

Illinois State University

Department of Technology

Annual Assessment Report for 2019-2020

December 2020



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**Department of Technology
2020 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 Technology (GC), B.S. in Industrial Technology/Computer Systems Technology (CST), B.S. in Sustainable and 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, Quality Management and Analytics, STEM Education and Leadership, 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.

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, edTPA, 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 Technology

Sustainable & Renewable Energy

Technology & Engineering Education

Graduate Program

Dept. of Technology 2019-2020 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 2014, 2016, 2017, 2019 (employers n=, alumni n=11)	Senior Survey (n=12, Fall 2019/Spring 2020) (1.0 - 5.0 scale)	Alum Survey (n=2, 2015, 2016, 2017) 1.0 - 5.0 scale	Planned Curricular Actions for Improvement (2020-2021)
1. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media	(a) 80%	10=Meets Expectations; 0=Below Expectations	3.8	4.0	Continue to revisit the learning outcomes, curriculum, and course content beginning with program faculty and follow-up with the Advisory Board
2. Use specifications and applications of computer components, network devices, and media in network administration	(b) 75%	10=Meets Expectations; 0=Below Expectations	4.2	3.5	Continue to revisit the learning outcomes, curriculum, and course content beginning with program faculty and follow-up with the Advisory Board
3. Configure network operating systems and manageable network devices	(c) 85%	10=Meets Expectations; 0=Below Expectations	3.8	3.5	Continue to revisit the learning outcomes, curriculum, and course content beginning with program faculty and follow-up with the Advisory Board
4. Design database interfaces and utilize basic programming techniques for business applications.	(d) 75%	9=Meets Expectations; 1=N/A 0=Below Expectations	3.5	3.5	Continue to revisit the learning outcomes, curriculum, and course content beginning with program faculty and follow-up with the Advisory Board
5. Use project management techniques to develop solutions, and address business issues to meet client needs.	(b) 75%	10=Meets Expectations; 0=Below Expectations	3.9	3.5	Continue to revisit the learning outcomes, curriculum, and course content beginning with program faculty and follow-up with the Advisory Board
*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		5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average			
(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,					

Dept. of Technology 2019-2020 Learning Outcomes: BS in Industrial Technology/Computer Systems Technology

<p>security, data capacity, and pricing including justification; posed 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 2019-2020 Learning Outcomes: B.S. in Construction Management

Construction Management Learning Outcomes The graduate will be able to:		Direct Measurements				Indirect Measurements				Planned Curricular Actions for Improvement (2020-2021)
		Students' Work in CM courses		AC Exam (n=58)		Employer Survey ² (n=15, no of graduates hired=54, 2018) <i>Meet Expectation/ Below Expectation/ N/A</i>		Senior Survey ³ (n=39, Fall 2019/ Spr 2020)	ISU Alum Survey ³	
		Score	Course	ISU Average	National Average					
1	Create written communications appropriate to the construction discipline.	93.70%	TEC 394 (n=60)	N/A	N/A	15/0/0	100.0%	4.4	N/A	No action at this time. Objective and self-report measures all positive.
2	Create oral presentations appropriate to the construction discipline.	87.60%	TEC 394 (n=60)	N/A	N/A	12/1/2	92.3%	4.4	N/A	No action at this time. Objective and self-report measures all positive.
3	Create a construction project safety plan .	70.80%	HSC 272 (n=66)	N/A	N/A	9/2/4	81.8%	4.2	N/A	No action at this time. Objective and self-report measures all positive.
4	Create construction project cost estimates .	79.4%	TEC 325 (n=55)	N/A	N/A	10/0/5	100.0%	4.3	N/A	No action at this time. Objective and self-report measures all positive.
5	Create construction project schedules .	84.5%	TEC 325 (n=55)	N/A	N/A	9/2/4	81.8%	4.3	N/A	No action at this time. Objective and self-report measures all positive.
6	Analyze professional decisions based on ethical principles .		N/A	70.4%	69.1%	13/0/2	100.0%	4.5	N/A	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2019-2020 Learning Outcomes: B.S. in Construction Management

7	Analyze construction documents for planning and management of construction processes.		N/A	66.7%	70.7%	13/1/0	92.9%	4.5	N/A	Faculty review & monitor.
8	Analyze methods, materials, and equipment used to construct projects.		N/A	65.7%	69.6%	11/1/2	91.7%	4.5	N/A	Faculty review & monitor.
9	Apply construction management skills as a member of a multidisciplinary team .	88.0%	TEC 217 (n=24)	N/A	N/A	11/0/3	100.0%	4.5	N/A	No action at this time. Objective and self-report measures all positive.
10	Apply electronic-based technology to manage the construction process.	93.40%	TEC 217 (n=24)	N/A	N/A	13/0/1	100.0%	4.3	N/A	No action at this time. Objective and self-report measures all positive.
11	Apply basic surveying techniques for construction layout and control.	92.20%	TEC 223 (n=56)	N/A	N/A	3/1/10	75.0%	3.8	N/A	No action at this time. Objective and self-report measures all positive.
12	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.		N/A	65.5%	69.6%	9/1/4	90.0%	4.4	N/A	Faculty review & monitor.
13	Understand construction risk management.		N/A	71.7%	73.7%	10/0/4	100.0%	4.4	N/A	No action at this time. Objective and self-report measures all positive.
14	Understand construction accounting and cost control .		N/A	68.6%	72.6%	8/2/4	80.0%	4.1	N/A	Faculty review & monitor.

Dept. of Technology 2019-2020 Learning Outcomes: B.S. in Construction Management

15	Understand construction quality assurance and control.		N/A	67.7%	73.6%	10/1/3	90.9%	4.2	N/A	Faculty review & monitor.
16	Understand construction project control processes.		N/A	72.4%	76.3%	10/0/4	100.0%	4.4	N/A	No action at this time. Objective and self-report measures all positive.
17	Understand the legal implications of contract, common, and regulatory law to manage a construction project.		N/A	73.4%	74.0%	8/0/6	100.0%	4.3	N/A	No action at this time. Objective and self-report measures all positive.
18	Understand the basic principles of sustainable construction .		N/A	55.5%	62.7%	10/0/4	100.0%	4.2	N/A	Faculty review & monitor. TEC 329 Sustainable Buildings and Urban Development became a required course for the major from ISU 2018-19 Catalog.
19	Understand the basic principles of structural behavior .		N/A	65.6%	71.2%	8/1/5	88.9%	4.3	N/A	Faculty review & monitor. CM advisory board will review the curriculum and contents.
20	Understand the basic principles of mechanical, electrical and piping systems .		N/A	54.7%	60.2%	7/3/4	70.0%	4.0	N/A	Faculty review & monitor.

Note

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

Dept. of Technology 2019-2020 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=32, Fall 2019/Spring 2020) (1.0 - 5.0 scale)	Alum Survey (n=11, 2015, 2016, 2017) (1.0 - 5.0 scale)	Planned Curricular Actions for Improvement (2020-2021)
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) 87%	5 meets expectations 0 below expectations 5 N/A	4.3	4.2	No action at this time. Objective and self-report measures all positive.
2. Analyze and apply electrical, electronics, and programming logic principles within various automated manufacturing environments and applications such as industrial robotics, programmable controls, and other such systems.	(TEC 240, 263) 85%	9 meets expectations 0 below expectations 1 N/A	4.3	3.9	No action at this time. Objective and self-report measures all positive.
3. Working individually and as a team, monitor and control lean manufacturing processes or other industrial systems.	(TEC 233, 285, 240, 263, 392) 88%	8 meets expectations 0 below expectations 2 N/A	4.3	4.1	No action at this time. Objective and self-report measures all positive.
4. Select appropriate manufacturing processes for production applications such as forming, molding, subtractive and additive manufacturing, conditioning, joining, and finishing.	(TEC 233, 285, 392) 91%	6 meets expectations 0 below expectations 4 N/A	4.3	4.3	No action at this time. Objective and self-report measures all positive.
5. Utilize 2-D and 3-D computer-aided design systems to create designs and models for products, machines, jigs, fixtures, and other mechanical devices used in manufacturing environments.	(TEC 216, 392) 88%	8 meets expectations 0 below expectations 2 N/A	4.6	4.5	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2019-2020 Learning Outcomes: B.S. in Engineering Technology

6. Read, interpret, and verify manufacturing documentation such as part prints, plans & specifications, technical models, schematics and diagrams, production plans, tooling plans, quality plans, and safety plans.	(TEC 216, 392) 88%	10 meets expectations 0 below expectations 0 N/A	4.5	4.5	No action at this time. Objective and self-report measures all positive.
7. Demonstrate skills in project management, planning, and cost analysis.	(TEC 392) 94%	8 meets expectations 0 below expectations 2 N/A	4.3	N/A	No action at this time. Objective and self-report measures all positive.
<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 2019-2020 Learning Outcomes: B.S. Graphic Communications Technology

	Direct Measurements	Indirect Measurements			
<p>Graphic Communications Learning Outcomes The graduate will be able to:</p>	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015, 2016, 2017, 2108, 2019 (2) (employers n=17, alumni n=32)	Senior Survey (n=9, Fall 2019/Spring 2020) (1.0 - 5.0 scale)	Alum Survey (n=3, 2015, 2016, 2017) (1.0 - 5.0 scale)	Planned Curricular Actions for Improvement (2020-2021)
1. Create and manage digital media content, including photographic, illustration, video, and animation.	(a) average 9/10	17 meets expectations 15 N/A	4.7	2.7	Regarding the PLOs #1 and #3 below benchmark, these outcomes have historically been thought of as strengths of the program. The n=3 may be too small to consider change based on just this data, however it may be well to expand the alumni survey to assure that the data is an outlier. In 2020/21 an effort will be made to survey least 20 alumni with hope for richer feedback.
2. Develop production-ready graphic layouts for digital media, print products, and cross-media products like publications, packages, labels, and signage.	(a) average 9/10; (b) 80%	21 meets expectations 11 N/A	4.9	3.0	No action at this time. Objective and self-report measures all positive.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.	(a) 8/10 (b) 85%	31 meets expectations 1 N/A	4.7	2.7	With the donation of the Esko CDI Spark, new curriculum will be developed around digital imaging workflow for the production of flexo plates.
4. Employ a technology management skill set, including project management, quality control, and business practices.	(a) average 9/10 (b) 100% pass rate (11/11)	32 meets expectations	4.8	3.3	No action at this time. Objective and self-report measures all positive.
5. Learn independently within the context of the graphic communications discipline.	(a) average 9/10	30 meets expectations 2 below expectations	4.8	3.3	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2019-2020 Learning Outcomes: B.S. Graphic Communications Technology

6. Solve problems within the context of the graphic communications discipline.	(a) average 9/10	29 meets expectations 3 below expectations	4.7	3.3	No action at this time. Objective and self-report measures all positive.
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.		
<p>#1 (a) Omni-publishing production project related to image editing, layout, and DAM (TEC 358)</p> <p>#2 (a) Omni-publishing production project related to print and mobile magazine layout (TEC 358) (b) Integrative pre-press project (TEC 352);</p> <p>#3 (a) Omni-publishing production project related to WordPress website and Google News app (TEC 358) (b) Flexographic label printing (TEC 257)</p> <p>#4 (a) Omni-publishing production project related to project management and teamwork (TEC 358); (b) Idealliance Print Planning & Estimating Certification Exam (TEC 354)]</p> <p>#5 (a) Omni-publishing production project related to project development and self-learning (TEC 358)</p> <p>#6 (a) Omni-publishing production project related to project development and problem solving (TEC 358)</p>		<p>5 – well above average</p> <p>4 – above average</p> <p>3 – average</p> <p>2 – below average</p> <p>1 – well below average</p>			

Dept. of Technology 2019-2020 Learning Outcomes: B.S. Sustainable & Renewable Energy

	Direct Measurements	Indirect Measurements			
Sustainable and Renewable Energy Learning Outcomes The graduate will be able to:	*Performance Criteria Evaluation	Employer Survey 2015 - 2020 (employers n=11, alumni n=12)	Senior Survey (n=9, Fall 2019/Spring 2020) (1.0 - 5.0 scale)	Alum Survey (n=5, 2015, 2016, 2017) (1.0 - 5.0 scale)	Planned Curricular Actions for Improvement (2020-2021)
1. Describe the physical laws and resources that constrain our energy systems.	(a) 80.6% (b) 76%	10 meets expectations 2 N/A	4.6	4.8	
2. Define the operation of RE systems in terms of basic electrical and physical principles.	(a) 97.5% (b) 98.5% (c) 69.5% (d) 84.4% (e) 80.8%	10 meet expectations 1 below expectations 1 N/A	4.6	4.4	Removed TEC 111 Test #2 as an indicator because it is not specifically related to RE systems. Instead, added TEC 160 Assignment #3 as Item (a), TEC 160 Assignment #5 as Item (b), and average of TEC 259 Assignments #13-18 as Item (c). Indicators (d) TEC 258 PV Workstation Labs and (e) TEC 258 Wind Tunnel Lab are retained.
3. Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts.	(a) 97% (b) 92%	11 meet expectations 1 below expectations	3.8	4.2	Removed RE Capstone Project as an indicator because it fits better under Learning Outcome #8. Instead, added (a) TEC 262 Assignment #2, and (b) TEC 262 Assignment #4
4. Explain and defend their positions on energy/political/social issues.	(a) 99%	9 meet expectations 3 N/A	4.6	4.8	Removed TEC 160 Class Discussion grade and added TEC 160 Case Study Presentation grade because it is more applicable to this Learning Outcome
5. Design residential and commercial solar photovoltaic (PV) systems using renewable energy software	(a) 90.45%	6 meets expectations 6 N/A	4.0	3.0	

Dept. of Technology 2019-2020 Learning Outcomes: B.S. Sustainable & Renewable Energy

6. Analyze wind data using professional software.	(a) 98% (b) 103.6%	3 meets expectations 9 N/A	4.1	3.2	
7. Optimize renewable energy business decision-making.	(a) 100% (b) 100%	8 meets expectations 4 N/A	3.9	3.6	
8. Develop a business case for a commercial RE project.	(a) 100%	9 meets expectations 1 below expectations 2 N/A	4.2	4.0	Removed RE Case Study because it is no longer a part of TEC 360 (a similar assignment remains a part of TEC 160 and is included as an indicator for Outcome #4). Instead, added TEC 360 Final Grade.
*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) TEC 160 Assignment #3; (b) TEC 160 Assignment #5; (c) Average of TEC 259 Assignments #13 - #18; (d) PV Workstation Labs – average score (TEC258); (d) Wind Tunnel Lab (TEC258) #3(a)TEC 262 Assignment #2; (b) TEC 262 Assignment #4 #4(a) TEC 160 Case Study Presentation #5(a) TEST#2 (TEC260) #6(a) In-Class Assignment #1 Wind Data Assessment (TEC260); (b) Model Wind Turbine Project (TEC258) #7 (a) SAM Module #6 Solar PV Optimization (TEC260); (b) In-Class Assignment #2 Wind Turbine Selection (TEC260) #8 (a) Final Grade (TEC 360)		5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average			

Dept. of Technology 2019-2020 Learning Outcomes: B.S. Technology & Engineering Education

	Direct Measurements	Indirect Measurements			
Technology & Engineering Education Learning Outcomes The graduate will be able to:	*Performance Criteria Evaluation	*Performance as Classroom Teacher (2017, 2018) ISBE Overall Evaluation Data.	Senior Survey (n=5, Fall 2019/Spring 2020) (1.0 - 5.0 scale)	Alum Survey (No TEE graduates responded 2015, 2016, 2017)	Planned Curricular Actions for Improvement (2020-2021)
1. The Nature of Technology Technology and Engineering teacher education program candidates develop an understanding of the nature of technology within the context of the <i>Design World</i> .	(1) 100% TEC 101 (n=11) (2)100% Pass (n=5)	12/12 meets expectations	4.6	N/A	No curricular changes planned.
2. Technology and Society Technology and Engineering teacher education program candidates develop an understanding of technology and society within the context of the <i>Designed World</i> .	(1) 100% TEC 101 (n=11) (2)100% Pass (n=7)	12/12 meets expectations	4.6	N/A	No curricular changes planned.
3. Design Technology and Engineering teacher education program candidates develop an understanding of design within the context of the <i>Designed World</i> .	(1) 100% TEC 303 (n=9) (2)100% Pass (n=7)	12/12 meets expectations	4.6	N/A	No curricular changes planned.
4. Abilities for a Technological World Technology and Engineering teacher education program candidates develop abilities for a technological world within the contexts of the <i>Designed World</i> .	(1) 100% TEC 305 (n=11) (2)100% Pass (n=7)	12/12 meets expectations	4.8	N/A	No curricular changes planned.
5. The Designed World Technology and Engineering teacher education program candidates develop an understanding of the <i>Designed World</i> .	(1) 100% TEC 303 (n=9) (2)100% Pass (n=6)	12/12 meets expectations	4.6	N/A	No curricular changes planned.
6. Curriculum Technology and Engineering teacher education	(3)100% Pass (n=5)	12/12 meets expectations	4.8	N/A	No curricular changes planned.

Dept. of Technology 2019-2020 Learning Outcomes: B.S. Technology & Engineering Education

program candidates design, implement, and evaluate curricula based upon the <i>Standards for Technological Literacy</i> .	(4)100% Pass (n=6)				
7. Instructional Strategies Technology and Engineering teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.	(3)100% Pass (n=5) (4)100% Pass (n=6)	12/12 meets expectations	4.6	N/A	No curricular changes planned.
8. Learning Environments Technology and Engineering teacher education program candidates design, create, and manage learning environments that promote technological literacy.	(3)100% Pass (n=5) (4)100% Pass (n=6)	12/12 meets expectations	4.8	N/A	No curricular changes planned.
9. Students Technology and Engineering teacher education program candidates understand students as learners, and how commonality and diversity affect learning.	(3)100% Pass (n=5) (4)100% Pass (n=6)	12/12 meets expectations	4.8	N/A	Continue to expand student opportunities to work with students in a variety of real-world settings.
10. Professional Growth Technology and Engineering teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.	(3)100% Pass (n=5) (4)100% Pass (n=6)	12/12 meets expectations	4.8	N/A	Encourage students to engage in professional opportunities (conferences, workshops, etc.)

<p>*Performance Benchmarks:</p> <p>(1) Course Grades – Pass Rate</p> <p>(2) Teacher Licensure Exams (T&EE Content) – Students may have taken more than once.</p> <p>(3) edTPA Scored Portfolio</p> <p>(4) 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</p> <p>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)</p> <p>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)</p> <p>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.</p>		<p>5 – well above average</p> <p>4 – above average</p> <p>3 – average</p> <p>2 – below average</p> <p>1 – well below average</p>

Dept. of Technology 2019-2020 Learning Outcomes: B.S. Technology & Engineering Education

(T&EE Program Goal 3). This outcome is accomplished by program faculty recruiting and securing talented graduate assistants (T&EE Program Goal 5)

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

Dept. of Technology 2019-2020 Learning Outcomes: M.S. in Technology

	Direct Measurements		Indirect Measurement	
<p>M.S. Technology Learning Outcomes</p> <p>The graduate will be able to:</p>	Course Experience	Comprehensive Experience	ISU Alumni Survey (n= 9, 2015, 2016, 2017) 1.0 - 5.0 scale	Planned Curricular Actions for Improvement (2020-2021)
1. Approach problems and challenges in a systematic way	Major Project in Research methods course. 100% pass rate.		4.1	No action at this time. Objective and self-report measures all positive.
2. Understand trends, issues and developments in area of specialization		Either write a research paper, participate in TEC 404 or 400 or engage in an Internship (n=23)	4.3	No action at this time. Objective and self-report measures all positive.
3. Demonstrate professional written and oral communication skills	Writing (including writing across disciplines and professional theme based writing) has become a major part in the curriculum as demonstrated in writing Intensive courses such as: TEC 497 and TEC 430		4.2	No action at this time. Objective and self-report measures all positive.
4. Effectively use current techniques and technologies of specialization	Students apply state of the art software and technologies in specific areas of concentration. Specifically, statistics software and simulation software	Specialized external certifications (n=20)	4.1	No action at this time. Objective and self-report measures all positive.
5. Function as a leader in your field		Student engaged in internship opportunity (n=23)	4.4	No action at this time. Objective and self-report measures all positive.
6. Understand, evaluate and apply appropriate research	All students engage in technical and academic writing in the core classes of the program.		4.1	No action at this time. Objective and self-report measures all positive.
Direct Measurement Performance Benchmark: 90% first time pass rate				

Program Goal Reports

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

Department of Technology
Program Goals and Plan of Work (2019-2020)
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 2019-2020 (September 2019)</i>	<i>Report on POW 2019-2020 (November 2020)</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>Educate Connect</i> <i>Elevate Illinois</i> State Goal #1, 2 CAST Strategic Plan Goal #1 TEC Department Goal #1	a. Maintain strong business and industry input to program curricula and facilities decision making. b. Maintain high quality curriculum and instruction. c. Maintain a high quality teaching laboratory to deliver program courses.	a. Program faculty meet regularly to review and update curriculum and teaching/learning facilities. b. Convene a CST Advisory Board Meeting in spring of each academic year. c. Conduct survey of graduating students, alums, and employers of graduates of the program to seek their feedback for program update. d. Conduct CST Program Review per ISU requirements. e. Submit a petition to move CST from “sequence” to “major”	a. Program faculty meet regularly to review and update curriculum and teaching/learning facilities. b. Convene a CST Advisory Board Meeting in spring of each academic year. c. Conduct survey of graduating students, alums, and employers of graduates of the program to seek their feedback for program update. d. Successfully concluded CST Program Review per ISU requirements. e. CST is now a major — moved from “sequence” to “major”
2. Recruit and graduate a diverse group of individuals to support the computer technology businesses in Illinois and throughout the United States.	<i>Educate Connect</i> <i>Elevate Illinois</i> State Goal #3 CAST Strategic Plan Goal #1, 6 TEC Department Goal #1	a. Maintain sustainable enrollment in the CST program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote scholarships to existing and potential students.	a. Continue to participate actively in Dept. Showcase and other recruiting events that bring high-school students, teachers, and counselors to campus. b. Establish communication with high school and community college instructors with the goal of recruiting 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 actively in Dept. Showcase and other recruiting events that brought high-school students, teachers, and counselors to campus. b. Continued communication with high school and community college instructors with the goal of recruiting students. c. Participated in recruiting events at ISU to facilitate internal transfers. d. Promoted CST program to business and industry through alums of the program for support to students
3. Provide opportunities for students to interface with businesses either developing or utilizing computer-related technology and services.	<i>Educate Connect</i> <i>Elevate Illinois</i> State Goal #2, 4 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. c. Faculty encourage students to attend ISU career events.	a. Faculty invited business professionals into the classroom. b. Faculty visited with businesses who are hiring computer-related majors during ISU career events. c. Faculty encouraged students to attend ISU career events
4. Provide service to the computing field through applied research, consulting, and participation in professional organizations.	<i>Educate Connect</i> <i>Elevate Illinois</i> State Goal #2, 4 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. Tenured or tenure-track faculty continued to present and publish applied research. b. Tenured or tenure-track faculty have maintained membership in and serve in leadership roles in relevant professional organizations. c. Tenured or tenure-track faculty continued to promote student membership and involvement in relevant professional organizations.

Department of Technology
Program Goals and Plan of Work (2019-2020)
B.S. in Construction Management

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

CM Goals	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2019-2020</i>	<i>Report on Plan of Work 2019-2020</i>
<p>1. Student Learning Outcomes: Continually improve the curriculum and provide students with high quality educational experiences that will develop technical and managerial knowledge and skills necessary for successful leadership roles in the construction industry.</p>	<p>[<i>Educate-Connect-Elevate</i> 2018–2023]</p> <p>1. Enhance Strength and Stability a. Ensure strong enrollment and student success.</p> <p>3. Nurture Diversity and Inclusion c) Advance learning experiences that help faculty, staff, and students succeed in a global society</p> <p>[CAST 2019-2024]</p> <p>1. Integrate relevant applied learning and technologies to provide an exemplary educational experience focusing on individual goals for both undergraduate and graduate students.</p> <p>[TEC 2019-2024]</p> <p>1. Provide state-of-the-art applied learning environments for undergraduate and graduate students in high-demand disciplines.</p>	<p>a. Continuously improve the CM learning experiences for students and link program content closely to industry.</p> <p>b. Maintain an effective advisory board focused on continuous program improvement.</p> <p>c. Encourage all graduating seniors to acquire industry credentials such as AC and OSHA 30 hours training.</p> <p>d. Continuously improve the curriculum in alignment with ACCE standards.</p> <p>e. Encourage faculty and industry board members to attend professional meetings and accreditation visits to learn the latest in industry and academia</p>	<p>a. Incorporate new construction paradigms, technologies, and methods into existing courses (Faculty).</p> <p>b. Explore/ operationalize international education opportunities that provide opportunities for students (Faculty).</p> <p>c. Utilize the AIC AC exam as part of assessment and host AIC exams in October and April (Faculty).</p> <p>d. Conduct employer and senior surveys (Shim).</p> <p>e. Provide research and unconventional learning opportunities to complement traditional education (Faculty).</p> <p>f. Arrange project tours and guest lectures (Faculty).</p> <p>g. Continue to evolve the Advisory Board to reflect the industry on a National and global scale representing industry insight that can guide the CM program to mold students best prepared to meet the challenges of today and adapt to the ever changing industry as they face the innovations of the future (Faculty).</p> <p>h. Explore new innovative curriculum, adaptable to the quick and dramatic changes in the industry and the revised ACCE outcomes for incorporation into next catalog (Faculty).</p> <p>i. Actively participate in ACCE meetings, committee/ accreditation activities. On a rotational basis, one faculty member annually to ACCE meeting for accreditation training (Faculty).</p>	<p>a. Bluebeam Revu was taught in TEC 229 (Shim)</p> <p>b. Fall AIC exam was hosted, but the Spring AIC exam was canceled due to the COVID-19. The test results were incorporated in CM learning outcomes assessment. (Faculty).</p> <p>c. Both the employer survey (12 responses) and senior exit survey (40 responses) were administered and the result is incorporated in the CM learning outcome assessment (Jacobs and Shim)</p> <p>d. Brick-by-Brick game was played in TEC 121 for introduction to Construction Management (Shim & Mallery).</p> <p>e. Several active learning activities such as Stacking of Blocks, Equilibrium of a Point and Bridge Design were introduced in TEC 327 Design of Building Structures (Solanki)</p> <p>f. 3 guest speakers and 1 site tour in CM courses: (TEC 292: Claude Goguen from NPCA in TEC 292; Sean Roche from Tensar and Mike Copley from Goedecke in TEC 224: site tour to American Buildings Co located in El Paso, IL in TEC 327)</p> <p>g. The Advisory Board includes members from diverse backgrounds including regional/national contractors and representatives from different trades/sectors in the construction industry (Faculty)</p> <p>h. Changes in the CM curriculum were proposed and approved (Faculty) a. Applied Calculus (MAT 121) and Trigonometry (MAT 108) required b. Minimum of C grade required in all 300 level CM core courses</p> <p>i. Shim attended the annual ACCE meeting in Jacksonville, FL. Solanki attended annual ACCE meeting - Virtual Version in July, 2020.</p>
<p>2. Recruitment and Retention: 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>[<i>Educate-Connect-Elevate</i> 2018–2023]</p> <p>1. Enhance Strength and Stability a) Attract and retain exceptional faculty and staff.</p> <p>2. Foster Innovation a) Support academic program offerings to meet enrollment demand in current and emerging fields of study.</p> <p>3. Nurture Diversity and Inclusion a) Enhance diversity of faculty, staff, and student populations across the inclusion spectrum. b) Invigorate the campus community by providing a welcoming and inclusive environment.</p> <p>4. Enrich Engagement a) Foster partnerships offering collaborative and mutually beneficial opportunities.</p> <p>[CAST 2019-2024]</p>	<p>a. Host career fairs and other promotional events.</p> <p>b. Promptly distribute job and internship opportunity announcements to students.</p> <p>c. Collaborate with other majors and RSO's.</p>	<p>a. Maintain community colleges-articulation agreements (Shim).</p> <p>b. Host two Construction Management career fairs during the year (Fall and Spring semesters), (Jacobs & Shim) and provide opportunities for employers to visit throughout the year (Faculty).</p> <p>c. Distribute information on jobs, internships, scholarship, and CMSA activities in a timely fashion (Faculty).</p> <p>d. Connect employers and alumni in CM fields and share job related information with students with current mass media such as Facebook. (Faculty)</p> <p>e. Publish CM newsletter and share it with high school TEC teachers and faculty in construction related programs at community colleges in Illinois (Shim).</p>	<p>a. Updated community colleges-articulation agreements as needed (Shim).</p> <p>b. A career fair was hosted both in Fall and Spring with 52 (Fall) and 43 (Spring) employers and around 100 students at each. (Jacobs & Shim). Employers visited the campus for CMSA meetings, guest lecture, and career fair events.</p> <p>c. Distributed information on jobs, internships, scholarship, and CMSA activities in a timely fashion through email, and Facebook (Faculty).</p> <p>d. Job opportunity information were shared with students through Facebook (Jacobs & Shim).</p> <p>e. 2019 CM Newsletter was published and sent to high school TEC teachers and counselors, faculty in construction related programs at community colleges in Illinois (Shim).</p>

	<p>2. Foster a cohesive culture of diversity, inclusion, and equity that reaches all our students, faculty, and staff.</p> <p>4. Develop and maintain productive relationships with external constituencies.</p> <p>[TEC 2019-2024]</p> <p>4. Promote a culture of respect and inclusion among faculty, staff, and students.</p>			
<p>3. Professional Development: Provide students with educational experiences necessary skills to successfully function in professional leadership roles in the construction industry and provide service to the construction industry through applied research, consulting/workshops, and participation in professional organization.</p>	<p>[Educate-Connect-Elevate 2018–2023]</p> <p>2. Foster Innovation</p> <p>b) Support advancement of research, creative works, and knowledge generation.</p> <p>3. Nurture Diversity and Inclusion</p> <p>c) Advance learning experiences that help faculty, staff, and students succeed in a global society.</p> <p>4. Enrich Engagement</p> <p>b) Involve more faculty, staff, and students in outreach, engagement, and research opportunities locally, regionally, and globally.</p> <p>c) Deepen student engagement in activities that prepare them for lifelong learning and success</p> <p>[CAST 2019-2024]</p> <p>3. Support a workplace that facilitates and rewards faculty and staff excellence.</p> <p>4. Develop and maintain productive relationships with external constituencies.</p> <p>[TEC 2019-2024]</p> <p>2. Support and reward faculty and staff excellence.</p> <p>4. Enhance the effectiveness of the Department by strengthening engagement.</p>	<p>c. Maintain active student chapters that promote high levels of student interaction with industry.</p> <p>d. Tenure-Track/ Tenured faculty contribute at least 2 professional presentations and/or publications (including books, book chapters) annually.</p> <p>e. Provide industry workshops as appropriate (e.g. MCA, Laborers, Green Building training, etc.).</p>	<p>a. Facilitate student-led organizations and activities [CMSA:]</p> <ul style="list-style-type: none"> • CMSA Meetings - monthly • CMSA Executive Board Meetings - monthly. • CMSA field trips – 1 or 2 per -year • MCA and NECA Meetings - monthly • MCAA Student Summit, Washington DC, (Jacobs) • MCAA National Convention and Student Competition, Maui, HI (Jacobs) • ASC Region 3 Conference and Student Competition (Commercial/ /Project solutions), Downers Grove, IL. (Shim) • ASC Region 6&7 National Open Competition (Pre-construction), Sparks, NV (Shim) • NECA student competition (Jacobs) NECA national Convention, (Jacobs) • ACI student competition, (Solanki) <p>b. Conduct applied research and professional development opportunities (CM Faculty).</p> <p>c. Connect with professional associations by attending their meetings (CM Faculty).</p>	<p>a. Student-led organizations and activities like CMSA were facilitated throughout the year (Jacobs).</p> <ul style="list-style-type: none"> • CMSA Meetings – monthly • Seven guest speakers presented in CMSA meeting • 3 site tour/ job site field trips organized by CMSA • CMSA Executive Board Meetings - monthly. • MCA and NECA Meetings - monthly • Student Competition Meetings – as needed • ASC Region 3 Student Competitions (Commercial, and Project Solutions) in Downers Grove, IL. (Shim) • ASC Region 6&7 Project Management Student Competition (Nationally open competition) in Reno, NV (Shim) • NECA student competition (Jacobs) • ACI student competition was canceled due to the COVID19. <p>b. Conducted applied research and professional development activities (CM Faculty)</p> <ul style="list-style-type: none"> . 10 refereed journal articles, 8 refereed conference proceedings, and 2 books (or book chapters) <p>c. Students attended meetings for professional associations;</p> <ul style="list-style-type: none"> • MCAA Student Summit, in Washington DC (Jacobs) • NECA National Convention/Student Competition in Las Vegas, NV (Jacobs) <p>1.</p>
<p>4. Internal and External Funding Support: Through a combination of internal and external resources, maintain the funding necessary to support CM Program activities.</p>	<p>[Educate-Connect-Elevate 2018–2023]</p> <p>3. Enhance Strength and Stability</p> <p>c) Strengthen financial position</p> <p>4. Enrich Engagement</p> <p>a) Foster partnerships offering collaborate and mutually beneficial opportunities.</p> <p>[CAST 2019-2024]</p> <p>4. Develop and maintain productive relationships with external constituencies.</p> <p>[TEC 2019-2024]</p> <p>4. Enhance the effectiveness of the Department by strengthening engagement.</p>	<p>a. Promote and maintain multiple ways for industry to connect with and support the program.</p>	<p>a. Evolve CM Annual Industry Partnership program. (Faculty).</p> <p>b. Host the CMSA Golf Outing the last Friday of April to maintain personal connections with CM alumni and industry leaders with proceeds to support the CM endowments (Jacobs).</p> <p>c. Monitor and promote CM Scholarships, both at TEC website and other regular and on-going scholarships (Solanki)</p> <p>d. Maintain ISU CM Alumni group on Facebook to keep alumni engaged and share job openings for experienced candidates (Jacobs).</p> <p>e. Publish CM newsletter and share it with CM alums and industry partners (Shim).</p>	<p>a. CM Industry Partnership had 69 partners for 2019-20 (Faculty).</p> <p>b. The CMSA Golf Outing was canceled due to the COVID-19.</p> <p>c. Monitored and promoted CM Scholarships through e-mails, TEC website, student-shared drive and during classes. (Faculty)</p> <p>d. Maintained ISU CM Alumni group on Facebook to keep alumni engaged and share job openings for experienced candidates. CM program Facebook is updated regularly for successful interacting with Alums and current students. (Faculty).</p> <p>e. 2019 CM newsletter was published and sent to CM Industry partners and shared through CM Facebook page (Shim).</p>

Department of Technology
Program Goals and Plan of Work (2019-2020)
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 2019-2020</i>	<i>Report on POW 2019-2020 (November 2020)</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	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> 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. Conduct a least one advisory board meeting in the 2019/2020 school year. b. Measure student performance for outcomes assessment and revise instruction as needed. c. Attend professional development events, including ASEE regional and national conferences, ATMAE national conference, and industry trade shows. d. Update a 5-year equipment and facility plan and seek funding to modernize software and equipment. e. Work with the CAST office to pursue equipment donation opportunities.	a. No advisory board meeting was held b. Student learning was assessed across all learning outcomes via the ET assessment Exam administered during TEC 392. c. Blunier, Williams, Aldeman, and Devine attended several development events including ASEE, IDEA, and ITEA conferences. d. This was a topic of discussion at our ET faculty meetings. e. Ongoing discussions.
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.	<i>ISU - Educate, Connect, Elevate</i> Goal I & III <i>CAST Strategic Plan</i> Goal I & II <i>TEC Department</i> Goal 1 & 3	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. Post appropriate scholarship opportunities and support student efforts for scholarship awards. c. Pursue opportunities to interact with K-12 students and teachers. d. Monitor ET enrollments.	a. The ET pages on the department website were updated. b. Scholarship opportunities were advertised by email and personal contact with our students. c. IDEA competition was hosted virtually by ET faculty members. Area elementary school students visited the robot and RE labs. d. ET applications and admissions were closely monitored.
3. Provide opportunities for students to interface with ET professionals.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goals 1 & 4.	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 and establish new contacts with potential employers. f. Encourage students to pursue and secure internships. g. Help students locate internships/temporary job opportunities.	a. Students were encouraged to participate in the ET club. b. Trade shows were announced in several classes. Students in TEC234 attended a virtual RIA conference as part of a class assignment. c. Field trips were cancelled due to COVID pandemic. d. Guest speakers attended TEC234 and TEC392 prior to the COVID pandemic. e. ET faculty maintain regular contact with many employers. f. Students are being encouraged to get work experience. Student work experience is being verified as a prerequisite to TEC392. g. Emails are sent to the ET list serve announcing internship opportunities.

<p>4. Provide service to companies and organizations that employ ET graduates through applied research, consulting/workshops, and participation in professional organizations.</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goals IV</p> <p><i>TEC Department</i> Goals 2 & 4</p>	<p>a. Tenured or tenure-track faculty will engage in research and technology transfer activities that supports the industry.</p> <p>b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees.</p> <p>c. Promote student organization participation in industry or community service activities.</p>	<p>a. Promote graduate assistantships to assist with faculty research and ET instruction.</p> <p>b. Conduct scholarly activities such as publishing peer reviewed manuscripts and completing research.</p> <p>c. Provide leadership in professional organizations.</p>	<p>a. ET students are encouraged by ET faculty to consider enrolling in the TEC MS program.</p> <p>b. Dr.s Devine and Chang published a peer-reviewed presentation this year. Dr. Branoff presented at ASEE.</p> <p>c. Mr. Williams is on the board of directors for IDEA. Mr. Blunier is on the board of directors for ITEA.</p>
<p>5. Maintain industry and ET alumni relationships in support of the Program.</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goals IV</p> <p><i>TEC Department</i> Goals 2 & 4</p>	<p>a. Maintain information distribution to alums through the department newsletter and website.</p> <p>b. Encourage participation of ET alumni in homecoming events.</p> <p>c. Establish relationships with companies who employ ET professionals.</p> <p>d. Provide avenues for internship and graduate recruitment.</p>	<p>a. Contribute information to the Department Blog and ET website.</p> <p>b. Develop active participation with related companies.</p> <p>c. Investigate revised procedures to help students locate internships/temporary job opportunities.</p>	<p>a. ET events and news were forwarded to Tec personnel to be posted.</p> <p>b. ET faculty members maintain personal contact with industry contacts.</p> <p>c. This task is ongoing.</p>

Department of Technology
Program Goals and Plan of Work (2019-2020)
B.S. in Graphic Communications Technology

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 2019-2020 (September 2019)</i>	<i>Report on POW 2019-2020 (November 2020)</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.	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goals I & II. <i>TEC Department</i> Goal 1.	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain a cutting edge graphic communications lab. d. Maintain highly qualified faculty.	a. Assemble and conduct an advisory board meeting in Spring 2019 semester. Share information with the advisory board throughout the rest of the year, including this plan of work. b. Organize curriculum, prepare and encourage students to take these certifications: Adobe Certified Associate for Print and Digital Media Production (TEC 250), Autodesk Certified User in Maya (TEC 317), Idealliance Print Planning & Estimating Digital Printing certification (TEC 354), Idealliance Fundamentals in Color Management Certification (TEC 353), Adobe Certified Associate in Visual Design Using Adobe Photoshop CC (TEC 253). c. Incorporate the EinScan 3D Pro scanner into TEC 317. Re-organize room 9F and create a space in the image capture lab for the new scanner. d. Measure student performance for outcomes assessment 2019/2020 and revise instruction as needed. e. Conduct an employer survey in Summer 2019 to assess graduate performance according to learning outcomes. f. Faculty development by attending professional development events, including 2019 Fall GCEA RegionOne conference, Print19, FTA/InfoFlex 2020. g. Develop a self-study for the Accreditation Council for Collegiate Graphic Communications (ACCGC) reaccreditation, with an ACCGC team visit planned for Fall 2020.	a. The planned advisory board meeting in spring semester 2020 was cancelled due to the COVID-19 shutdown and move to online learning. b. 13/19 students took the Adobe Certified Associate for Print and Digital Media Production exam and all passed 13/13. 11/11 students took the Print Planning and Estimating certification exam and all passed (11/11). No students took the Autodesk Maya User certification exam. 7/7 students took the Idealliance Fundamentals in Color Management Certification exam and 7/7 passed. No students took the Adobe Certified Associate in Visual Design Using Adobe Photoshop CC exam. c. Curriculum and a hands-on project was developed for the 3D scanner in TEC 317, as well as a unit on photogrammetry in TEC 317. d. For internal measurement, the capstone rubric was refined to align better with the program learning outcomes and related competencies. Measurements were made and reported. The package/display capstone project rubric is still in development. e. 2 of 3 employers responded to the survey and results were integrated into the learning outcomes report as external data points. f. The GCEA Region One conference was hosted by Burke and Wilson and thus also attended. Burke and students were unable to attend InfoFlex due to COVID-19. Wilson attended Print19 on October 4th with students. g. The ACCGC self-study was written and the visiting team was scheduled for Fall 2020, but pushed back to February 2021 due to COVID-19. The ISU program review as also written.
1. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.	<i>ISU - Educate, Connect, Elevate</i> Goals I & III <i>CAST Strategic Plan</i> Goals I & II <i>TEC Department</i> Goals 1 & 3	a. Maintain sustainable enrollment in the GC program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote industry-sponsored scholarships to existing and potential students.	a. Update the 8 year old Rock Valley College 2+2 articulation plan (if the program is still healthy and relevant). b. Post appropriate scholarship opportunities FFTA, PGSF, SGIA, and support students' efforts for scholarship awards. c. Burke and GCEA-ISU will participate in a community service project. d. Design and mail posters with VDP targeting high schools in Illinois and promoted job placement and dynamic curriculum of the GC program. e. Target high school and community colleges for on-site visits/recruitment presentations. f. Make multiple contacts with all high school applicants to the GC program. g. Burke and student Kalani Ferguson will participate in Print19 career day activities and setup a table display for high school student recruitment. h. Change the name of the program to Graphic Communications Technology to better differentiate from Graphic Design, Arts Technology, and programs in the School of Communication.	a. A 2+2 was not developed with Rock Valley College's Graphic Arts Technology program b. 3 students earned Scholarships from PGSF (totalling about 12K), and one from FFTA and Printing United (K. Ferguson). c. Not completed due to COVID-19 d. The targeted poster production and mailing was completed, as well as email blast. The accuracy and completeness of the database continues to be a concern. e. Burke recruited students at Harper College graphic arts career day. f. Personal, 1 on 1 contact was made by email, phone, and some on-site visits with all applicants throughout the year. g. Burke and student Kalani Ferguson will participate in Print19 career day activities and setup a table display for high school student recruitment. h. The name change was initiated and approved in early Fall 2019.
3. Provide opportunities for students to interface with the graphic communications industry.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goals I & II.	a. Facilitate events that promote student and faculty interaction with industry. b. Increase internship opportunities for GC students. c. Forge relationships with graphic communications companies and personnel. Provide avenues for graduate recruitment.	a. Burke and students will maintain active Graphic Communications Education Association Student Chapter, including Pheonix Challenge competition team work. Lead participating GC students in the Phoenix Challenge Competition in Spring 2020. b. Burke and students will participate in the Careers in Corrugated teleconference in February 2020. c. Organize regular course visitations to a wide variety of GC businesses (particularly TEC 150, 253, 257, and 351).	a. GCEA-ISU officers were elected, activities were ongoing until March, 2020 with the Phoenix Challenge moved to a virutal event due to COVID-19 but students where unable to finish developing the projects as campus was closed. b. Burke and students participated in the Careers in Corrugated teleconference.

	<i>TEC Department</i> Goals 1 & 4.		<ul style="list-style-type: none"> d. Make a focused effort to expand employment and internship opportunities for students. e. Invite and host industry personnel to speak to student groups and recruit students for employment. 	<ul style="list-style-type: none"> c. Two visits were made to Curtis1000 (one for the offset side, and one for the digital side; Rick Kessinger Studios; UPM Ralfatac; Huston Patterson. Spring visits were cancelled due to COVID-19.) d. Most internships and full-time employment hires were cancelled due to COVID-19. e. Several companies were scheduled to recruit students on-site but cancelled due to COVID-19.
4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goal IV <i>TEC Department</i> Goals 2 & 4	<ul style="list-style-type: none"> b. Tenured or tenure-track faculty will engage in research that supports the industry. c. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees. d. Promote Student organization participation in industry or community service activities. 	<ul style="list-style-type: none"> a. Wilson will serve on the GLGA Board of Directors. b. Wilson will serve as Editor for the Visual Communications Journal. c. Burke and Wilson will host the GCEA RegionOne conference in Fall 2019 and develop presentations. d. Wilson and Burke will participate in GCEA, GLGA, and FTA activities. e. Wilson will present at the Teacher's Forum at Print19 	<ul style="list-style-type: none"> a. Wilson served on the GLGA Board of Directors until his term ended in December 2019. b. Wilson served as Editor for the Visual Communications Journal for the Fall 2019 edition. c. Burke and Wilson hosted the GCEA RegionOne conference with 20 teachers attending November 1st and 2nd, 2019. d. No participation opportunities were scheduled. e. Wilson presented at the Teacher's Forum at Print19 in Chicago.

Department of Technology
Program Goals and Plan of Work (2019-2020)
B.S. in Sustainable & 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>SRE Specific Goals**</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2019-2020</i>	<i>Report on POW 2019-2020 (November 2020)</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 SRE professionals.	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goal 1.	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain modern SRE equipment and lab. d. Recruit and maintain highly qualified faculty.	a. Conduct at least one advisory board meeting (April 2020). b. Update lab activities in TEC 260 due to the changes in the Windographer software tool. c. Jin Jo and Matt Aldeman will attend at least one energy convention. d. SRE faculty will work with other academic institutions for recruitment and post graduate opportunities.	a. Held advisory board meeting on 4/17/2020 b. TEC 260 lab activities updated for Windographer c. Nearly all in-person conferences were cancelled or moved to online format due to COVID-19 pandemic. Aldeman attended the virtual ASEE conference 6/21/2020 – 6/24/2020. d. Recruitment letters were sent to counselors at many large high schools in Jan/Feb 2020. Jo is working with WIU to develop REpowering schools project (DOE program via NREL).
2. Recruit and graduate a diverse group of individuals to support companies and organizations that will employ SRE professionals in Illinois and throughout the United States.	<i>ISU - Educate, Connect, Elevate</i> Goal I & III <i>CAST Strategic Plan</i> Goal I & II <i>TEC Department</i> Goal 1 & 3	a. Maintain enrollment in the SRE Program at ISU. b. Promote the program to diverse audiences of potential students.	a. SRE faculty will participate in Preview and host prospective students and their families for tours. b. SRE faculty will work with RES to promote the program at energy conventions. c. SRE faculty will advise students from AAMS in Denmark and promote the exchange program to RE students.	a. COVID-19 pandemic prohibited in-person participation, but Aldeman and Jo still participated in remote events for prospective students b. Aldeman serves as RES faculty adviser. Two RES students presented their work at the ASEE virtual conference from 6/21/2020 – 6/24/2020. c. Two SRE students participated in AAMS study-abroad program in Spring 2020 semester; none in Fall 2020 due to COVID-19 pandemic shutting down all study-abroad programs.
3. Provide opportunities for students to interface with SRE professionals.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goals 1 & 4.	a. Facilitate events that promote student and faculty interaction with industry. b. Promote internship opportunities for SRE students. c. Create and maintain relationships with companies that employ SRE 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 SRE professionals to visit the SRE classes, or RES. d. Update the database of potential employers and initiate contact for graduate employment and student internships. e. Collaborate with industry partners to promote student recruitment.	a. Aldeman advised the RES student group and attended nearly all meetings. b. Two students attended and presented at virtual ASEE conference 6/21/2020 – 6/24/2020 c. Held a virtual Sustainable Energy Careers Forum on 4/17/2020. Speakers: Ryan Suchsland, Conner Allen, Jacob Baker, Nick Hieb, Shannon Fulton, and Sarah Noll d. Maintained database e. Held a virtual Sustainable Energy Careers Forum on 4/17/2020. Speakers: Ryan Suchsland, Conner Allen, Jacob Baker, Nick Hieb, Shannon Fulton, and Sarah Noll

<p>4. Provide service to companies and organizations that employ SRE graduates through applied research, consulting/workshops, and participation in professional organizations</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goals IV</p> <p><i>TEC Department</i> Goals 2 & 4</p>	<p>a. Collaborate with renewable energy industry partners to support student research</p> <p>b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees.</p> <p>c. Promote student organization participation in industry or community service activities.</p>	<p>a. SRE faculty will collaborate with industry partners to support faculty and student research.</p> <p>b. SRE faculty will work with industry partners to coordinate internship positions and promote student employment.</p> <p>c. SRE faculty will update RE related job and internship openings.</p>	<p>d. Initiated energy storage collaboration with CAT. CAT will donate an assortment of batteries and ultracapacitors for faculty research and student learning.</p> <p>e. Internship positions are posted on Facebook and sent to list-serv as they are received</p> <p>f. Relevant job postings are posted on Facebook and sent to list-serv as they are received</p>
<p>i. Develop industry and SRE alumni relationships in support of the program</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goals IV</p> <p><i>TEC Department</i> Goals 2 & 4</p>	<p>a. Maintain information distribution to alums through the department newsletter and website.</p> <p>b. Establish relationships with companies who employ SRE professionals.</p> <p>c. Strengthen relationships with alumni.</p>	<p>a. Contribute SRE information to the annual alumni newsletter for 2018-2019.</p> <p>b. SRE faculty will build and maintain relationships with industry partners through industry energy conventions.</p> <p>c. SRE faculty will maintain relationships with SRE alumni via SNS.</p>	<p>a. Contributed stories to TEC newsletter (Brittany Weber - Bone Scholar, Aldeman solar system story, program name change)</p> <p>b. Most conventions cancelled due to COVID-19 pandemic, but maintained industry connections through advisory board and ASEE conference</p> <p>c. Faculty Aldeman and Jo maintained connections with alumni via LinkedIn and Facebook</p>

**Department of Technology
Program Goals and Plan of Work (2019-2020)
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 2019-2020</i>	<i>Report on POW 2019-2020 (November 2020)</i>
1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goal 1.	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. c. Complete ISU Program Review	a. Continued to adapt course curriculum based upon feedback from pre-student teaching field experience and student teaching. b. Reviewed the annual edTPA data and provided resources to current student teachers to improve results. c. Completed the ISU program review.
2. Stay current and proactive in technological, pedagogical, curricular, and laboratory advances	<i>ISU - Educate, Connect, Elevate</i> Goals I & II. <i>CAST Strategic Plan</i> Goal I. <i>TEC Department</i> Goal 1	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. Upgraded laboratory equipment and furniture including new VEX robotics equipment.
3. Provide educational opportunities for students to teach in a diverse classroom/laboratory	<i>ISU - Educate, Connect, Elevate</i> Goal III & IV <i>CAST Strategic Plan</i> Goal I, II, & IV. <i>TEC Department</i> Goals 1, 3, & 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>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goals I & II. <i>TEC Department</i> Goals 1 & 4.	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 students attended the state technology and engineering education association conference. 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.

<p>5. Continue to recruit and secure talented undergraduate students and graduate assistants</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goal I & III</p> <p><i>CAST Strategic Plan</i> Goals I & II</p> <p><i>TEC Department</i> Goals 1 & 3</p>	<p>a. Recruit talented students into the TE program.</p> <p>b. Recruit and secure at the local and national levels talented graduate assistants to help with programmatic duties, as well as grant-funded activities</p>	<p>a. Recruit potential T&EE students from high school and community college settings</p> <p>b. Disseminate print and electronic media to help with recruiting efforts</p> <p>c. Secure graduate assistants that would benefit from ISU's program</p> <p>d. When available, position graduate assistants on funded projects to assist in project development and professional growth</p>	<p>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 and hosted events to increase the enrollment in the program. We have had strong recruiting classes the past three years.</p> <p>b. We continued to disseminate recruiting materials.</p> <p>c. One graduate assistant was hired for the T&EE program through an NSF funded grant.</p>
<p>6. Continue to have faculty leaders who are engaged in professional organizations and who serve in leadership capacities</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goals III & IV</p> <p><i>TEC Department</i> Goals 1, 2, & 4</p>	<p>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</p>	<p>a. Technology and engineering education faculty continue to hold departmental, university, state, and national leadership office positions</p>	<p>a. Drs. Chris Merrill continue to hold national, departmental, college-level, and university-wide positions on committees involving teacher education, faculty/program assessment, and research.</p> <p>b. Dr. Chris Merrill is state leader on a funded CTE professional development project and for the Technology Student Association.</p> <p>c. Dr. Josh Brown was elected Treasurer of the national professional organization Council for Technology Engineering Teacher Education</p>
<p>7. Promote the scholarship of teaching and learning by conducting research and publishing the findings in professional journals and delivering presentations</p>	<p><i>ISU - Educate, Connect, Elevate</i> Goals II & IV</p> <p><i>CAST Strategic Plan</i> Goals III & IV</p> <p><i>TEC Department</i> Goals 2 & 4</p>	<p>a. Conduct, publish, and present scholarly work at regional, state, and international venues</p>	<p>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.</p>	<p>a. Drs. Chris Merrill and Joshua Brown presented technology and engineering education/STEM-related presentations at both the state and international levels. Dr. Chris Merrill published an article in the Technology and Engineering Teacher journal.</p>

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 (2019-2020)
M.S. in Technology

<i>Project Management Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2019-2020 (November 2019)</i>	<i>Report on POW 2019-2020 (November 2020)</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>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goals I & II. <i>TEC Department</i> Goal 1.	a. Maintain strong business and industry input to program curricula and facilities decision making. b. Maintain high quality curriculum and instruction. c. Maintain a high quality teaching laboratory to deliver program courses.	a. Program Faculty continues to have strong relationships with industry including numerous visits a year with potential employers for graduating students. b. Courses will continue to be fine-tuned. More guest speakers will be invited into a variety of courses, specifically TEC 430. c. Quality Management and Analytics will be reviewed and applied to practical environments, including companies feedback through advisory board. c. Provide more laboratory experiences in the graduate courses and allow 300 level courses as electives if student background or experiences are given. d. Initiate online-graduate certificate in Project Management and/or Quality Management and Analytics	a. Graduate faculty visited and worked with numerous potential employers and sponsors for internships. b. Local industry professionals participated in a variety of graduate courses. A new course (TEC 433) has been developed to be offered spring 2020. c. Quality management and analytics faculty collaborated with professionals in industry to receive feedback. d. Multiple discussions with sequences conducted to explore 300/400 level course changes. e. The project management graduate program is on its third iteration as an online program. Quality Management and Analytics is not being piloted as an online program at this time.
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 - Educate, Connect, Elevate</i> Goals I & III <i>CAST Strategic Plan</i> Goals I & II <i>TEC Department</i> Goals 1 & 3	a. Maintain sustainable enrollment in the Graduate program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote scholarships to existing and potential students.	a. Recruitment to the program has been successful. A goal number of enrollment is about 70 students total. b. The program is already one of the most diverse graduate programs on campus. The program coordinator continues to recruit students from around the world and also diversify the local applicant pool. c. 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. d. External Scholarship might be provided by some industrial partners of the graduate program.	a. Graduate program enrollment has increased to 100 major students, in addition to students in the INTO program or other majors, such as economics or business. b. The graduate program is still one of the most diverse programs on campus and currently enrolls over 50% international students. c. Scholarships and tuition waivers are provided for many graduate students. The diversity scholarships have not been linked from our website. d. Three students obtained Lela Winegarner scholarship.
3. Provide opportunities for students to interface with businesses either developing or utilizing project management and quality management techniques and services.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goals I & II. <i>TEC Department</i> Goals 1 & 4.	a. Facilitate events that promote student interaction with businesses. b. Forge relationships with . . .	a. Company recruiters (such as Allstate, NTT) will continuously be invited to meet and greet students. Potential employers will partake in student projects. b. Continue to build relationships with local industry to develop external assistantships.	f. Industry partners continue to recruit our students and work with them on internships. g. No external assistantships have been developed.
4. Provide service to the a variety of industries through applied research, consulting, and participation in professional organizations.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goal IV <i>TEC Department</i> Goals 2 & 4	a. Tenured or tenure-track faculty will engage in applied research. b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant professional organizations. c. Promote student participation in professional organizations and community service activities.	a. Faculty involved with the graduate program continue applied research with local companies. b. More faculty will be involved with the graduate program. c. A graduate student organization will be revitalized. d. Graduate students are encouraged to attain certificates from a variety of spectrums and join professional organizations such as PMI.	a. Graduate faculty members have worked with local industry partners involving students in applied research. b. Multiple faculty taught graduate courses. c. The graduate student organization was not revitalized. d. Students have obtained industry certifications through TEC 404 and TEC 400 studies and in partial fulfillment of their graduate experience.

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 2019 and May 2020, resulting in a sample of 108 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 (2015 to 2020) have remained consistently high in this area.

Senior Survey Form Example – 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.

[Empty text box for feedback]

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 [Empty text box]

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

[Empty text box for position title]

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

2019-2020 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	40	40	40	40	40	40	40
	Mean	4.2	4.1	4.0	4.5	4.6	4.5	4.6
	SD	0.6	0.8	1.1	0.8	0.7	0.5	0.5
Computer Systems Tech	N	13	13	13	13	13	13	13
	Mean	3.7	4.1	3.7	4.7	4.3	3.5	3.4
	SD	0.6	0.8	0.8	0.5	0.9	1.2	0.7
Engineering Technology	N	32	32	32	32	31	32	32
	Mean	4.5	4.7	4.0	4.5	4.6	4.4	4.3
	SD	0.7	0.7	1.3	0.8	0.8	0.8	1.0
Graphic Communications Technology	N	9	9	9	9	9	9	9
	Mean	4.3	4.6	4.8	4.7	4.6	4.7	4.6
	SD	0.7	0.7	0.4	0.5	0.7	0.7	0.7
Sustainable & Renewable Energy	N	9	9	9	9	9	9	9
	Mean	4.7	4.6	4.7	4.3	4.3	3.9	4.3
	SD	0.5	0.5	0.7	0.7	0.9	0.8	0.7
Technology & Engineering Education	N	5	5	5	5	5	5	5
	Mean	4.4	4.8	4.6	4.8	4.8	4.6	4.4
	SD	0.5	0.4	0.5	0.4	0.4	0.5	0.5
Department Total	N	108	108	108	108	107	108	108
	Mean	4.3	4.4	4.1	4.6	4.6	4.3	4.3
	SD	0.7	0.8	1.1	0.7	0.8	0.8	0.8
Weakness Benchmark <=3.5 on 5 - Point Scale								
Scale		5				Strongly Agree		
		4				Agree		
		3				Neutral		
		2				Disagree		
		1				Strongly Disagree		

Department & Support Services Comparison Over 5 Years

	<div style="display: flex; justify-content: space-between; padding: 5px;"> Instruction Excellent Faculty Subject Matter Expert Lab Quality (formerly Comp Lab Quality) Advisor Responsive Advisor Effective (formerly Knowledgeable) Major Expanded Career Ops Recommend TEC to Friend or Family </div>							
Question #	1	2	3	4	5	6	7	n =
TEC Avg 2019/20	4.3	4.4	4.1	4.6	4.6	4.3	4.3	108
TEC Avg 2018/19	4.3	4.4	4.2	4.5	4.4	4.6	4.5	106
TEC Avg 2017/18	4.3	4.6	4.2	4.1	4.0	4.4	4.3	101
TEC Avg 2016/17	4.5	4.6	4.4	4.2	4.0	4.5	4.6	107
TEC Avg 2015/16	4.2	4.4	4.1	4.3	4.2	4.4	4.3	104
5-Year Avg	4.3	4.6	4.2	4.3	4.2	4.4	4.4	526
	Scale	5						
		4						
		3						
		2						
		1						

Alumni Survey Summary

Each year, University Assessment Services conducts a survey of Illinois State University alumni one and five years out from graduation. An annual ISU Alumni Survey is conducted by the University Assessment Services (UAS). The department participates in the UAS survey, which includes general questions on perceptions of ISU, as well as a series of questions that correspond specifically to department programs and instruction. The UAS survey collection timeline has recently changed and they collected multiple years of data during years 2015, 2016, & 2017. The results are reported in each of the program learning outcomes reports. Because the survey is conducted with graduates either one or five years after graduation, the results from the survey capture insight from graduates between the years of 2011 and 2016.