

Illinois State University

Department of Technology

Annual Assessment Report for 2015-2016

January 2017



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**Department of Technology
2016 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 will have the 2015-2016 alumni survey data by May 2017.

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 2015-2016 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 (employers n=, alumni n=10)	Senior Survey (n=18, Fall 2015/Spring 2016) (1.0 - 5.0 scale)	Alum Survey 2015-16 results to be reported Spring 2017	Planned Curricular Actions for Improvement (2016-2017)
1. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media	(a) 88%	10=Meets Expectations; 0=Below Expectations	3.9		
2. Use specifications and applications of computer components, network devices, and media in network administration	(b) 76%	10=Meets Expectations; 0=Below Expectations	4.2		
3. Configure network operating systems and manageable network devices	(c) 82%	10=Meets Expectations; 0=Below Expectations	4.2		
4. Design database interfaces and utilize basic programming techniques for business applications.	(d) 83%	9=Meets Expectations; 1=N/A 0=Below Expectations	3.6		
5. Use project management techniques to develop solutions, and address business issues to meet client needs.	(b) 76%	10=Meets Expectations; 0=Below Expectations	3.8		
*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 2015-2016 Learning Outcomes: BS in Industrial Technology/Computer Systems Technology

<p>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.</p>	
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Dept. of Technology 2015-2016 Learning Outcomes: B.S. in Construction Management

CM Learning Outcome Assessment Report 2015-16		Assessment Methods and Outcomes					Planned Curricular Actions for Improvement (2016-2017)
Learning Outcome (Developed from ACCE Standards)	AIC ¹ Exam Fall 2015 & Spring 2016 (n=43)	ISU Average	National Average	Employer Survey ² (n=5, no of graduates hired=12, 2015)	Senior Survey ³ (n=37, Fall 2015/ Spr 2016)	Alum Survey 2015-16 results to be reported Spring 2017	
	1						A. Apply the fundamentals of business and management including accounting, finance, economics, business regulation, and contract law. (AIC exam category: Management Concepts)
	B. Demonstrate knowledge of CM finance & accounting, contracts & law. (AIC exam category: Budgeting, Cost, and Cost Control)	75.7%	71.6%	5/0/0	4.3		No action at this time. Objective and self-report measures all positive.
2	Apply knowledge of construction materials and methods including products, systems, and interface issues related to job site organization and the selection of assembly techniques and equipment. (AIC exam category: Materials, Methods, and Project Modeling and Visualization)	65.6%	62.2%	5/0/0	4.3		Faculty review & monitor. The alum survey did not show strong support. Employer survey, senior survey and AIC exam results, however, are positive.
3	Interpret construction documents (blueprints and specifications) in order to perform such activities as quantity take-offs, cost estimates, quality control, and site layout. (AIC exam category: Materials, Methods, and Project Modeling and Visualization)	65.6%	62.2%	5/0/0	4.3		No action at this time. Objective and self-report measures all positive.
4	A. Demonstrate knowledge of design fundamentals and associated mathematics in order to communicate with design professionals (architects and engineers), contribute to the planning phase of design build projects, and solve practical construction problems. (AIC exam category: Engineering Concepts).	66.6%	62.9%	3/0/2	4.1		Faculty review & monitor. The alum survey did not show strong support. Employer survey, senior survey and AIC exam results, however, are positive.

Dept. of Technology 2015-2016 Learning Outcomes: B.S. in Construction Management

	B. Demonstrate knowledge and ability in surveying and building layout. (AIC exam category: Surveying and Project Layout)	68.6%	61.7%	4/0/1	nd		No action at this time. Objective and self-report measures all positive.
5	Interpret OSHA and other appropriate safety standards and develop/execute a construction safety plan that conforms to mandatory procedures, training, and record keeping requirements. (AIC exam category: Construction Safety)	78.4%	73.4%	5/0/0	4.0		No action at this time. Objective and self-report measures all positive.
6	Prepare a project bid that includes quantity takeoffs, labor and equipment productivity factors, pricing based on historical costs, and overhead and profit. (AIC exam category: Bidding and Estimating)	65.2%	63.4%	4/0/1	4.3		No action at this time. Objective and self-report measures all positive.
7	Develop, and be able to revise, an effective project plan and schedule that includes network diagramming, critical path, and resource allocation. (AIC exam category: Planning, Scheduling and Control)	73.7%	70.4%	4/1/0	4.5		Faculty review & monitor. The alum survey did not show strong support. Employer survey, senior survey and AIC exam results, however, are positive.
8	Demonstrate an understanding of the concepts, roles, responsibilities, and procedures of project management and apply to ethics, project delivery systems, administrative systems and procedures, cost and time control. (AIC exam category: Project Administration)	72.8%	72.4%	5/0/0	4.4		No action at this time. Objective and self-report measures all positive.
9	Utilize industry-accepted software for project management, planning and scheduling, estimating, and design.	nd	nd	5/0/0	4.3		Faculty review & monitor. The alum survey did not show strong support. Employer survey and senior survey, however, are 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'				
4	Benchmark for Action for Survey Data < 3.5 on 5-pt. scale	Scale	5		Well above average
5	nd = No Data		4		Above average
6	= Measure below benchmark		3		Avg
	Trigger for action = 2 or more measures below benchmark		2		Below average
			1	Well below average	

Dept. of Technology 2015-2016 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=20, Fall 2015/Spring 2016) (1.0 - 5.0 scale)	Alum Survey 2015-16 results to be reported Spring 2017	Planned Curricular Actions for Improvement (2016-2017)
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) 79%	5 meets expectations 0 below expectations 5 N/A	4.3		
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) 84%	9 meets expectations 0 below expectations 1 N/A	4.3		TEC263 and TEC111 will migrate towards ReggieNet and add online supplemental course materials.
3. Monitor and control manufacturing processes or other industrial systems.	(TEC 233, 285, 240, 263, 392) 84%	8 meets expectations 0 below expectations 2 N/A	4.3		An industrial robot will be added to the machines that can be used in TEC392.
4. Select appropriate manufacturing processes for product production applications such as forming, molding, separating, conditioning, joining, and finishing.	(TEC 233, 285, 392) 85%	6 meets expectations 0 below expectations 4 N/A	4.4		
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) 88%	8 meets expectations 0 below expectations 2 N/A	4.4		

Dept. of Technology 2015-2016 Learning Outcomes: B.S. in Engineering Technology

<p>6. Read and interpret engineering documentation such as blue prints, technical drawings and diagrams, production plans, tooling plans, quality plans, and safety plans.</p>	<p>(TEC 216, 392) 88%</p>	<p>10 meets expectations 0 below expectations 0 N/A</p>	<p>4.3</p>		<p>A new course, TEC 333 Geometric Dimensioning and Tolerancing, will be offered for the first time.</p>
<p>*Direct Measurement Performance Benchmarks *Performance criteria: at least 75% average in each category indicates good achievement of the learning outcome.</p>		<p>Action benchmark for Survey Data < 3.5/5.0 scale</p>	<p>Action benchmark for Employer Data < 75% “meets expectations” or above</p>		
		<p>5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average</p>			

Dept. of Technology 2015-2016 Learning Outcomes: B.S. Graphic Communications

	Direct Measurements	Indirect Measurements			
<p>Graphic Communications Learning Outcomes</p> <p>The graduate will be able to:</p>	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015, 2016 (employers n=9, alumni n=22)	Senior Survey (n=11, Fall 2015/Spring 2016) (1.0 - 5.0 scale)	Alum Survey 2015-16 results to be reported Spring 2017	Planned Curricular Actions for Improvement (2016-2017)
1. Create and manage digital media content, including photographic, illustration, video, and animation.	(a) 82% (b) 90%	11 meets expectations 11 N/A	4.8		Curriculum enhancements include moving from Adobe Flash to Adobe Animate and from iMovie to Adobe Premier. New projects in Photo HDR and 360 degree products.
2. Develop production-ready graphic layouts for digital media, print products, and cross-media products like publications, packages, labels, and signage.	(a) 86%	4 meets expectations 10 N/A	4.6		The TEC 250 curriculum is being restructured to prepare students for the Adobe InDesign associate certification test (ACA). This provides assurance of up-to-date skill sets and also allows students to pursue an important certification.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.	(a) 80% (b) 85%	21 meets expectations 1 N/A	4.5		New print workflows are being introduced into TEC 150, 257, and 350. These new processes use a flatbed inkjet large format printer and workflow software. These skills sets help support the learning outcome with by using updated technology.
4. Employ a technology management skill set, including project management, quality control, and business practices.	(a) 88% (b) 75%	22 meets expectations	4.3		The production planning and cost estimate final exam scores were low. There may be a problem with visualization of the specifications for the products analyzed. A new approach, where the class will be given actual print products to estimate will be tried (previously written description were used, resulting in misunderstanding).

Dept. of Technology 2015-2016 Learning Outcomes: B.S. Graphic Communications

5. Learn independently within the context of the graphic communications discipline.	(a) 88%	20 meets expectations 2 below expectations	4.6		
6. Solve problems within the context of the graphic communications discipline.	(a) 88%	20 meets expectations 2 below expectations	4.6		
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 2015-2016 Learning Outcomes: B.S. Renewable Energy

Renewable Energy Learning Outcomes	Direct Measurements	Indirect Measurements			Planned Curricular Actions for Improvement (2016-2017)
	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015 (employers n=5, alumni n=6)	Senior Survey (n=16, Fall 2015/Spring 2016) (1.0 - 5.0 scale)	Alum Survey 2015-16 results to be reported Spring 2017	
The graduate will be able to:					
1. Describe the physical laws and resources that constrain our energy systems.	(a) N/A (b) 78.5%	4 meets expectations 2 N/A	4.4		TEC259 will be offered in Spring 2017.
2. Define the operation of RE systems in terms of basic electrical and physical principles.	(a) 87% (b) 85% (c) 79.4%	4 meet expectations 1 below expectations 1 N/A	4.4		
3. Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts.	(a) 89.4%	6 meet expectations	4.3		
4. Explain and defend their positions on energy/political/social issues.	(a) 91.3%	3 meet expectations 3 N/A	4.7		
5. Design residential and commercial solar photovoltaic (PV) systems using renewable energy software	(a) 88%	1 meets expectations 5 N/A	3.3		
6. Analyze wind data using professional software.	(a) 91% (b) N/A	2 meets expectations 4 N/A	4.3		TEC258 will be offered in Fall 2017.
7. Optimize renewable energy business decision-making.	(a) 93% (b) 92%	4 meets expectations 2 N/A	3.5		

Dept. of Technology 2015-2016 Learning Outcomes: B.S. Renewable Energy

8. Develop a business case for a commercial RE project.	(a) 89.4%	3 meets expectations 2 below expectations 1 N/A	3.9			
*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 2015-2016 Learning Outcomes: B.S. Technology & Engineering Education

	Direct Measurements	Indirect Measurements			
<p>Technology & Engineering Education Learning Outcomes</p> <p>The graduate will be able to:</p>	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015 (employers n=, alumni n=)	Senior Survey (n=2, Fall 2015/Spring 2016) (1.0 - 5.0 scale)	Alum Survey 2015-16 results to be reported Spring 2017	Planned Curricular Actions for Improvement (2016-2017)
<p>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>.</p>	(1) 94% (n=15) TEC 101 (2)100% Pass	10/10 meets expectations	4.0		
<p>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>.</p>	(1) 94% (n=15) TEC 101 (2)100% Pass	10/10 meets expectations	4.5		
<p>3. Design Technology and Engineering teacher education program candidates develop an understanding of design within the context of the <i>Designed World</i>.</p>	(1) 95% (n=6) TEC 303 (2)100% Pass	10/10 meets expectations	4.0		
<p>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>.</p>	(1) 93% (n=5) TEC 305 (2)100% Pass	10/10 meets expectations	4.0		
<p>5. The Designed World Technology and Engineering teacher education program candidates develop an understanding of the <i>Designed World</i>.</p>	(1) 95% (n=6) TEC 303 (2)100% Pass	10/10 meets expectations	4.0		
<p>6. Curriculum Technology and Engineering teacher education program candidates design, implement, and evaluate curricula based upon the <i>Standards for Technological Literacy</i>.</p>	(3)100% Pass (4)100% Pass	10/10 meets expectations	4.5		T&EE faculty will continue to include additional edTPA opportunities in T&EE coursework to better prepare T&EE candidates for student teaching, including having seminar dates for student teachers specifically for edTPA. The development of learning segments

Dept. of Technology 2015-2016 Learning Outcomes: B.S. Technology & Engineering Education

					are key indicators within the edTPA portfolio and student teaching experience.
<p>7. Instructional Strategies Technology and Engineering teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.</p>	<p>(2)100% Pass (3)100% Pass (4)100% Pass</p>	10/10 meets expectations	4.5		T&EE faculty will continue to include additional edTPA opportunities in T&EE coursework to better prepare T&EE candidates for student teaching, including having seminar dates for student teachers specifically for edTPA. The development of learning segments are key indicators within the edTPA portfolio and student teaching experience.
<p>8. Learning Environments Technology and Engineering teacher education program candidates design, create, and manage learning environments that promote technological literacy.</p>	<p>(2)100% Pass (3)100% Pass (4)100% Pass</p>	10/10 meets expectations	4.5		T&EE faculty will continue to include additional edTPA opportunities in T&EE coursework to better prepare T&EE candidates for student teaching, including having seminar dates for student teachers specifically for edTPA. The development of learning segments are key indicators within the edTPA portfolio and student teaching experience.
<p>9. Students Technology and Engineering teacher education program candidates understand students as learners, and how commonality and diversity affect learning.</p>	<p>(2)100% Pass (3)100% Pass (4)100% Pass</p>	10/10 meets expectations	4.5		
<p>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.</p>	<p>(2)100% Pass (3)100% Pass (4)100% Pass</p>	9/10 meets expectations	4.5		T&EE faculty will continue to include additional edTPA opportunities in T&EE coursework to better prepare T&EE candidates for student teaching, including having seminar dates for student teachers specifically for edTPA. The development of learning segments are key indicators within the edTPA portfolio and student teaching experience.

Dept. of Technology 2015-2016 Learning Outcomes: B.S. Technology & Engineering Education

<p>*Performance Benchmarks: (1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams (TAP, T&EE Content, & APT) (4) edTPA Scored Portfolio (5) Student Teaching</p>	<p>Action benchmark for survey data < 3.5/5.0 scale</p>	<p>Action benchmark for employer data < 75% “meets expectations” or above</p>
<p>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) 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)</p>		<p>5 – well above average 4 – above average 4 – average 3 – below average 1 – well below average</p>

Dept. of Technology 2015-2016 Learning Outcomes: M.S. in Technology

	Direct Measurements	Indirect Measures		
<p>M.S. Technology Learning Outcomes</p> <p>The graduate will be able to:</p>	Comprehensive Exam	Exit Interview	Alum Survey 2015-16 results to be reported Spring 2017	Curricular Actions for Improvement (2016-2017)
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			

Dept. of Technology 2015-2016 Learning Outcomes: M.S. in Technology

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 (2015-2016)
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 2015-2016 (September 2015)</i>	<i>Report on POW 2015-2016 (September 2016)</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 Goal #2</i> 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 annually (in Aug/Sept.) 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. (Conduct recent alumni survey in 2015 and employer survey in summer 2016.) d. Conduct CST Program Review, per ISU requirements. The review is due on Dec 15, 2016.	a. FTE Faculty 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. CST Advisory Board Meeting held on April 22, 2016 c. Conducting Employer Survey September/October 2016. d. Working towards this in the Fall and re-accreditation in the Spring.
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 Goal #2, 3</i> 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 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 b. Communication with high school and 2 year programs including tours of CST facilities and speaking with CST faculty and alumni c. CST faculty meet with internal students and facilitate tour of CST facilities. d. Promotion of CST program to Advisory Board and visiting companies. Advisory Board members and other speak 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 Goal #1, 2</i> 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 and through contacts on the Advisory Board c. Regular emails from CST faculty to promote internship/ career fairs and other internship/job posting from the industry
4. Provide service to the computing field through applied research, consulting, and participation in professional organizations.	<i>ISU Education Illinois Goal #2</i> 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. Promotion of IEEE through its student chapter.

**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 (2015-2016)

<u>CM Goals</u>	<u>Goal Alignment</u>	<u>Strategies</u>	<u>Plan of Work for 2015-2016</u>	<u>Report on POW 2015-2016 (September 2016)</u>
<p><i>1. Student Learning Outcomes:</i> Provide students with high quality educational experiences that will develop technical and managerial knowledge and skills necessary for successful leadership roles in the building construction industry.</p>	<p>[Educating Illinois 2013–2018] 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. [CAST 2014-2018] 1. CAST provides premier comprehensive undergraduate programs. [TEC] 1. TEC will provide a premier undergraduate and graduate education.</p>	<p>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</p>	<p>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 & Park). e. Provide research and unconventional learning opportunities to complement traditional education (Faculty). f. Diversify/ arrange tours of jobsites (Cleary).</p>	<p>a. PlanGrid has been incorporated in TEC 223 (Field Engineering) as a tool to track drawings, submittals, RFIs and Punchlist for a demonstration project; Developed four case studies (Leaning Tower of Pisa, Kansai Airport, Construction of Hyatt Place Hotel in Uptown Normal, Shanghai Apartment Building Collapse) in TEC 224 to demonstrate and discuss course concepts in real-world scenario (Solanki); Developed the project assignments in TEC 217 to include a BIM model of the Milner Library building using Team Based Learning method (Xie). b. Developed a new Study Abroad Program of “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 (5 responses) and senior exit survey (37 responses) were conducted and incorporated in CM learning outcome assessment. (Cleary & Park). e. Developed “Green Concrete” project for TEC 292 which will be implemented in fall 2016 semester. Arranged guest speakers from National Precast Concrete Association in TEC 292 and Geodecke in TEC 224 (Solanki); Supervised an Honors Project using Revit 2016 to model an existing residential two-story building in Normal, IL. (Xie). f. Diverse jobsite tours occurred at multiple construction sites and operating buildings. (Cleary); Arranged TEC 224 site tour to Ramsey Geotechnical Engineering in Bloomington, IL and TEC 292 site tour to Prairie read-mix concrete plant in Normal, IL (Solanki); Arrange TEC 217 site tour to Van Leer Mansion, in Normal, IL (Xie).</p>
<p><i>2. Accreditation:</i> Continually improve the curriculum to meet or exceed the ACCE national standards for baccalaureate programs in construction management.</p>	<p>[Educating Illinois 2013–2018] 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</p>	<p>a. Continuously improve the curriculum in alignment with ACCE standards. b. Encourage faculty and industry board members to attend professional meetings and accreditation visits to learn the latest in industry and academia.</p>	<p>a. 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</p>	<p>a. The Advisory Board includes members from diverse backgrounds including regional/national contractors and representatives from different trades/sectors in the construction industry (Faculty). b. The CM curriculum is under revision</p>

	<p>undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment. [CAST 2014-2018] 1. CAST provides premier comprehensive undergraduate programs. [TEC] 1. TEC will provide a premier undergraduate and graduate education.</p>		<p>the innovations of the future (Faculty). b. 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). c. Actively participate in ACCE meetings, committee/ accreditation activities. On a rotational basis, one faculty member annually to ACCE meeting for accreditation training (Park & CM Faculty).</p>	<p>according to new ACCE standards and change in the industry (Faculty). c. Attended annual ACCE meeting and got trained for accreditation (Shim).</p>
<p>3. <i>Recruitment and Retention</i>: Recruit and graduate a diverse, high-quality cohort of individuals into the program to support the construction industry in economic development in Illinois and throughout the United States</p>	<p>[Educating Illinois 2013–2018] 1. Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success. [CAST 2014-2018] 1. CAST provides premier comprehensive undergraduate programs. [TEC] 1. TEC will provide a premier undergraduate and graduate education.</p>	<p>a. Host career and other promotional events. b. Promptly distribute job and internship opportunity announcements to students. c. Collaborate with other majors and RSO's. d. Promote participation in CM minor.</p>	<p>a. Investigate a need to update community colleges-articulation agreements (Boser). b. Provide opportunities for employers to visit throughout the year (Faculty). c. Distribute information on jobs, internships, scholarship, and CMSA activities in a timely fashion (Faculty). d. Host two Construction Management career fairs during the year (Fall and Spring semesters), facilitated by the Career Center (Cleary & Park). e. Develop and maintain a CM database of employers and alumni in CM fields that expedite information sharing with current mass media tools (Cleary & Park). f. Encourage students and recent graduates to speak to their HS guidance counselor about careers in CM and the ISU CM Program (Cleary).</p>	<p>a. Updated community colleges-articulation agreements as needed (Boser). b. Employers visited the campus for CMSA meetings, guest lecture, and career fair events. c. Distributed information on jobs, internships, scholarship, and CMSA activities in a timely fashion (Faculty). d. A career fair was hosted both in Fall and Spring with over 40 employers and over 100 students at each. (Cleary & Park). e. A CM database of employers and alumni in CM fields is difficult to develop so the program is using a Facebook page to help track and encouraging alumni to register with the University alumni data base at every event. (Cleary & Park). f. Students recent graduates were encouraged and to speak to their HS guidance counselor about careers in CM and the ISU CM Program, no data on actual. (Cleary).</p>
<p>4. <i>Student Chapters</i>: Provide students with educational experiences that will develop an understanding of ethical practices and the interpersonal and teamwork skills necessary to successfully function in professional leadership roles in the construction industry.</p>	<p>[Educating Illinois 2013–2018] 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. [CAST 2014-2018] 1. CAST provides premier comprehensive undergraduate programs. [TEC] 1. TEC will provide a premier undergraduate and graduate education.</p>	<p>a. Maintain active student chapters that promote high levels of student interaction with industry.</p>	<p>a. Monitor and promote CM Scholarships, both at TEC website and other regular and on-going scholarships (Solanki) b. Facilitate student-led organizations and activities like CMSA Cleary <ul style="list-style-type: none"> • CMSA Meetings - monthly • CMSA Executive Board Meetings - monthly. • CMSA field trips – 1or 2 per -year • MESA Meetings - monthly • Student Competition Meetings - monthly • GreenFluence Meetings - monthly • MCAA Student Summit, New York, NY (Cleary) • MCAA National Convention and Student Competition, Maui, HI (if funding permitting) (Cleary) • ASC Region 3 Conference and Student Competition in Downers Grove, IL. (Shim & Cleary) • NECA student competition (Cleary) • DOE student competition (Cleary) • CIB Annual Conference in Springfield, Illinois (Park) • NAHB Competition in Las Vegas (Boser) • CAT Equipment Demo (Shim) </p>	<p>a. Monitored and promoted CM Scholarships through e-mails, TEC website, student shared drive and during classes. (Solanki) b. Student-led organizations and activities like CMSA were facilitated throughout the year. (Cleary) <ul style="list-style-type: none"> • CMSA Meetings - monthly • CMSA Executive Board Meetings - monthly. • CMSA field trips; Center for Wellness–Bloomington; Carlock Public Library; Bloomington Animal Hospital • MESA Meetings - monthly • Student Competition Meetings - monthly • GreenFluence Meetings - monthly • MCAA Student Summit, Cleveland, Oh (Cleary) • MCAA National Convention and Student Competition, Orlando, FL (Cleary) • ASC Region 3 Conference and Student Competition in Downers Grove, IL. (Shim & Cleary) • NECA student competition – submitted proposal (Cleary) • DOE student competition – 3 teams presented at NREL in April. (Cleary) • CIB Annual Conference in Springfield, Illinois (Park) </p>

				<ul style="list-style-type: none"> • NAHB Competition in Las Vegas (Boser)
<p>5. <i>Outreach</i>: Provide service to the construction industry through applied research, consulting/workshops, and participation in professional organizations.</p>	<p>[Educating Illinois 2013–2018] 3. Foster an engaged community and enhance the University’s outreach and partnerships both internally and externally. [CAST 2014-2018] 2. CAST provides graduate education programs that have a state, national, and international reputation for excellence. 3. CAST faculty and students will engage in high quality research and scholarship. 4. CAST provides outreach initiatives that are mutually beneficial to the academic community and public/private sectors. 6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies. [TEC] 3. Technology will provide professional service and outreach activities.</p>	<p>a. Tenure-Track/ Tenured faculty contribute at least two professional presentations and/or publications (including books, book chapters) annually. b. Provide industry workshops as appropriate (e.g. MCA, Laborers, Green Building training, etc.).</p>	<p>a. Conduct applied research and professional development opportunities (CM Faculty).</p>	<p>a. Conducted applied research and professional development activities (CM Faculty). a. 1 book, 8 refereed journal articles and 8 refereed conference proceedings b. OnScreen Take-off software training (Shim). c. Tekla Structure BIM software training, Cyclone, Autodesk Recap, and LADAR technology training (Xie). d. Attended Fourth International Conference on Sustainable Construction Materials and Technologies (SCMT4) (Solanki); Attended Construction Research Council 2016 Conference (CRC) and the 2016 International Conference on Information Engineering and Communications Technology (ICIEC) (Xie). e. Attended Decision-Making and Quantitative Risk Analysis using @Risk/DecisionTools Suite (Solanki)</p>
<p>6. <i>Internal and External Funding Support</i> – Through a combination of internal and external resources, maintain the funding necessary to support CM Program activities including funding for student involvement in professional events, scholarships, facility and equipment improvement, applied research beneficial to industry, and faculty professional development.</p>	<p>[Educating Illinois 2013–2018] 3. Foster an engaged community and enhance the University’s outreach and partnerships both internally and externally. 4. Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development. [CAST 2014-2018] 6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.</p>	<p>a. Promote and maintain multiple ways for industry to connect with and support the program</p>	<p>a. Expand CM Annual Industry Partnership program. (Faculty). 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). c. Maintain ISU CM Alumni group on LinkedIn to keep alumni engaged and share job openings for experienced candidates (Cleary). d. Support CM Alumni group summer event (Alumni & Faculty). e. Connect with professional associations by attending their meetings (CM Faculty).</p>	<p>a. CM Industry Partnership had 32 partners for 2015-2016. (Faculty). 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 selling out the event for the 2nd year in a row (Cleary). c. 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). d. Support CM Alumni group summer event – Alumni were not able to organize an event this summer. (Alumni & Faculty). e. Attended MCAA conference and business meetings, NECA of Illinois Meeting, Association of Professional Energy Consultants of IL (APEC) meetings (CM Faculty).</p>

Department of Technology
Program Goals and Plan of Work (2015-2016)
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 2015-2016 (September 2015)</i>	<i>Report on POW 2015-2016 (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 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 2015/2016 school year. b. Measure student performance for outcomes assessment and revise instruction as needed. c. Identify regional ET benchmark institutions. 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. Hire a replacement for the retiring ET faculty member D. Kennell. h. Revise current and/or implement new instructional activities in TEC292 to utilize upgraded material testing facilities.	a. Advisory board meeting held April 1, 2016 b. Student learning was assessed across all learning outcomes via the ET assessment Exam administered during TEC 392 c. This task is in-work d. Dr. Devine attended the ASEE EDGD Midyear Conference. Dr. Laingen attended the ATMAE National Conference and ASEE regional conference. Dr. Reifschneider attended the ANTEC conference. e. A new CNC-controlled knee mill was purchased. f. Enrollment trends are being closely monitored and reported to ET faculty and advisory board members. g. Mr. Jeritt Williams was hired and started work August, 2016. h. This task has been completed by Dr. Reifschneider.
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. b. Review articulation agreements with community colleges c. Post appropriate scholarship opportunities and support student efforts for scholarship awards. d. Pursue opportunities to interact with K-12 students and teachers.	a. The ET pages on the department website were updated. b. Articulation agreements were reviewed on an as-needed basis. c. Scholarship opportunities were advertised by email and personal contact with our students. d. 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. Dr. Devine hosted 40 elementary students in the IML as part of the Oakdale Promise Council.
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. The ET club members participated in the ATMAE national competition this year. b. Students were encouraged to attend Fabtech. c. Students took company field trips in TEC234. d. Guest speakers attended TEC 216, TEC233, TEC234, & TEC285. e. ET faculty maintain regular contact with many employers. f. Students are being encouraged to get work experience. Work experience is a prerequisite for the TEC392 course. g. Emails are sent to the ET list serve announcing internship opportunities. Students are required to gather company names in several ET core classes.

<p>4. Provide service to companies and organizations that employ ET graduates through applied research, consulting/workshops, and participation in professional organizations.</p>	<p>ISU <i>Educating Illinois</i> Goal # 2,4 CAST Strategic Plan Goal # 3, 4 TEC Dept. Goal 2.3</p>	<p>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.</p>	<p>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.</p>	<p>a. ET students are encouraged by ET faculty to consider enrolling in the TEC MS program. b. Dr. Devine presented a paper at the ASEE EDGD Midyear Conference. Dr. Reifschneider presented at ANTEC. c. Dr. Devine served on the executive committee of the ASEE/EDGD national organization and is a conference co-program-chair for the ASEE/EDGD Midyear Conference. Dr. Reifschneider is on the Board of Directors of the Sustainability Division of SPE and was a technical program chair for the Sustainability Division of SPE at the ANTEC conference. d. Dr. Reifschneider provided two training workshops for Caterpillar.</p>
<p>5. Maintain industry and ET alumni relationships in support of the Program.</p>	<p>ISU <i>Educating Illinois</i> Goal # 3 CAST Strategic Plan Goal # 4,6 TEC Department Goal 2,3</p>	<p>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.</p>	<p>a. Contribute information to the Department Blog and ET website. b. Develop active participation with related companies. c. Implement procedures to help students locate internships/temporary job opportunities.</p>	<p>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 in work.</p>

Department of Technology
Program Goals and Plan of Work (2015-2016)
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 2015-2016 (September 2015)</i>	<i>Report on POW 2015-2016 (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 necessary for successful professional roles in the graphic communications industry.	Education Illinois Goal #2 CAST Strategic Plan Goal #1 TEC Department Goal #1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Assemble and conduct an advisory board meeting in Spring 2016 semester. Share information with the advisory board throughout the rest of the year, including this plan of work. b. Develop TEC 350 to include capstone-like experiences mirroring requirements for the Phoenix Challenge competition. c. Develop TEC 257 to move further toward a flipped classroom format, allowing more time in class for hands-on projects. d. Measure student performance for outcomes assessment and revise instruction as needed. e. Conduct an employer survey in Summer 2016 to assess graduate performance over past three years. f. Faculty development by attending professional development events, including at minimum 2015 IGAEA Region One conference, and GraphExpo/ CPP 2015, FTA/InfoFlex. 	<ul style="list-style-type: none"> a. Met April 22, 2016 b. Expanded scope of the final project to mirror the rigorous Phoenix Challenge requirements. c. Updated procedural videos on all major equipment and presented more lecture content on-line. d. Completed in May 2016 e. 2 -3 employers contacted for feedback on recently hired alums. f. Burke attended Label Expo and InfoFlex. Wilson attended IGAEA, GraphExpo, and Dscope. g. The Phase 2 NSB renovation plan has been funded and is in progress (Fall 2016) h. The request for a flatbed inkjet printer is being funded. Quotes have been collected and awaiting approval. i. Donations from Quantum inks, Raflatac, EFI, Widen Collective, PrintPoint
2. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.	<ul style="list-style-type: none"> a. ISU Education Illinois Goal #2, 3 b. CAST Strategic Plan Goal #1, 6 c. TEC Department Goal #1 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Develop relationship with new coordinator of the Visual Communication major at Kennedy King College in Chicago and develop a 2+2 plan. b. Update RVC and Harper articulation plans. c. Post appropriate scholarship opportunities FFTA, EDSF, PGSF, IGCSP and support students' efforts for scholarship awards. d. Burke and GCEA-ISU run Merit Badge day for Boy Scouts in February, 2016. e. Wilson will chair the GLGA task force and also lead the Illinois Graphic Communications Scholarship Program (IGCSP). 	<ul style="list-style-type: none"> a. Not yet done b. The 2+2 plan with Harper College was completed in July 2016 c. Scholarship opportunities were posted by listserve and physical poster. d. Burke ran the 2 sessions of College Mentor for Kids. . . but not Merit Badge day. e. Wilson chairs the IGCSP, which funded 2.5K (10K total) to 4 ISU GC students. f. Emailed and phoned 18 high school students who had been admitted to the GC program (April, 2016).
3. Provide opportunities for students to interface with the graphic communications industry.	<ul style="list-style-type: none"> a. ISU Education Illinois Goal #1, 2 b. CAST Strategic Plan Goal #1, 6 c. TEC Department Goal #3 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Maintain active Graphic Communications Education Association Student Chapter, including production activities of Student Graphics Services. b. Promote student attendance at GraphExpo and organize a trip on education Wednesday, October 6th, 2015. 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 add an internship segment to their regional job board. e. Burke will lead participating GC students to the Phoenix Challenge Competition in Fort Worth TX in Winter 2016. f. Students will participate in the Careers in Corrugated teleconference in February 2016. 	<ul style="list-style-type: none"> a. Burke advises chapter, 10 students remain active. b. Wilson took 12 students to Graph Expo. c. Burke took classes to OSP and Huston Patterson, Wilson took a class to GDS. Quantum Ink and GFX International made presentations. d. Wilson served on BOD for GLGA and developed the Internship posting link for GLGA members. e. Burke took 5 students to InfoFlex and led them in the Phoenix Challenge in Fort Worth, TX. f. Maggie McGuire was one of two student MCs at the CC at MSU. 25 GC students attended the teleconference

<p>4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.</p>	<p>ISU Education Illinois Goal #2 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2</p>	<p>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.</p>	<p>a. Wilson will serve on ACCGC Executive Board. b. Wilson will serve on the GLGA Board of Directors. c. Wilson will serve as Editor for the Visual Communications Journal. d. Wilson will mentor and chair the ACCGC accreditation team for Arizona State University, with a team visit in Fall 2016.</p>	<p>a. Wilson sits on the ACCGC BOD b. Wilson sits on the GLGA BOD c. Wilson edited two issues of the VCJ d. Wilson led ACCGC team to ASU</p> <p>Burke and Wilson hosted the GCEA Region One Conference 4/29</p>
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Department of Technology
Program Goals and Plan of Work (2015-2016)
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>TEE Specific Goals**</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2015-2016 (September 2015)</i>	<i>Report on POW 2015-2016 (September 2016)</i>
i. 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 2016). b. Revise the RE curriculum to add two new courses and to revise two existing courses. Revise the list of electives for the major. c. Develop wind turbine workstations in the RE lab. d. Jin Jo and Matt Aldeman will attend at least one renewable energy convention. Jin Jo will attend the energy modeling training workshop in Denmark in 2016.	a. One advisory board meeting was conducted on April 22, 2016. b. The RE curriculum change was done to add TEC 258 and 259 and revised TEC 160 and 262. c. A wind workstation including a prototype model wind turbine wind tunnel and computer-based data analysis interface was built in the RE lab. d. Jin Jo attended an energy modeling workshop in Denmark in April 2016. Matt Aldeman attended an acoustics conference with applications to energy research in Germany in February 2016.
ii. 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. Do at least one outreach program focused on a minority community. d. RE faculty will host potential students from minority communities for RE program review	a. Jo and Aldeman participated in the TEC departmental events to host current and prospective students and families. b. RES members volunteered at two energy conferences in Illinois. c. RE faculty invited 9 high school science/technology teachers from minority neighborhoods in Illinois for the RE lab tours.
ii. 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 two energy conventions in Illinois. c. Emma Gilmore (RE/PM) was invited to speak at the Renewable Energy Conference 2016. d. Jo advised two RE/PM students for their internship program in Summer 2016. e. Jo spoke with a number of RE companies to promote student recruitment.

<p>4. Provide service to companies and organizations that employ RE graduates through applied research, consulting/workshops, and participation in professional organizations</p>	<p>ISU <i>Educating Illinois</i> Goal # 2,4 CAST Strategic Plan Goal # 3, 4 TEC Dept. Goal 4,5,6</p>	<p>a. Center for Renewable Energy will engage in research and disseminate information that supports renewable energy. 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.</p>	<p>a. Center for Renewable Energy (CRE) will collaborate with the RE faculty in research. b. CRE will make an undergraduate internship position at the center to support the faculty research. c. CRE will update RE related job and internship openings. e. RE faculty will work with the RES on a service project. f. RE faculty will work with industry partners on research projects.</p>	<p>a. Jo and Aldeman published a journal paper with CRE faculty. b. CRE provided volunteer opportunities for RE students. c. CRE faculty forwarded a number of job openings in RE industry. d. RES participated in McLean County Girls Career fair 2016. e. Jo worked at the National Renewable Energy Laboratory in Summer 2016. Jo and Aldeman visited the Invenergy battery storage facility in Fall 2015.</p>
<p>i. Develop industry and RE alumni relationships in support of the program</p>	<p>ISU <i>Educating Illinois</i> Goal # 3 CAST Strategic Plan Goal # 4,6 TEC Department Goal 5</p>	<p>a. Maintain information distribution to alums through the department newsletter and website. b. Establish relationships with companies who employ RE professionals. c. Strengthen relationships with alumni.</p>	<p>a. Contribute RE information to the annual alumni newsletter for 2015-2016. b. We will build and maintain relationships with industry partners through industry energy conventions. 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. b. RE program currently maintain relationships with 50+ industry partners. c. RES Facebook and RE LinkedIn pages informed RE alumni a variety of RE program activities in 2015/2016.</p>

**Department of Technology
Program Goals and Plan of Work (2015-2016)
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 2015-2016 (September 2015)</i>	<i>Report on POW 2015-2016 (September 2016)</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. Changes to the preparation of technology and engineering education candidates occurred in relation to their 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 our 3D printing facilities with new equipment and supplies to improve print variability and quality. b. Hosted an advisory board meeting in the Spring of 2016
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 had one of the largest classes of new freshman in recent memory for the 2016-2017 school year. 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 (2015-2016)
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 2015-2016 (September 2015)</i>	<i>Report on POW 2015-2016 (September 2016)</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 Goal #2 CAST Strategic Plan Goal #1 TEC Department Goal #1</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Quality Management and Analytics has been reviewed and applied to practical environments, including companies feedback. c. Provide more laboratory experiences in the graduate courses and allow 300 level courses as electives if student background or experiences are given. 	<ul style="list-style-type: none"> a. Dr. Park has visited with a number of companies throughout the years in order to liaise and place graduates from PM and QMA. Dr. Schmidt has met with State Farm, Country, NTT Representatives and a number of other companies in order to continue and strengthen the industrial links. b. Dr. Boser has fine-tuned TEC 430 and invited more qualified guest speakers from Industry. c. The lab components in QMA and PM have been increased with more real life examples. Dr. Park and Mr. Davies have included an increasing amount of practical applications.
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 Goal #2, 3 CAST Strategic Plan Goal #1, 6 TEC Department Goal #1</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. The list of available scholarships and tuition waivers has been posted online for the first time and will be promoted to all students. Also, diversity scholarships will be encouraged and linked to from our website. 	<ul style="list-style-type: none"> e. Dr. Schmidt continues with online recruitment. The influx of new students is stable. f. The graduate school has commended the internationalization efforts of the Technology graduate program. It continues to be the most diverse, besides the IT disciplines. g. An internal audit was conducted to provide official deadlines for the graduate tuition waivers. This has been accomplished.
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 Goal #1, 2 CAST Strategic Plan Goal #1, 6 TEC Department Goal #3</i>	<ul style="list-style-type: none"> a. Facilitate events that promote student interaction with businesses. b. Forge relationships with . . . 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> d. At advisory board, TEC 404 projects were discussed as a comprehensive experience. Some students work with the renewable energy center on projects. Some students work on campus (i.e. Campus Technologies) to earn credit for their studies. e. At advisory board, External Assistantships were discussed. Hopefully there will be two of those by next year. On Campus Technologies job has been changed into an 'internship' and can from now on be taken for credit.
4. Provide service to the a variety of industries through applied research, consulting, and participation in professional organizations.	<i>ISU Education Illinois Goal #2 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> c. Three thesis projects have been completed. Two of those were with entities of the university, a third one with a construction company. A new thesis is now being conceived in the field of construction. Dr. Xie has been the major player with this regard. d. An increasing number of faculty are interested in taking on TEC 404 projects. e. A number of graduate students worked on revitalizing the student organization. A first 'social' was held in October 2015.

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 2015 and May 2016, resulting in a sample of 103 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 (2011 to 2016) have remained consistently high in this area.

Senior Survey Form Example

Senior Survey Fall 2013 - Computer Systems Technology

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.

- 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"/>
- 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"/>
- 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"/>
- 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"/>
- 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"/>
- I rate the usefulness of my TEC major in expanding my career options as: *

	Very Useful	Useful	Neutral	Useless	Very Useless
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	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

2015-2016 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	37	37	37	37	37	37	37	
	Mean	4.3	4.5	4.2	4.3	4.1	4.6	4.6	
	SD	0.7	0.7	1.0	0.6	0.9	0.5	0.6	
Computer Systems Tech	N	18	18	18	18	18	18	18	
	Mean	3.7	3.6	3.6	4.6	4.4	4.0	3.7	
	SD	0.9	0.9	1.1	0.5	0.8	0.8	1.0	
Engineering Technology	N	20	20	20	20	20	20	20	
	Mean	4.6	4.8	4.4	4.3	4.3	4.4	4.6	
	SD	0.6	0.4	0.8	0.6	0.9	0.6	0.6	
Graphic Communications	N	16	16	16	16	16	16	16	
	Mean	4.4	4.6	4.6	4.0	4.1	4.6	4.5	
	SD	0.9	0.9	0.5	1.1	1.4	0.5	0.5	
Renewable Energy	N	16	16	16	16	16	16	16	
	Mean	3.9	4.5	4.2	4.3	4.0	3.9	4.1	
	SD	1.3	0.6	0.8	0.9	1.2	1.2	1.2	
Technology Education	N	2	2	2	2	2	2	2	
	Mean	4.0	4.5	3.5	4.0	3.5	4.0	4.0	
	SD	0.0	0.7	0.7	0.0	0.7	0.0	0.0	
Department Total	N	104	104	104	104	104	104	104	
	Mean	4.2	4.4	4.1	4.3	4.2	4.4	4.3	
	SD	0.9	0.8	0.9	0.7	1.0	0.8	0.9	
		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

Question #	1	2	3	4	5	6	7	8	9	10	13	14	15	16	Mean	n =
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
TEC Avg 2011/12	4.5	4.2	4.5	4.4	4.4	4.1	4.1	4.3	4.2	4.0	4.2	3.6	4.4	4.3	4.2	57
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 the data is now reported late in the spring semester. We will have the 2015-2016 alumni survey data by May 2017.