastics Environmental Division of SPE and was a session chair for the ANTECH conference. d. Dr. Reifschneider provided training for Caterpillar.
5. Maintain industry and ET alumni relationships in support of the Program.	ISU <i>Educating Illinois</i> Goal # 3 CAST Strategic Plan Goal # 4,6 TEC Department Goal 2,3	<ul style="list-style-type: none"> a. Maintain information distribution to alums through the department newsletter and website. b. Encourage participation of ET alumni in homecoming events. c. Establish relationships with companies who employ ET professionals. d. Provide avenues for internship and graduate recruitment. 	<ul style="list-style-type: none"> a. Contribute information to the Department Blog and ET website. b. Develop active participation with related companies. c. Investigate revised procedures to help students locate internships/temporary job opportunities. 	<ul style="list-style-type: none"> a. ET events and news were forwarded to Tec personnel to be posted. b. ET faculty members maintain personal contact with industry contacts. c. This task is ongoing.

Department of Technology
Program Goals and Plan of Work (2016-2017)
B.S. in Graphic Communications

Mission: The mission of the Graphic Communications program is to support the human resource needs of the graphic communications industry while fostering the intellectual growth and professional development of students.

<i>GC Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes necessary for successful professional roles in the graphic communications industry.	Education Illinois Goal #2 CAST Strategic Plan Goal #1 TEC Department Goal #1	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain a cutting edge graphic communications lab. d. Maintain highly qualified faculty.	a. Assemble and conduct an advisory board meeting in Spring 2017 semester. Share information with the advisory board throughout the rest of the year, including this plan of work. b. Develop a wide format inkjet lab and associated curriculum. New equipment and workflow software arriving in Fall 2016. c. Develop TEC 354 curriculum to enhance planning and estimating with more Management Information System (MIS) work. Expand use of donated PrintPoint software. d. Measure student performance for outcomes assessment 16/17 and revise instruction as needed. e. Conduct an employer survey in Summer 2017 to assess graduate performance over past three years. f. Faculty development by attending professional development events, including at minimum 2017 IGAEA Region One conference, LabelExpo 2016, GraphExpo 2016, FTA/InfoFlex 2016.	a. Met April 21, 2017. Meeting minutes are available. b. Following our Phase 2 renovation plan, the print media lab (NSB 9) was expanded in Summer 2016 by removing old darkroom cynderblock partitions. Electrical and lighting was reconfigured to accommodate moving the screen printing area, and room was made for a new Scitex/HP F550 flatbed printed, with Onyx RIP, installed in November 2016. Training was provided, and new student projects incorporated into TEC 150, 257, 350, and 353. c. Students in TEC 354 now develop the PrintPoint MIS around a fictitious company. Organizational analysis, job costing, estimating, materials, and equipment are all added and customized. d. Outcomes assessment was completed for the 2016/17 academic year. e. 2 employers (GFX & OSP) responded with feedback on 3 recently hired alums. f. Burke attended Label Expo in Rosemont and will attend InfoFlex in Phoenix, AZ (April 2017). Wilson attended GraphExpo in Orlando. g. Donations were received from Quantum Inks, Raflatrac, EFI, Widen Collective, PrintPoint, BaseCamp, Wasatch, Esko, Xmpie h. 10/11 students passed the Adobe Certified Associate Exam (ACE) for "Print & Digital Media Publication Using Adobe InDesign"
2. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.	a. ISU Education Illinois Goal #2, 3 b. CAST Strategic Plan Goal #1, 6 c. TEC Department Goal #1	a. Maintain sustainable enrollment in the GC program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote industry-sponsored scholarships to existing and potential students.	a. Update RVC articulation plan. b. Post appropriate scholarship opportunities FFTA, EDSF, PGSF, IGCSP and support students' efforts for scholarship awards. c. Burke and GCEA-ISU run Merit Badge day for Boy Scouts in February, 2017. d. Wilson will chair the GLGA task force and also lead the Illinois Graphic Communications Scholarship Program (IGCSP). e. Develop a series of targeted marketing materials and mail to high school graphic arts teachers and career counselors in Illinois. f. Develop GC webpages to include images and video testimonials.	a. Not yet done. Will move to the next plan of work. b. Students were notified about each scholarship through the GC listserve. Awardees this year included 4 Print & Graphics Scholarship Foundation scholarships (\$2500.00 each) one Flexographic Technical Association Scholarship (\$5000.00); one Specialty Printing & Graphics Association Scholarship (\$2500.00) and three Illinois Graphic Communications Scholarship Program (\$2500.00 each). c. Burke ran the 2 sessions of College Mentor for Kids. . . but not Merit Badge day. d. Wilson chaired the IGCSP, which funded over 11K in scholarships (7.5K total to ISU alone). e. The 6-panel program brochure was updated and printed and distributed. The promotional poster has yet to be developed. Move this to next year's plan of work. f. emailed and phoned 18 high school students who had been admitted to the GC program (January, 2017). g. The mobile friendly site was updated. Met with ISU web development, provided photoshoots and coordinated development of recent graduate profile.
3. Provide opportunities for students to interface with the graphic communications industry.	a. ISU Education Illinois Goal #1, 2 b. CAST Strategic Plan Goal #1, 6 c. TEC Department Goal #3	a. Facilitate events that promote student and faculty interaction with industry. b. Increase internship opportunities for GC students. c. Forge relationships with graphic communications companies and personnel. Provide avenues for graduate recruitment.	a. Maintain active Graphic Communications Education Association Student Chapter, including production activities of Student Graphics Services. b. Promote student attendance at Print 2017 and organize a trip. c. Organize regular course visitations to a wide variety of GC businesses (particularly TEC 150, 253, 257, and 351). d. Make a focused effort to expand employment and internship opportunities for students. Wilson will work with GLGA to promote internships for students.	a. Burke advised the chapter, and 10 students remained active in 16/17. b. 12 GC students attended the teleconference . 11 students also attended the Harper Graphic Arts Career day in December 2016. c. Burke took classes to OSP and Huston Patterson, Wilson took a class to GDS and PII. Representatives from Quantum Ink, International Paper, Raflatrac and GFX International made on-site presentations. d. Wilson worked with GLGA to get an Internship posting link for GLGA members. Must better promote as only one students posted his resume. Many students interned in 16/17. A list is maintained by Burke/Wilson.

			<ul style="list-style-type: none"> e. Burke will lead participating GC students to the Phoenix Challenge Competition in Phoenix, AZ in Winter 2017. f. Students will participate in the Careers in Corrugated teleconference in February 2017. 	<ul style="list-style-type: none"> e. Burke took 5 students to InfoFlex and led them in the Phoenix Challenge in Phoenix, AZ. <p>Matt Scoville, Senior Producer for Energy BBDO, presented to students and faculty for the Young Alum award.</p>
4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.	ISU <i>Education Illinois</i> Goal #2 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2	<ul style="list-style-type: none"> b. Tenured or tenure-track faculty will engage in research that supports the industry. c. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees. d. Promote Student organization participation in industry or community service activities. 	<ul style="list-style-type: none"> a. Wilson will serve on the ACCGC Board of Directors. b. Wilson will serve on the GLGA Board of Directors. c. Wilson will serve as Editor for the Visual Communications Journal. d. Wilson and Burke will work on resolution research for large format close-view graphics. 	<ul style="list-style-type: none"> a. Wilson completed 11 years in the ACCGC BOD in Fall 2016 and rotated off the board. b. Wilson sat on the GLGA BOD c. Wilson edited two issues of the VCJ (Fall 2016, Spring 2017) d. This research has not started. e. Wilson and GA Jensen completed research paper on open-source software and will submit paper for peer-review.

Department of Technology
Program Goals and Plan of Work (2016-2017)
B.S. in Renewable Energy

Mission: The mission of the program is to prepare technically-oriented managerial professionals and leaders for business, industry, government, and education by articulating and integrating competencies in Renewable Energy

<i>RE Specific Goals**</i>	<i>Goal Alignment</i>		<i>Plan of Work for 2016-2017 (September 2016)</i>	
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes that are foundational to success as RE professionals.	ISU <i>Educating Illinois</i> Goal #1,2 CAST Strategic Plan Goal # 1, 5 TEC Department Goal 1	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain modern RE equipment and lab. d. Recruit and maintain highly qualified faculty.	a. Conduct at least one advisory board meeting (April 2017). b. Offer the revised TEC 160 course in Fall 2016 and the newly approved TEC 259 course in Spring 2017. c. Build two more wind turbine workstations in the RE lab. d. Jin Jo and Matt Aldeman will attend at least one energy convention.	a. One advisory board meeting was conducted on April 14, 2017. b. The revised TEC 160 was offered in Fall 2016 and the newly approved TEC 259 was offered in Spring 2017. c. Three wind workstations are fully installed and the associated labs were developed accordingly. d. Jin Jo attended an energy convention in San Diego in February 2017. Matt Aldeman attended the International Symposium on Wind and Tidal Power in Montreal in May 2017.
2. Recruit and graduate a diverse group of individuals to support companies and organizations that will employ RE professionals in Illinois and throughout the United States.	ISU <i>Educating Illinois</i> Goal # 1,2 CAST Strategic Plan Goal # 1, 6 TEC Department Goal 1,3,6	a. Maintain enrollment in the RE Program at ISU. b. Promote the program to diverse audiences of potential students.	a. We will participate in Preview and host prospective students and their families for tours. b. RE faculty will work with RES to promote the program at energy conventions. c. Jo will work with Hanyang University in Korea to promote the RE program.	a. Jo and Aldeman participated in the TEC departmental events to host current and prospective students and families. b. RES members attended the IRPS conferences and the IL Sustainable Living and Wellness Expo. c. Jo collaborated with the faculty at Hanyang University to discuss a potential exchange program between universities. d. RE faculty developed an exchange program with the Aarhus School of Marine and Technical Engineering (AAMS) in Denmark.
3. Provide opportunities for students to interface with RE professionals.	ISU <i>Educating Illinois</i> Goal # 1, 2 CAST Strategic Plan Goal # 1, 6 TEC Dept. Goal 3,4,6	a. Facilitate events that promote student and faculty interaction with industry. b. Promote internship opportunities for RE students. c. Create and maintain relationships with companies that employ RE professionals.	a. Actively promote involvement and advise the Renewable Energy Society (RES), an RSO. b. Promote student attendance at conferences and trade shows and events. c. Invite RE professionals to visit the RE classes, or RES. d. Update the database of potential employers and initiate contact for graduate employment and student internships. e. Visit industry partners to promote student recruitment.	a. Both Jo and Aldeman advised the RES. The RES activities were highlighted in the RE classes to promote students involvement. b. A number of students attended and volunteered at a number of conferences and workshops in Illinois. c. A representative from Ameren IL was invited to speak at the RES meeting. d. Jo maintained the RE jobs forum where job openings are posted. e. Jo worked with a number of RE companies to promote student recruitment.

4. Provide service to companies and organizations that employ RE graduates through applied research, consulting/workshops, and participation in professional organizations	<p>ISU <i>Educating Illinois</i> Goal # 2,4</p> <p>CAST Strategic Plan Goal # 3, 4</p> <p>TEC Dept. Goal 4,5,6</p>	<p>a. Center for Renewable Energy will engage in research and disseminate information that supports renewable energy.</p> <p>b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees.</p> <p>c. Promote student organization participation in industry or community service activities.</p>	<p>a. Center for Renewable Energy (CRE) will collaborate with the RE faculty in research.</p> <p>b. CRE will make an undergraduate internship position at the center to support the faculty research.</p> <p>c. CRE faculty will update RE related job and internship openings.</p> <p>d. RE faculty will work with the RES on a service project.</p> <p>e. RE faculty will work with industry partners on research projects.</p>	<p>a. Jo and Aldeman submitted three academic papers with CRE faculty.</p> <p>b. CRE is in “inactive” status momentarily.</p> <p>c. CRE faculty forwarded a number of job openings in RE industry.</p> <p>d. RES participated in the IL Sustainable Living and Wellness Expo.</p> <p>e. RE faculty worked with Invenergy wind resource analysis specialists to compile and validate the data from the ISU MET tower to use for a research project.</p>
5. Develop industry and RE alumni relationships in support of the program	<p>ISU <i>Educating Illinois</i> Goal # 3</p> <p>CAST Strategic Plan Goal # 4,6</p> <p>TEC Department Goal 5</p>	<p>a. Maintain information distribution to alums through the department newsletter and website.</p> <p>b. Establish relationships with companies who employ RE professionals.</p> <p>c. Strengthen relationships with alumni.</p>	<p>a. Contribute RE information to the annual alumni newsletter for 2016-2017.</p> <p>b. We will build and maintain relationships with industry partners through industry energy conventions.</p> <p>c. We will maintain relationships with RE alumni via SNS.</p>	<p>a. TEC department provided up-to-date information regarding RE program activities to the annual alumni newsletter.</p> <p>b. RE program currently maintain relationships with 50+ industry partners.</p> <p>c. RES Facebook and RE LinkedIn pages informed RE alumni a variety of RE program activities in 2016/2017.</p>

Department of Technology
Program Goals and Plan of Work (2016-2017)
B.S. in Technology & Engineering Education

Mission: The mission of the Technology and Engineering Education Program at Illinois State University is to prepare the best, most qualified, technology and engineering education teacher for the secondary school.

<i>T&EE Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory	<i>Educating Illinois</i> Goals 1&2 CAST Strategic Plan Goals 1&2 TEC Department Goals 1&2	a. Continue to expand research-based pedagogical practices b. Continue to refine quality curricular materials and/or develop new courses for undergraduate and graduate programs	a. Continue to include and model pedagogical approaches pre-service teachers are observing in secondary school settings, including those from student teaching b. Implement changes to program curricula based on findings from edTPA teacher candidate submissions and the respective feedback from the reviewers	a. Updated courses to include more instructional and pedagogical approaches. b. Continued to adjust courses in relation to student preparation toward completing the requirements of edTPA. Program faculty have included edTPA protocols in TEC 101, TEC 305, and TEC 307 so teacher candidates can have practical experience with the writing prompts and assessment instruments. Second, program faculty have hosted edTPA specific days during the student teaching practicum where all student teachers return to campus for one-on-one help with edTPA before final submission.
2. Stay current and proactive in technological, pedagogical, curricular, and laboratory advances	<i>Educating Illinois</i> Goal 1 CAST Strategic Plan Goal 5 TEC Department Goal 2	a. Continue to redesign, reshape, and reconfigure state-of-the-art facilities based on technological literacy and the needs of the public schools b. Continue to expand research-based pedagogical practices c. Continue to refine quality curricular materials and/or develop new courses for undergraduate and graduate programs	a. Purchase laboratory equipment that relates to the scope and sequence of the program b. Continue to work with and utilize the technology and engineering education advisory board and ISBE on issues related to the public school setting	a. Updated the lab facilities with new 3D printing equipment and a new laser cutter/engraver. b. Faculty worked with ISBE on developing and evaluating the new Illinois content examination for preservice teachers and secured an ISBE grant to provide updated curriculum materials to Illinois CTE teachers.
3. Provide educational opportunities for students to teach in a diverse classroom/laboratory	<i>Educating Illinois</i> Goal 1 CAST Strategic Plan Goal 1 TEC Department Goal 4	a. All teacher candidates are placed in school-based diverse settings for at least 50 hours prior to starting their student teaching experience	a. Continue to work with Illinois school districts for pre-service placements that offer a diverse setting	a. All technology and engineering education teacher candidates are receiving a diverse placement not only during their 100 hour preparation before student teaching, but their actual student teaching sites have also been diverse settings.

4. Provide professional development opportunities for technology and engineering education graduates	<i>Educating Illinois</i> Goal 3 CAST Strategic Plan Goal 4 TEC Department Goals 3&5	a. All <i>interested</i> teacher candidates, including members of the student-based Technology Education Collegiate Association (TECA) work with Pre-K through 12 th grade students at local, regional, state-based contests and/or events b. TECA members participate in professional development activities at state-based and international conferences	a. Deliver summer coursework for practicing teachers b. Promote professional conferences to undergraduate and graduate students c. Continue undergraduate and graduate professional development by working with ISU-TEECA, Illinois TSA, and TEAI	a. TEC 310 and TEC 423 were offered during the summer to both undergraduate and graduates students; both courses were delivered online. b. Undergraduate and graduate students attended both the state and international technology and engineering education association conferences. c. Program faculty and technology and engineering teacher education candidates have worked closely with the professional associations in Illinois by hosting events, judging events, and attending professional meetings.
5. Continue to recruit and secure talented undergraduate students and graduate assistants	<i>Educating Illinois</i> Goal 2 CAST Strategic Plan Goal 2 TEC Department Goal 1	a. Recruit talented students into the TE program. b. Recruit and secure at the local and national levels talented graduate assistants to help with programmatic duties, as well as grant-funded activities	a. Recruit potential T&EE students from high school and community college settings b. Disseminate print and electronic media to help with recruiting efforts c. Secure graduate assistants that would benefit from ISU's program d. When available, position graduate assistants on funded projects to assist in project development and professional growth	a. Recruiting still remains the number one activity program faculty do on a regular basis to increase the number of candidates in the technology and engineering education program. Program faculty visited high schools, community colleges, and hosted events to increase the enrollment in the program. We have had two of the largest classes of new freshman in recent memory for the past two academic years. b. We continued to disseminate recruiting materials. c. One graduate assistant was hired for the T&EE program.
6. Continue to have faculty leaders who are engaged in professional organizations and who serve in leadership capacities	<i>Educating Illinois</i> Goals 2&3 CAST Strategic Plan Goals 2&4 TEC Department Goals 1,3&5	a. Technology Education faculty hold state-based offices in professional associations and work with the national and international technology education-based organization on a regular basis	a. Technology and engineering education faculty continue to hold departmental, university, state, and national leadership office positions	a. Drs. Chris Merrill and Joshua Brown continue to hold departmental, college-level, and university-wide positions on committees involving teacher education, faculty/program assessment, and research
7. Promote the scholarship of teaching and learning by conducting research and publishing the findings in professional journals and delivering presentations	<i>Educating Illinois</i> Goal 2 CAST Strategic Plan Goal 3 TEC Department Goal 5	a. Conduct, publish, and present scholarly work at regional, state, and international venues	a. Technology and Engineering Education faculty continue to publish and present scholarly work at regional, state, and international venues that focus on the teaching and learning of STEM education.	a. Drs. Chris Merrill and Joshua Brown presented technology and engineering education/STEM-related pedagogical papers at both the state and international levels.

Technology & Engineering Education Specific Goals**

The Technology& Engineering Education goals in this report are specific to the programmatic needs at Illinois State University. Although not present in the specific goals listed above, the goals of the accrediting bodies (NCATE/CTETE/ITEEA) are also included, i.e., (a) Technology & engineering teacher education program candidates develop an understanding of the nature of technology within the context of the Designed World; (b) Technology & engineering teacher education program candidates develop an understanding of technology and society within the context of the Designed World; (c) Technology & engineering teacher education program candidates develop an understanding of design within the context of the Designed World; (d) Technology & engineering teacher education program candidates develop abilities for a technological world within the context of the Designed World; (e) Technology & engineering teacher education program candidates develop an understanding of the Designed World; (f) Technology& engineering teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy; (g) Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology; (h) Technology & engineering teacher education program candidates design, create, and manage learning environments that promote technological literacy; (i) Technology& engineering teacher education program candidates understand students as learners, and how commonality and diversity affect learning; and (j) Technology& engineering teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

Department of Technology
Program Goals and Plan of Work (2016-2017)
M.S. in Technology

Mission: The mission of the program is to . . .

<i>Project Management Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop technical knowledge and skills, and an understanding of project management while fostering attitudes necessary for successful professional roles in a variety of industries using project management techniques.	<i>Education Illinois</i> Goal #2 CAST Strategic Plan Goal #1 TEC Department Goal #1	a. Maintain strong business and industry input to program curricula and facilities decision making. b. Maintain high quality curriculum and instruction. c. Maintain a high quality teaching laboratory to deliver program courses.	a. Program Faculty continues to have strong relationships with industry including numerous visits a year with potential employers for graduating students. b. Courses will continue to be fine-tuned. More guest speakers will be invited into a variety of courses, specifically TEC 430. c. Quality Management and Analytics will be reviewed and applied to practical environments, including companies' feedback through advisory board. d. Provide more laboratory experiences in the graduate courses and allow 300 level courses as electives if student background or experiences are given.	
2. Recruit and graduate a diverse group of individuals to successfully engage in projects in a variety of industries in Illinois and throughout the United States.	<i>ISU Education Illinois</i> Goal #2, 3 CAST Strategic Plan Goal #1, 6 TEC Department Goal #1	a. Maintain sustainable enrollment in the Graduate program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote scholarships to existing and potential students.	a. Recruitment to the program has been successful. A goal number of enrollment is about 70 students total. b. The program is already one of the most diverse graduate programs on campus. The program coordinator continues to recruit students from around the world and also diversify the local applicant pool. c. External Scholarship might be provided by some industrial partners of the graduate program.	
3. Provide opportunities for students to interface with businesses either developing or utilizing project management and quality management techniques and services.	<i>ISU Education Illinois</i> Goal #1, 2 CAST Strategic Plan Goal #1, 6 TEC Department Goal #3	a. Facilitate events that promote student interaction with businesses. b. Forge relationships with . . .	a. Company recruiters (such as Allstate, NTT) will continuously be invited to meet and greet students. Potential employers will partake in student projects. b. Continue to build relationships with local industry to develop external assistantships.	
4. Provide service to the a variety of industries through applied research, consulting, and participation in professional organizations.	<i>ISU Education Illinois</i> Goal #2 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2	a. Tenured or tenure-track faculty will engage in applied research. b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant professional organizations. c. Promote student participation in professional organizations and community service activities.	a. Faculty involved with the graduate program continue applied research with local companies. b. More faculty will be involved with the graduate program. c. A graduate student organization will be revitalized. d. Graduate students are encouraged to attain certificates from a variety of spectrums and join professional organizations such as PMI.	

Senior Exit Survey Summary

The Senior Exit Survey is comprised of questions on a 5-point Likert-type scale investigating topics such as quality of instruction, advisement, laboratory facilities, and learning outcomes. There are also open-ended responses soliciting additional comments about the services and program offerings in the department.

Data were collected via a Web-based survey from all department program seniors graduating in December 2016 and May 2017, resulting in a sample of 107 responses.

The Senior Exit Survey form is presented followed by the results for the overall department and also by program/sequence. An average response of 4.0/5.0 suggested that students were satisfied with the quality of instruction. The overall average ratings over the past five years (2012 to 2017) have remained consistently high in this area. During the 2016-17 academic year, mean scores in six of the seven questions increased.

Senior Survey Form Example

Department of Technology Senior Exit Survey

11/27/13, 9:30 AM

Senior Survey Fall 2013 - Computer Systems Technology

Page 1 of 1

Department of Technology Senior Exit Survey

As part of our continuous quality improvement process, we would like to know your perception of how well we have performed as a department and as an academic degree program.

This brief survey has two parts: (a) ratings of general perceptions about the department and its quality, and (b) ratings on how well you achieved the intended learning outcomes for your major. Anticipated time to complete the survey is about 10 minutes.

Thank you very much for your feedback on the quality of the Department of Technology and its programs of study!

Instructions for questions 1 to 8:

This section includes ratings of your perception about the Department of Technology and its quality.

1. Overall, the quality of instruction in my TEC courses was: *

	Excellent	Good	Neutral	Fair	Poor
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. TEC faculty expertise in their subject matter areas was: *

	Excellent	Good	Neutral	Fair	Poor
Expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall, the laboratory quality of my TEC courses (machines, devices, computers, software) was: *

	Excellent	Good	Neutral	Fair	Poor
Lab Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Timeliness of the TEC Advisement Office responses to my inquiries was: *

	Excellent	Good	Neutral	Fair	Poor
Timely Advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My Tec Advisor's effectiveness in my Academic planning was: *

	Excellent	Good	Neutral	Fair	Poor
Advisement Expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I rate the usefulness of my TEC major in expanding my career options as: *

	Very Useful	Useful	Neutral	Useless	Very
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Useful	Useful	Neutral	Useless	Useless
Career Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I would recommend TEC to a good friend or family member.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you care to share any additional comments about your experiences with the Dept of Technology?

Instructions for questions 9 to 14:

Please indicate how well your degree program prepared you to perform each of the following.

9. I am able to apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Electronics Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I am able to use specifications and applications of computer components, network devices, and media in network administration.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Network Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I am able to configure network operating systems and manageable network devices.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Network Operating Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I am able to design database interfaces and utilize basic programming techniques for business applications.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I am able to use project management techniques to develop solutions, and address business issues to meet client needs.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please provide any feedback about the instruction and your learning related to your degree program.

The remaining questions focus on various issues including your employment search and status.

15. At what stage are you in finding a position in your major field?

	Accepted an offer	Have tentative offer	Interviewing	Have not started searching
Job Search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. If you are actively searching for a job or have landed a position, what has been most helpful so far: (you may answer more than one)

	ISU Career Services	ISU Career Fairs	eRecruiting	TEC Faculty Employer Contacts	My Own Searches (Websites, personal contacts, etc.)
Help in job search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. If you have secured a position, please provide the name of the employer:

Name of employer

18. If you have secured a position, what is the title of your position?

19. What is the salary range for your position?

☐ less than \$10,000
☐ 10,001 - \$20,000
☐ 20,001 - \$30,000
☐ 30,001 - \$40,000
☐ 40,001 - \$50,000
☐ 50,001 - \$60,000
☐ 60,001 - \$70,000
☐ 70,001 - \$80,000
☐ Over 80,000

Summary of Senior Survey Results by Program and Overall

2016-2017 Senior Exit Survey Data Department of Technology Programs								
		Instructional Quality	Faculty Subject Matter Experts	Lab Quality	Advising Responsiveness	Advisement Effectiveness	Major Expanded Career Ops	Recommend TEC to Friend or Family
Construction Management	N	31	31	31	31	31	31	31
	Mean	4.3	4.3	4.2	3.8	3.9	4.5	4.5
	SD	0.7	0.7	0.6	1.1	1.1	0.5	0.6
Computer Systems Tech	N	17	17	17	17	17	17	17
	Mean	4.2	4.5	4.2	4.4	4.2	4.4	4.4
	SD	0.6	0.5	0.9	0.9	1.3	0.6	0.6
Engineering Technology	N	24	24	24	24	24	24	24
	Mean	4.5	4.7	4.6	4.1	4.0	4.6	4.7
	SD	0.6	0.6	0.6	1.0	1.1	0.6	0.6
Graphic Communications	N	11	11	11	11	11	11	11
	Mean	4.6	4.6	4.5	4.5	4.3	4.9	4.7
	SD	0.5	0.7	0.5	0.5	0.8	0.3	0.5
Renewable Energy	N	18	18	18	18	18	18	18
	Mean	4.3	4.6	4.0	4.1	4.1	4.0	4.1
	SD	0.8	0.8	1.1	0.4	0.8	0.8	1.0
Technology Education	N	6	6	6	6	6	6	6
	Mean	5.0	4.8	4.8	4.3	3.7	4.7	5.0
	SD	0.0	0.4	0.4	0.5	1.4	0.5	0.0
Department Total	N	107	107	107	107	107	107	107
	Mean	4.5	4.6	4.4	4.2	4.0	4.5	4.6
	SD	0.5	0.6	0.7	0.7	1.1	0.6	0.6
Weakness Benchmark <=3.5 on 5 -Point Scale								
Scale		5	Strongly Agree					
		4	Agree					
		3	Neutral					
		2	Disagree					
		1	Strongly Disagree					

Department & Support Services Comparison Over 5 Years

	<div>Faculty Helpful</div> <div>Treated Fairly by Faculty</div> <div>Lab Quality (formerly Comp Lab Quality)</div> <div>Satisfied w/ Lab Equip</div> <div>Lab Access Acceptable</div> <div>Timely Course Access</div> <div>Course Content State-of-art</div> <div>Learned Knowledge & Skills</div>															
Question #	1	2	3	4	5	6	7	8	9	10	13	14	15	16	Mean	n =
TEC Avg 2016/17		4.5		4.6	4.4				4.2	4.0	4.5			4.6		107
TEC Avg 2015/16		4.2		4.4	4.1				4.3	4.2	4.4			4.3		104
TEC Avg 2014/15		4.2		4.4	4.2				4.0	3.8	4.3			4.2		103
TEC Avg 2013/14		4.4		5	4.4				4.2	3.9	5			4.4		97
TEC Avg 2012/13	4.5	4.0	4.3	4.1	4.3	4.0	4.0	4.1	4.1	3.9	4.0	3.5	4.3	4.1	4.1	86
5-Year Avg	4.5	4.2	4.4	4.4	4.3	4.1	4.0	4.2	4.2	3.9	4.3	3.6	4.3	4.3	4.1	447

Note: (a) The survey on department wide quality and services was shortened in 2013. New questions highlighted in blue. (b) The likert scale changed in 2010 from 1.0 strongly agree - 5.0 strongly disagree to 5.0 strongly agree - 1.0 strongly disagree.

Weakness Benchmark <=3.5 on 5 -Point Scale			
Scale	5		Strongly Agree
	4		Agree
	3		Neutral
	2		Disagree
	1		Strongly Disagree

Alumni Survey Summary

Each year, University Assessment Services conducts a survey of Illinois State University alumni one and five years out from graduation. An annual ISU Alumni Survey is conducted by the University Assessment Services (UAS). The department participates in the UAS survey, which includes general questions on perceptions of ISU, as well as a series of questions that correspond specifically to department programs and instruction. The UAS survey collection timeline has recently changed and they are collecting multiple years of data during the spring 2018 semester. We anticipate having the 2015-2017 alumni survey data by August 2018.