

Illinois State University

Department of Technology

Annual Assessment Report for 2022-2023

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**Department of Technology
2023 Assessment Report**

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Overview of Assessment Methods and Reports

The Department of Technology offers five undergraduate degrees: B.S. in Computer Systems Technology (CST), B.S. in Construction Management (CM), B.S. in Engineering Technology (ET), B.S. in Graphic Communications Technology (GCT), B.S. in Sustainable and Renewable Energy (SRE), 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, and STEM Education and Leadership. 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

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

Dept. of Technology 2022-2023 Learning Outcomes: BS in 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=5, Fall 2022/Spring 2023) (1.0 - 5.0 scale) | Alum Survey (n=2, 2015, 2016, 2017) 1.0 - 5.0 scale | Planned Curricular Actions for Improvement (2023-2024) |
| 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 | 4.0 | 4.0 | We will continue to review course learning outcomes, curriculum, and course content with CST faculty. Recommendations will be shared with the Advisory Board members. |
| 2. Use specifications and applications of computer components, network devices, and media in network administration | (b) 75% | 10=Meets Expectations; 0=Below Expectations | 4.3 | 3.5 | Incorporate more cloud computing security, wireless networking, Internet of Things (IoT), and smart homes and cities concepts in our courses. |
| 3. Configure network operating systems and manageable network devices | (c) 85% | 10=Meets Expectations; 0=Below Expectations | 4.2 | 3.5 | Continue to incorporate more virtualization tools and edge computing in teaching courses in a way that achieve learning outcomes and course content. |
| 4. Design database interfaces and utilize basic programming techniques for business applications. | (d) 75% | 9=Meets Expectations; 1=N/A 0=Below Expectations | 3.8 | 3.5 | We will include the development of apps that help students to study for CST courses by accessing concepts stored in a database. |
| 5. Use project management techniques to develop solutions, and address business issues to meet client needs. | (b) 75% | 10=Meets Expectations; 0=Below Expectations | 4.5 | 3.5 | We will continue assessing the TUR 173 lab including equipment currently used and propose a new lab with updated and relevant equipment |
| *Performance Benchmarks | | Action benchmark for Survey Data < 3.5/5.0 scale | | Action benchmark for Employer Data < 75% “meets expectations” or above | |
| Direct Measurement: Performance criteria: Overall average of each related project (a) Design, build, and code a real-life application like a digital clock and integrated timer with LED display (TEC 244); | | 5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average | | | |

Dept. of Technology 2022-2023 Learning Outcomes: BS in Computer Systems Technology

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|---|--|
| <p>(b) Network Design team project documenting and presenting topology, network devices, wired and wireless configuration, 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> | |
|---|--|

Dept. of Technology 2022-2023 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 (2023-2024) |
|--|--|------------------------------|------------------------------------|---|--|------------------------------|-----|--|
| | | Students' Work in CM Courses | | Employer Survey ² (n=19, no of graduates hired=91) <i>Meet Expectation/ Below Expectation/ N/A</i> | Senior Survey ³ (n=29, Fall 2022/ Spr 2023) | ISU Alum Survey ³ | | |
| | | Overall Score | Courses | | | | | |
| 1 | Create written communications appropriate to the construction discipline. | 91.1% | TEC 394 (n = 52) | 18/0/1 | 100% | 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. | 89.3% | TEC 394 (n =52) | 15/0/4 | 100% | 4.3 | N/A | No action at this time. Objective and self-report measures all positive. |
| 3 | Create a construction project safety plan . | 74.8% | HSC 272 (n = 27) | 13/0/6 | 100% | 4.2 | N/A | No action at this time. Objective and self-report measures all positive. |
| 4 | Create construction project cost estimates . | 81.6% | TEC 229 (n =56) | 14/2/3 | 88% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |
| 5 | Create construction project schedules . | 83.2% | TEC 325(n =50) | 15/1/3 | 94% | 4.3 | N/A | No action at this time. Objective and self-report measures all positive. |
| 6 | Analyze professional decisions based on ethical principles . | 87.8% | TEC 120 (n = 60); TEC 123 (n = 33) | 17/0/2 | 100% | 4.5 | N/A | No action at this time. Objective and self-report measures all positive. |
| 7 | Analyze construction documents for planning and management of construction processes. | 93.5% | TEC 123 (n =37); TEC 229 (n =57) | 16/2/1 | 89% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |
| 8 | Analyze methods, materials, and equipment used to construct projects. | 94.4% | TEC 224 (n =21); TEC 292 (n =43) | 17/1/1 | 94% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Construction Management

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|----|---|-------|---|--------|------|-----|-----|--|
| 9 | Apply construction management skills as a member of a multidisciplinary team . | 83.3% | TEC 217 (n =74); TEC 229 (n =55); TEC 325 (n =41) | 18/0/1 | 100% | 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. | 77.0% | TEC 217 (n =74) | 18/1/0 | 95% | 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. | 92.6% | TEC 223 (n =55) | 7/1/11 | 88% | 4.1 | 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. | 82.2% | TEC 226 (n =61); TEC 229 (n =66) | 17/1/1 | 94% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |
| 13 | Understand construction risk management . | 79.1% | TEC 226 (n =62); TEC 325(n =69) | 14/0/5 | 100% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |
| 14 | Understand construction accounting and cost control . | 85.4% | TEC 326 (n =63) | 16/0/2 | 100% | 4.2 | N/A | No action at this time. Objective and self-report measures all positive. |
| 15 | Understand construction quality assurance and control . | 83.7% | TEC 292 (n =43) | 17/0/2 | 100% | 4.2 | N/A | No action at this time. Objective and self-report measures all positive. |
| 16 | Understand construction project control processes. | 75.9% | TEC 325 (n =50) | 16/1/2 | 94% | 4.5 | 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. | 76.9% | TEC 226 (n =61) | 13/1/5 | 93% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |
| 18 | Understand the basic principles of sustainable construction . | 90.9% | TEC 329 (n =68) | 16/0/3 | 100% | 4.3 | N/A | No action at this time. Objective and self-report measures all positive. |
| 19 | Understand the basic principles of structural behavior . | 95.5% | TEC 327 (n =61) | 15/0/4 | 100% | 4.4 | N/A | No action at this time. Objective and self-report measures all positive. |
| 20 | Understand the basic principles of mechanical, electrical and piping systems . | 89.7% | TEC 222 (n =51) | 16/1/2 | 94% | 4.1 | N/A | No action at this time. Objective and self-report measures all positive. |

Note

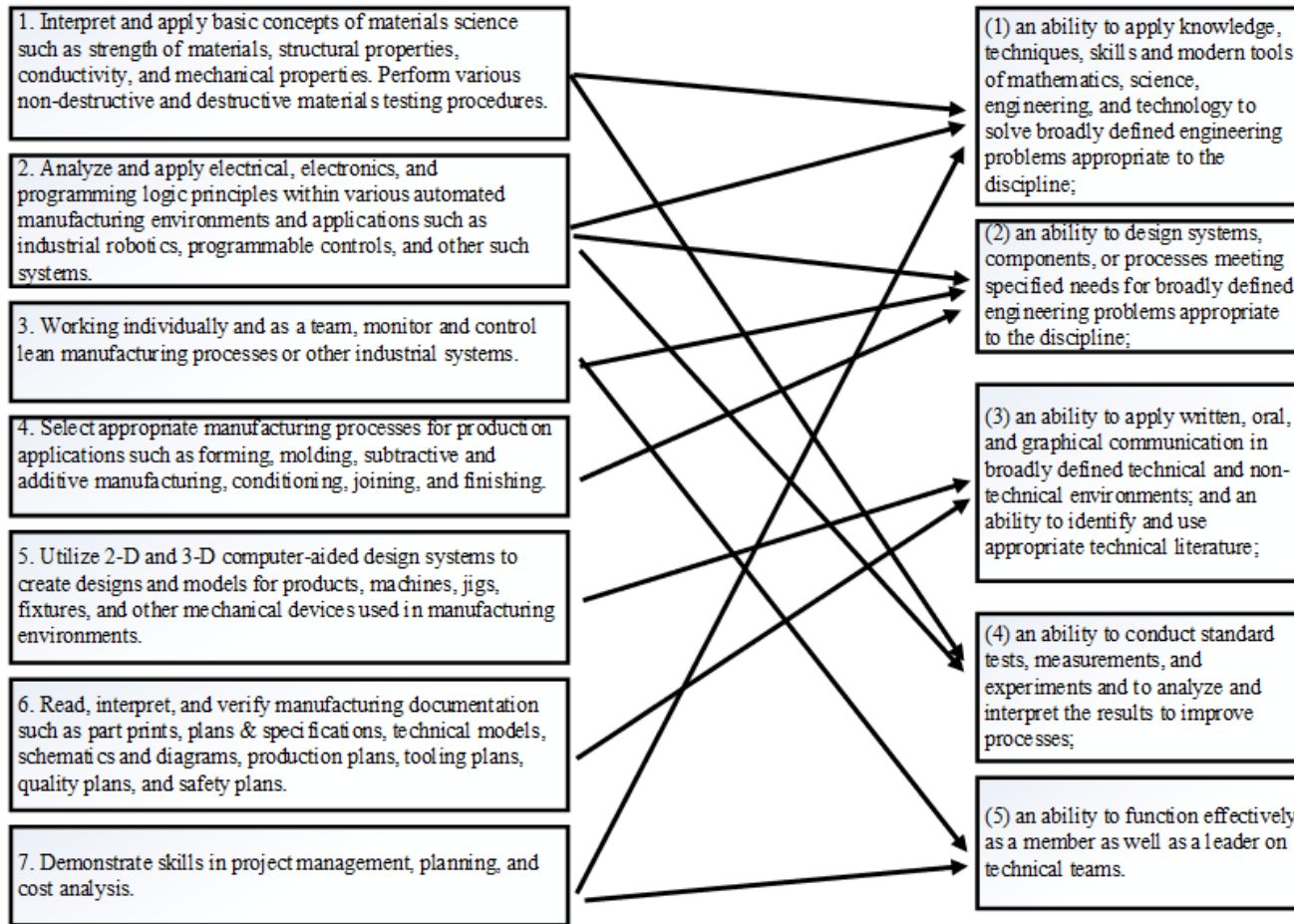
| | | | |
|---|--|---|-------------------------------------|
| 1 | Benchmark: >70% /100% or exceed national average | Action benchmark for Survey Data: < 3.5/5.0 scale | Action Benchmark for employer data: |
| 2 | # of 'meets expectations'/# of 'below expectations'/# of 'N/A' | | |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Construction Management

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|---|---|-------|---|--------------------|------------------------------------|
| 3 | Benchmark for Action for Survey Data < 3.5 on 5-pt. scale | Scale | 5 | Well above average | <75% "meets expectations" or above |
| 4 | <i>nd</i> = No Data | | 4 | Above average | |
| 5 | = Measure below benchmark | | 3 | Avg | |
| 6 | Trigger for action = 2 or more measures below benchmark | | 2 | Below average | |
| | | | 1 | Well below average | |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Engineering Technology

Engineering Technology program updated its learning outcome in the spring 2023, The direct measurement are based on the new outcomes and the indirect measurement are from the old outcomes. Below is a chart which maps the old outcomes to the new outcomes. The 2022-2023 academic year is a transition year. All measurements will be based upon the new criteria in future years.



Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Engineering Technology

New Engineering Technology Outcomes – Direct Measurements

| Engineering Technology Learning Outcomes | Direct Measurements | Planned Curricular Actions for Improvement (2023-2024) |
|--|----------------------------|--|
| The graduate will be able to: | | |
| Identifies the problem and problem-solving strategy (Knowledge) | TEC 111 (100%) | Limited sample size Consider increasing rigor. |
| Applies appropriate solution techniques using math / science / engineering, and technology principles. (Application) | TEC 240 (22%) | Extra in-class instructions and practice problems In future, assess more than one problem to get more accurate and holistic assessment. |
| Solve a calculation problem using tools in science and engineering (Application) | TEC 240 (57%) | Extra in-class instructions and practice problems In future, assess more than one problem to get more accurate and holistic assessment. |
| Recommend and defend the solution (Evaluate) | TEC 263 (85%) | Consider increasing rigor In future, assess more than one problem to get more accurate and holistic assessment |
| Identify the critical elements of a broadly defined engineering problem (e.g., the need, criteria, constraints, etc.) (Identify) | TEC 111 (75%) | Students should be able to reflect on to hole/shaft fit table to calculate the problem |
| Analyze and compare existing solutions (Compare/ Analyze) | TEC 263 (80%) | Determine from a set of 4 potential solutions, which PLC LD program satisfies the design requirement of a “seal-in circuit”. Then, students must complete a narrative response on why they chose the answer they did and provide reasoning for not choosing other options. |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Engineering Technology

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| Select and apply appropriate tools, techniques, and methods for problem-solving (Identify/ Apply) | TEC 233 (76%) | Students are given print plans for a subtractive manufacturing project on the lathe. There are various solutions, techniques, and tooling that the student can apply / choose. |
| Design and develop a solution based on a specific need (Synthesize/ Apply) | TEC 263 (55%) | Development of PLC LD programming solution for 4 problems. |
| Identify and select appropriate technical literature | TEC 216 (78%) | 77 % of the students achieved the target. In TEC 216 students were asked to do the fit and tolerance calculation based on fits table, and most of the students were able to identify and select the approximate values for the calculation. Should continue using the existing strategy. |
| Present information orally to an audience | TEC 130 (85%) | Introduce small presentation/public speaking activities throughout the course. Required Presentation Participation from all students. |
| Generate graphical representation(s) of data | TEC 313 (69%) | Failed to achieve the target by 1%, there were two students who did not attempt the quiz. Reinforce the use of U chart by means of recorded video's and make it mandatory to watch before attempting the assignment on U chart. |
| Create a written technical report | TEC 285 (68%) | Make Expectations Clear for each Lab – Lab Procedure Packet, Report Rubric and Evidence. |
| Follow the design of an experiment plan (knowledge) | TEC 285 (82%) | Include process justification rationale in lab packet discussion section. |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Engineering Technology

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| Acquire data on appropriate variables (application) | TEC 293 (71%) | Include additional instruction and in-class examples. |
| Compare experimental results to appropriate theoretical models (analysis) | TEC 293 (40%) | Include additional instruction and in-class examples. Consider assessing more than one item to get more accurate and holistic assessment. |
| Offer explanations of observed differences between model and experiment (evaluation) | TEC 285 (52%) | Differentiate model part and calculate expected results before running the experiment. |
| Participates in the establishment of goals and workplan of the team. | TEC 130 (57%) | Increase Sample Size, Differentiate individual student participation to better assess completion., Clarify Project Deliverables (Rubric) |
| Contributes to the development of a collaborative team environment. | TEC 392 (78.6%) | Continue with the existing strategy |
| Encourages an inclusive team environment. | TEC 392 (78.6%) | Continue with the existing strategy |
| Exhibits dependability in the achievement of the team's goals. | TEC 392 (85.7%) | Continue with the existing strategy |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Engineering Technology

Previous Engineering Technology Outcomes – Indirect Measurements

| | | Indirect Measurements | | | |
|---|---|---|--|--|---|
| Engineering Technology Learning Outcomes | | Employer Survey 2013, 2014, 2015, 2016 (employers n=8, alumni n=10) | Senior Survey (n=12, Fall 2022/Spring 2023) (1.0 - 5.0 scale) | Alum Survey (n=11, 2015, 2016, 2017) (1.0 - 5.0 scale) | Planned Curricular Actions for Improvement (2022-2023) |
| The graduate will be able to: | | | | | |
| 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. | 5 meets expectations 0 below expectations 5 N/A | 4.0 | 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. | 9 meets expectations 0 below expectations 1 N/A | 3.8 | 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. | 8 meets expectations 0 below expectations 2 N/A | 4.4 | 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. | 6 meets expectations 0 below expectations 4 N/A | 4.1 | 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. | 8 meets expectations 0 below expectations 2 N/A | 4.5 | 4.5 | No action at this time. Objective and self-report measures all positive. | |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. in Engineering Technology

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|--|--|-----|---|--|
| 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. | 10 meets expectations 0 below expectations 0 N/A | 4.4 | 4.5 | No action at this time. Objective and self-report measures all positive. |
| 7. Demonstrate skills in project management, planning, and cost analysis. | 8 meets expectations 0 below expectations 2 N/A | 4.2 | 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 2022-2023 Learning Outcomes: B.S. Graphic Communications Technology

| | Direct Measurements | Indirect Measurements | | | |
|---|----------------------------------|--|---|---|--|
| <p>Graphic Communications Technology Learning Outcomes The graduate will be able to:</p> | *Performance Criteria Evaluation | Employer Survey (n=8, 2018, 2019, 2020, 2021, 2022, 2023 (1.0-5.0 scale) | Senior Survey (n=12, Fall 2022/Spring 2023) (1.0 - 5.0 scale) | Alum Survey (n=3, 2015, 2016, 2017) (1.0 - 5.0 scale) | Planned Curricular Actions for Improvement (2023-2024) |
| 1. Create and manage digital media content, including photographic, illustration, video, and animation. | (a) 94% | 5.0 4 N/A | 4.8 | 2.7 | No action at this time. Objective and self-report measures all positive. |
| 2. Develop production-ready graphic layouts for digital media, print products, and cross-media products like publications, packages, labels, and signage. | (a) 95% (b) 83.5% | 5.0 1 N/A | 4.8 | 3.0 | For the Tec 352 project, one student did not complete. Most issues with the project revolved around the concept of technical layout. One student completed design of each page, including fonts, in Photoshop. Others did not leave margins for text. Basic compositional rules for text layout will be covered when assigning. |
| 3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development. | (a) 76.75% (b) 88% | 5.0 | 4.8 | 2.7 | For the Tec 351 project, similar issues to the Tec 352 project above. One person did not participate, and many technical layout issues related to image resolutions and file formats. Basic compositional rules for text layout will be covered. Also, more variable text fields need to be added to documents for deeper personalization of mailer. |
| 4. Employ a technology management skill set, including project management, quality control, and business practices. | (a) 97.5% (b) 94% pass rate | 5.0 | 4.5 | 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) 89% | 5.0 | 4.8 | 3.3 | No action at this time. Objective and self-report measures all positive. |
| 6. Solve problems within the context of the graphic communications discipline. | (a) 87.7% | 4.9 | 4.8 | 3.3 | For the Tec 350 project, issues related to bleeds past cut lines and onto glue tabs, |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. Graphic Communications Technology

| | | | | | |
|--|--|---|--|---|---|
| | | | | | converting fonts to outlines, and orientation of graphics on package. A review of technical layouts will be covered when assigning the project. |
| Graphic Communications Technology Performance Benchmarks: 80% average on major integrative assignments. | | Action benchmark for Survey Data < 3.5/5.0 scale. | | Action benchmark for Employer Data < 75% “meets expectations” or above. | |
| #1 (a) Compositional Shooting Project related to image editing, layout, and DAM (TEC 253) #2 (a) Omni-publishing production project related to print and mobile magazine layout (TEC 358) (b) Integrative pre-press project (TEC 352); #3 (a) Omni-publishing production project related to WordPress website and Google News app (TEC 358) (b) Flexographic label printing (TEC 257) #4 (a) Packaging project related to project management (TEC 350); (b) Idealliance Print Planning & Estimating Certification Exam (TEC 354)] #5 (a) Entrepreneurial Feasibility Study (TEC 356) #6 (a) Packaging project related to production (TEC 350) | | 5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average | | | |

Dept. of Technology 2022-2023 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 - 2021 (employers n=13, alumni n=15) | Senior Survey (n=8, Fall 2022/Spring 2023) (1.0 - 5.0 scale) | Alum Survey (n=5, 2015, 2016, 2017) (1.0 - 5.0 scale) | Planned Curricular Actions for Improvement (2022-2023) |
| 1. Describe the physical laws and resources that constrain our energy systems. | (a) 88.5% (b) 81% | 13 meets expectations 2 N/A | 4.8 | 4.8 | No action at this time. Objective and self-report measures all positive. |
| 2. Define the operation of RE systems in terms of basic electrical and physical principles. | (a) 100% (b) 100% (c) 96.4% (d) 89.8% (e) 90.4% | 13 meet expectations 1 below expectations 1 N/A | 4.6 | 4.4 | No action at this time. Objective and self-report measures all positive. |
| 3. Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts. | (a) 87.5% (b) 80.5% | 14 meet expectations 1 below expectations | 4.5 | 4.2 | No action at this time. Objective and self-report measures all positive. |
| 4. Explain and defend their positions on energy/political/social issues. | (a) 100% | 12 meet expectations 3 N/A | 4.8 | 4.8 | No action at this time. Objective and self-report measures all positive. |
| 5. Design residential and commercial solar photovoltaic (PV) systems using renewable energy software | (a) 86.6% (b) 86% | 7 meets expectations 8 N/A | 4.8 | 3.0 | No action at this time. Objective and self-report measures all positive. |
| 6. Analyze wind data using professional software. | (a) 78.8% (b) N/A – not completed in Fall '22 due to adjunct instructor | 3 meets expectations 12 N/A | 4.3 | 3.2 | No action at this time. Objective and self-report measures all positive. |
| 7. Optimize renewable energy business decision-making. | (a) 92% | 11 meets expectations 4 N/A | 4.1 | 3.6 | No action at this time. Objective and self-report measures all positive. |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. Sustainable & Renewable Energy

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|--|---------|---|--|-----|--|
| 8. Develop a business case for a commercial RE project. | (a) 97% | 12 meets expectations 1 below expectations 2 N/A | 4.3 | 4.0 | No action at this time. Objective and self-report measures all positive. |
| *Performance Benchmarks | | Action benchmark for Survey Data < 3.5/5.0 scale | Action benchmark for Employer Data < 75% “meets expectations” or above | | |
| 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); (e) 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) (b) TEST#3 #6(a) TEST#4 Wind Data Assessment (TEC260); (b) Model Wind Turbine Project (TEC258) #7 (a) TEST#4 (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 2022-2023 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=4, Fall 2022/Spring 2023) (1.0 - 5.0 scale) | Alum Survey (No TEE graduates responded 2015, 2016, 2017) | Planned Curricular Actions for Improvement (2023-2024) |
| 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=12) (2)100% Pass (n=9) | 12/12 meets expectations | 4.5 | 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=12) (2)100% Pass (n=9) | 12/12 meets expectations | 4.5 | 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=8) (2)100% Pass (n=8) | 12/12 meets expectations | 4.5 | 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=9) (2)100% Pass (n=8) | 12/12 meets expectations | 4.5 | 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=8) (2)100% Pass (n=9) | 12/12 meets expectations | 4.5 | N/A | No curricular changes planned. |
| 6. Curriculum Technology and Engineering teacher education program candidates design, implement, and evaluate curricula based upon the <i>Standards for Technological Literacy</i> . | ((3) edTPA not completed. (2)100% Pass (n=9) | 12/12 meets expectations | 4.5 | N/A | No curricular changes planned. |

Dept. of Technology 2022-2023 Learning Outcomes: B.S. Technology & Engineering Education

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|---|--|---|------------|---|--|
| <p>7. Instructional Strategies Technology and Engineering teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.</p> | <p>(3) edTPA not completed. (2)100% Pass (n=9)</p> | <p>12/12 meets expectations</p> | <p>4.7</p> | <p>N/A</p> | <p>No curricular changes planned.</p> |
| <p>8. Learning Environments Technology and Engineering teacher education program candidates design, create, and manage learning environments that promote technological literacy.</p> | <p>(3) edTPA not completed. (2)100% Pass (n=9)</p> | <p>12/12 meets expectations</p> | <p>4.7</p> | <p>N/A</p> | <p>No curricular changes planned.</p> |
| <p>9. Students Technology and Engineering teacher education program candidates understand students as learners, and how commonality and diversity affect learning.</p> | <p>(3) edTPA not completed. (2)100% Pass (n=9)</p> | <p>12/12 meets expectations</p> | <p>4.3</p> | <p>N/A</p> | <p>Continue to expand student opportunities to work with students in a variety of real-world settings.</p> |
| <p>10. Professional Growth Technology and Engineering teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.</p> | <p>(3) edTPA not completed. (2)100% Pass (n=9)</p> | <p>12/12 meets expectations</p> | <p>4.3</p> | <p>N/A</p> | <p>Encourage students to engage in professional opportunities (conferences, workshops, etc.)</p> |
| <p>*Performance Benchmarks: (1) Course Grades – Pass Rate (2) Teacher Licensure Exams (T&EE Content) – Students may have taken more than once. (3) edTPA Scored Portfolio – On Pause due to the pandemic (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 Outcomes 1- 5, 7, 8: These outcomes are accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory. Further, this outcome is measured by the edTPA scored portfolio during student teaching. (T&EE Program Goal 1) Outcomes 1-6, 8: This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances. Further, this outcome is measured by holding and implementing recommendations from the T&EE Advisory Board. (T&EE Program Goal 2) Outcome 9: This outcome is accomplished by program faculty providing educational opportunities for students to teach in a diverse classroom/laboratory; 50 hours of diverse clinical experiences are required by each T&EE teacher education candidate. (T&EE Program Goal 3). This outcome is accomplished by program faculty recruiting and securing talented graduate assistants (T&EE Program Goal 5) Outcome 10: This outcome is accomplished by program faculty providing professional development opportunities for T&EE graduates (T&EE Program Goal 4); This outcome is accomplished by continuing to have faculty leaders who are engaged in professional organizations and who serve in leadership capacities (T&EE Program Goal 6); This outcome is accomplished by program faculty who promote the scholarship of teaching and learning by conducting research and publishing the findings in professional journals and delivering presentations (T&EE Program Goal 7)</p> | | | | | <p>5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average</p> |

Dept. of Technology 2022-2023 Learning Outcomes: M.S. in Technology

| | Direct Measurements | | Indirect Measurement | |
|---|---|--|---|--|
| M.S. Technology Learning Outcomes The graduate will be able to: | Course Experience | Comprehensive Experience | ISU Alumni Survey (n= 9, 2015, 2016, 2017) 1.0 - 5.0 scale | Planned Curricular Actions for Improvement (2023-2024) |
| 1. Approach problems and challenges in a systematic way | Major Project in Research methods course. 100% pass rate (N=56) | | 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, complete culminating coursework experience, participate in TEC 404 or 400 or engage in an internship (n=64) | 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 | 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=19) | 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

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 (2022-2023)
B.S. in 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 2022-2023</i> | <i>Report on POW 2022-2023 (November 2023)</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 an annual CST program review for internal purposes. | a. The program faculty met regularly to discuss curriculum and teaching updates. The discussions included changing the curriculum to include the new course of Cloud Computing as well and updating the plan of study. This culminated to the change of program being submitted and approved by the Department Curriculum Committee and the College Curriculum Committee. The changes are currently waiting for approval at the University Curriculum Committee. b. The program faculty also discussed changing to the ABET accreditation and the work to align our student outcomes with those from ABET is underway. c. The CST Advisory Board Meeting has been convened each year in Spring and we got valuable feedback from the board members. d. We continued conducting surveys of graduating students. |
| 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. Efforts were made to promote STEM education in local high schools and to encourage underserved students to enroll. Additionally, female students were encouraged to participate in technology-related programs. |
| 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 members invited different professionals to come to the classroom to talk to students about their experiences. Some of the professionals were from Amazon Web Services who shared their experience with cloud-based solutions with students. The Chief Information Officer from the university's Central Information Technology area came to talk to students about the ever-increasing security challenges they notice in their line of work. CST Board members also came to the classroom to talk to students about how they transitioned from being students into the workplace. b. The faculty encouraged students to attend ISU's career events. Students were encouraged in class and email reminders were also sent. |
| 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 | 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. | 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. The tenure-track faculty presented and published articles in the following proceedings: 1. Association of Computing Machinery 2. The International Conference on Software Engineering and Information Management 3. International Institute for Applied Knowledge Management |

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| | TEC Department Goal #2 | c. Promote student participation in professional organizations and community service activities. | d. Tenured or tenure-track faculty continue to promote student involvement in undergraduate research and publications | <p>b. Tenure-track faculty have maintained memberships in the Association of Computing Machinery (ACM). Additionally, they have also served as program committee members and reviewers for several peer-reviewed journals including Information and Computer Security (ICS) and Informing Science Institute.</p> <p>c. The faculty continued to encourage and promote student membership in the IEEE Student Club. The forums used to promote student memberships included classrooms, emails, and open house events.</p> |
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Department of Technology
Program Goals and Plan of Work (2022-2023)
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 2022-2023</i> | <i>Report on Plan of Work 2022-2023</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</p> <p style="padding-left: 20px;">a. Ensure strong enrollment and student success.</p> <p>3. Nurture Diversity and Inclusion</p> <p style="padding-left: 20px;">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): adoption of Primavera P6 for construction scheduling in TEC 325 (Shim and Mallery); adoption of 3D scanning and Mixed Reality technologies in TEC 117 and TEC 217 (Xie).</p> <p>b. Conduct employer and senior surveys (Solanki).</p> <p>c. Provide research and unconventional learning opportunities to complement traditional education (Faculty).</p> <p>d. Arrange project tours and guest lectures (Faculty).</p> <p>e. 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>f. 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>g. Actively participate in ACCE meetings, committee/ accreditation activities. Faculty members attend ACCE meetings for accreditation training (Faculty).</p> | <p>a. All 20 Students Learning Outcomes were directly assessed in various CM courses. The direct assessment results were incorporated in CM learning outcomes assessment. (Faculty).</p> <p>b. Initiated Mixed Reality technologies using a HoloLens device in TEC 217 class (Xie); Organized field trip to United Contractors Midwest asphalt plant and Roanoke ready-mix concrete plant in TEC 292 (Solanki); Organized guest lecture of Mr. Sean Roche (Sales Manager, Tensar) in TEC 224 (Solanki).</p> <p>c. Both the employer survey (19 responses) and senior exit survey (29 responses) were administered, and the result was incorporated in the CM learning outcome assessment (Solanki and Jacobs)</p> <p>d. Research opportunities for students (Xie advised 2 Interior Design students and 1 Renewable Energy student over 4 different topics.)</p> <p>e. 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>f. CM students learning outcomes were changed according to the changes made by the ACCE. (Faculty) Attended Mid-year annual ACCE meetings in Dallas, TX (Shim). Virtually attended and presented at the 59th ASC Annual International Conference 2023, Liverpool, UK (Xie).</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</p> <p style="padding-left: 20px;">a) Attract and retain exceptional faculty and staff.</p> <p>2. Foster Innovation</p> <p style="padding-left: 20px;">a) Support academic program offerings to meet enrollment demand in current and emerging fields of study.</p> <p>3. Nurture Diversity and Inclusion</p> <p style="padding-left: 20px;">a) Enhance diversity of faculty, staff, and student populations across the inclusion spectrum.</p> <p style="padding-left: 20px;">b) Invigorate the campus community by providing a welcoming and inclusive environment.</p> <p>4. Enrich Engagement</p> <p style="padding-left: 20px;">a) Foster partnerships offering collaborative and mutually beneficial opportunities.</p> <p>[CAST 2019-2024]</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>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 (Solanki).</p> <p>b. Host two Construction Management career fairs during the year (Fall and Spring semesters), (Jacobs & Solanki) 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. (Faculty)</p> <p>e.</p> | <p>a. Updated community colleges-articulation agreements as needed (Solanki).</p> <p>b. Career fairs were hosted both in Fall and Spring with 57 (Fall) and 52 (Spring) employers and around 122 (Fall) and 122 (Spring) students. (Jacobs and Solanki).</p> <p>c. Distributed information on jobs, internships, scholarship, and CMSA activities in a timely fashion through class announcement, email, and Facebook (Faculty).</p> |

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| | 4. Promote a culture of respect and inclusion among faculty, staff, and students. | | | |
| 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>[<i>Educate-Connect-Elevate 2018–2023</i>]</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>[<i>CAST 2019-2024</i>]</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>[<i>TEC 2019-2024</i>]</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 – Monday monthly • CMSA Executive Board Meetings - monthly. • CMSA field trips – 1 or 2 per -year • MCAA and NECA meetings for travel & competition work • MCAA Education Conference • ASC Region 3 Conference and Student Competition (Commercial/ /Preconstruction), Downers Grove, IL. • NECA student competition • NAHB student competition • 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 were facilitated (Faculty).</p> <ul style="list-style-type: none"> • CMSA Meetings – 2nd Mondays 6:30 pm monthly (Jacobs) <ol style="list-style-type: none"> 1. Many Industry Partners as guest speakers throughout the year <ul style="list-style-type: none"> • CMSA Board Meetings – monthly (Jacobs) • CMSA Field Trips – 1 – 2 per year 2. 9/16/22 - \$250 Million -Proton Therapy Cancer Center – OSF Peoria, IL – PointCORE – Tim Bassett (host) – 16 students attended 3. 4/21/23 - & \$119 Million – Underground Parking Garage – State of Illinois – Springfield, IL – River City Construction (Jason Love & Brady Messman Host) – 14 ISU CM students attended 4. NECA National Convention - Austin, TX – Students chose not to attend due to conflict with Homecoming – members FA22 Billie Epperson, John Tattera, Justin Jagiello, Grace Arveson, Liam MCCafferty, Stone Sowa, Marc Alejandro 5. MCAA Annual Convention – FA 22 Student Summit (receive problem) – Boston, MA – attended by team members Miriam Zappa, Justin Jagiello, Luke Tempistini, Alexis Britton, 6. Spring 23 MCAA National Convention Scottsdale, AZ attended by team members Miriam Zappa, Luke Tempistini, Justin Jagiello 7. Two teams (Commercial and Preconstruction) participated in ASC region 3 competition and the Commercial competition team took the second place. 8. Preconstruction team participated in the ASC region 6-7 competition (nationally open competition) (Shim) b. Conducted applied research and professional development activities (CM Faculty) <ol style="list-style-type: none"> 6 refereed journal articles, 13 refereed conference proceedings, 0 book chapters c. Students attended meetings for professional associations. (Jacobs Above) |
| 4. Internal and External Funding Support: Through a combination of internal and external resources, maintain the funding necessary to support CM Program activities. | <p>[<i>Educate-Connect-Elevate 2018–2023</i>]</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>[<i>CAST 2019-2024</i>]</p> <p>4. Develop and maintain productive relationships with external constituencies.</p> <p>[<i>TEC 2019-2024</i>]</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 (Faculty)</p> <p>d. Maintain ISU CM Alumni group on Facebook to keep alumni engaged and share job openings for experienced candidates (Jacobs).</p> | <p>a. CM Industry Partnership had 6 partners (>\$2,000) for 2022-23 (Faculty).</p> <p>b. Hosted the CMSA Golf Outing the last Friday of April to maintain personal connections with CM alumni and industry leaders with proceeds to support the CM endowments (Jacobs).</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> |

Department of Technology
Program Goals and Plan of Work (2022-2023)
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 2022-2023</i> | <i>Report on POW 2022-2023 (November 2023)</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 2022/2023 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. f. Investigate curricular changes required to pursue ABET accreditation. g. Purchase and install updated equipment in the CAT-IML. h. Recruit and hire replacement for retiring Dr. Devine. i. Revise ET leadership and operating procedures due to the retirement of Dr. Devine. j. Develop new teaching assignments due to retirement of Dr. Devine | a. Advisory board meeting was conducted on February 24 th 2023 b. Student learning was assessed across all learning outcomes via the ET assessment Exam administered during TEC 392 c. Blunier, Williams, Aldeman, and Mohammed attended several development events including ASEE, IDEA, and ITEA conferences. d. Ongoing effort e. Ongoing discussions f. Curriculum updated with MATH requirement g. Updated equipment in the lab h. Recruited Mr. Williams i. Revised ET leadership and operating procedures. Mr. Williams joined as a tenure faculty and for additional and hired adjunct faculty |
| 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 by ET faculty members. Area elementary school students visited the robot and RE labs. d. ET applications and admissions were closely monitored. |

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| <p>3. Provide opportunities for students to interface with ET professionals.</p> | <p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goal I & II.</p> <p><i>TEC Department</i> Goals 1 & 4.</p> | <p>a. Facilitate events that promote student and faculty interaction with industry.</p> <p>b. Promote internship opportunities for ET students.</p> <p>c. Create and maintain relationships with companies and personnel that employ ET professionals.</p> | <p>a. Promote student involvement in the ET student organization.</p> <p>b. Promote student attendance at industry trade shows.</p> <p>c. Organize field trips to applicable companies.</p> <p>d. Invite ET professionals to visit classes.</p> <p>e. Maintain and establish new contacts with potential employers.</p> <p>f. Encourage students to pursue and secure internships.</p> <p>g. Help students locate internships/temporary job opportunities.</p> | <p>a. Students were encouraged to participate in the ET club</p> <p>b. Trade shows were announced in several classes.</p> <p>c. Field trips: TEC 240 went to Zentech Manufacturing in Spring 2023 / Fall 2023, TEC 293 to Bridgestone and VRF State farm research</p> <p>d. TEC345 & TEC263 had a guest speaker</p> <p>e. ET faculty maintain regular contact with many employers. Had CAT-Decatur visited our facility in the summer of 2022</p> <p>f. Students are being encouraged to get work experience. Student work experience is being verified as a prerequisite to TEC392.</p> <p>g. Emails are sent to the ET list serve announcing internship opportunities. Students were also encouraged to attend the ISU career fairs.</p> |
| <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. Drs. Branoff, Aldeman, Mr. Williams presented at ASEE. Dr. Mohammed presented at Illinois academy of sciences</p> <p>c. Mr. Williams and Mr. Blunier are on the board of directors for IDEA. Mr. Blunier is on the board of directors for ITEA.. Dr. Mohammed is the councilors at large for Illinois Academy of Sciences</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 (2022-2023)
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>GCT Goals</i> | <i>Goal Alignment</i> | <i>Strategies</i> | <i>Plan of Work for 2022-2023</i> | <i>Report on POW 2022-2023 (November 2023)</i> |
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| 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. | <p><i>ISU - Educate, Connect, Elevate</i> Goal I.</p> <p><i>CAST Strategic Plan</i> Goals I & II.</p> <p><i>TEC Department</i> Goal 1.</p> | <p>a. Maintain strong industry input to program curriculum decision making.</p> <p>b. Maintain high quality curriculum and instruction.</p> <p>c. Maintain a cutting edge graphic communications lab.</p> <p>d. Maintain highly qualified faculty.</p> | <p>a. Explore the possibility of acquiring a new hybrid digital/flexographic press to replace the Comco Cadet. Explore adding dye sublimation printing to the production lab.</p> <p>b. Assemble and conduct an advisory board meeting in Spring 2023 semester. Share information with the advisory board throughout the rest of the year, including this plan of work.</p> <p>c. Prepare and encourage students to take theses 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).</p> <p>d. Develop curriculum for 3D scanning and modeling for Tec 317.</p> <p>e. Install, train, and develop curriculum to include the donated software IC3D into multiple classes that could utilize the package design software.</p> <p>f. EFI Digital Storefront software was acquired by a new parent organization. Work with the organization to continue to receive a donation of the software and update curriculum as necessary.</p> <p>g. Work on acquiring a new imposition software. Kodak Preps is no longer donated to the program.</p> <p>h. Measure student performance for outcomes assessment 2022/2023 and revise instruction as needed.</p> <p>i. Conduct an employer survey in Summer 2023 to assess graduate performance according to program learning outcomes.</p> <p>j. Faculty development by attending professional development events, including Printing UNITED, FTA/InfoFlex, GCEA, and Label Congress.</p> | <p>a. A Mark Andy Digital Pro hybrid digital/flexographic press was installed in the lab and training received in Summer 2023. A dye sublimation printer was installed in the lab and has been incorporated into course work in Tec 150.</p> <p>b. Advisory board meeting was held on April 21st, 2023.</p> <p>c. Students in the Tec 354 and Tec 353 completed the Idealliance Digital Print Planning and Estimating certification and the Color Management Fundamentals certification.</p> <p>d. It has been determined we need to upgrade the hardware of the PC computer housing the 3D modeling software in order for it to work properly.</p> <p>e. IC3D software has been used by the Phoenix Challenge Competition team and some use in Tec 350 for simulating coatings and finishing prior to production.</p> <p>f. Donation of the EFI storefront software was secured for one year, investigation needs to begin of acquiring a new digital storefront software.</p> <p>g. It was determined the University has a site license for HP SmartStream software that allows for variable data printing and building impositions. This software will take the place of Kodak Preps in Tec 352 and other courses needing to build impositions.</p> <p>h. Student performance was measured and corrective actions taken.</p> <p>i. Two employers returned evaluations for students who were hired for internships and full time positions.</p> <p>a. j. Multiple students along with Burke attended Label Expo. Kalani Ferguson and Burke attended Printing UNITED, the Phoenix Challenge Competition Team, Calkins, and Burke attended FTA/Infoflex. Calkins attended the TAGA Conference and the GCEA Conference.</p> |
| 1. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States. | <p><i>ISU - Educate, Connect, Elevate</i> Goals I & III</p> <p><i>CAST Strategic Plan</i> Goals I & II</p> <p><i>TEC Department</i> Goals 1 & 3</p> | <p>a. Maintain sustainable enrollment in the GC program at ISU.</p> <p>b. Promote the program to diverse audiences of potential students.</p> <p>c. Promote industry-sponsored scholarships to existing and potential students.</p> | <p>a. Review and update existing 2+2 articulation plans. Explore the options for including new community colleges.</p> <p>b. Post appropriate scholarship opportunities GLGA, FFTA, PGSF, SGIA, and support students' efforts for scholarship awards. Also, better promote departmental internal scholarships.</p> <p>c. Review existing database of relevant high school programs and update. Print & mail posters to high schools in Illinois. Develop a promotional piece that can be handed out to potential students highlighting the skills needed for the graphic communications industry.</p> <p>d. Provide in person tours to community colleges and high schools. Attend relevant community college and high school career fairs.</p> <p>e. Make multiple points of contact to all applicants to the GCT program.</p> <p>f. Work with admissions to better target potential students for the program</p> | <p>a. The process of updating 2+2 agreements has begun with ICC.</p> <p>b. A flyer was put together with links to all external scholarships relevant to our major. Multiple students received the PGSF and Printing UNITED Scholarships. Two students received the FTA scholarship. One student received an internal department scholarship.</p> <p>c. Graduate assistant Kalani Ferguson updated the list of relevant high school programs in Illinois. The Tec 358 class and Calkins created a promotional magazine for our program that will now be updated yearly. The first edition was sent to over 40 Illinois High schools promoting the program. Students from the Tec 358 class also visited their former high schools to promote the program.</p> <p>d. Students from ICC and Morton East/West High Schools toured or lab. Burke and students attended the Harper College Print Expo.</p> <p>e. Graduate assistant Kalani Ferguson reached out to admitted students to our program on multiple occasions to field any questions they had.</p> <p>a. f. A meeting was held with admissions advisors to promote our program and discuss how we can attract undeclared students at the University. The promotional magazine develop in Tec 358 was one of the results from the interaction.</p> |

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| <p>3. Provide opportunities for students to interface with the graphic communications industry.</p> | <p><i>ISU - Educate, Connect, Elevate</i> Goal IV</p> <p><i>CAST Strategic Plan</i> Goals I & II.</p> <p><i>TEC Department</i> Goals 1 & 4.</p> | <p>a. Facilitate events that promote student and faculty interaction with industry.</p> <p>b. Increase internship opportunities for GC students.</p> <p>c. Forge relationships with graphic communications companies and personnel. Provide avenues for graduate recruitment.</p> | <p>a. Burke, Wilson, and Calkins to invite alumni and industry professionals as speakers for multiple courses</p> <p>b. Burke and students will participate in the Careers in Corrugated teleconference, FTA InfoFlex, Printing UNITED Conference, and Label Expo</p> <p>c. Organize visitations to a wide variety of GC businesses.</p> <p>d. Make a focused effort to expand employment and internship opportunities for students.</p> <p>e. Compete in the Phoenix Challenge Competition</p> <p>f. Explore competing in the Printing United and PGSF design and print competitions.</p> <p>g. Continue to revitalize the Registered Student Organization through updating the constitution and providing new production opportunities.</p> | <p>a. SPC, Green Bay Packaging, Johnson & Quin, Lightning Labels, and Imagine Chicago all gave in class presentations and some scheduled on-site interviews with students.</p> <p>b. FTA Infoflex, Printing UNITED, and Label Expo were attended by students.</p> <p>c. Field trips were taken to Taylor Corporation and Huston Patterson.</p> <p>d. Multiple organizations provided on site interviews for students. Jobs posted to LinkedIn were forwarded to students from Burke along with emails received from potential employers.</p> <p>e. Students competed in the Phoenix Challenge Competition and received two awards for best concept and design.</p> <p>f. John Underwood won first place in the college awards for GLGA with his label, packaging, and POP project.</p> <p>g. RSO is run by Calkins and Burke. The constitution was updated and regular meetings were held for the organization. A new avenue of production the student organization has been working on is the production of labels and signage for other RSO's on campus.</p> <p>a.</p> |
| <p>4. Provide service to the GC industry 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> Goal IV</p> <p><i>TEC Department</i> Goals 2 & 4</p> | <p>b. Tenured or tenure-track faculty will engage in research that supports the industry.</p> <p>c. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees.</p> <p>d. Promote Student organization participation in industry or community service activities.</p> | <p>a. Burke will participate in Printing UNITED, Label Expo, GCEA, GLGA, and FTA activities.</p> <p>b. Burke and Calkins will explore the option of hosting an in person GCEA Region One Spring conference</p> <p>c. Burke will judge the Skills USA competition</p> <p>d. Burke will run for Vice President of GCEA Region One</p> <p>e. Calkins will attend the Technical Association for the Graphic Arts International Conference and work towards developing research to present there the following year.</p> <p>f. Calkins is collaborating with other graphic professionals on a publication that impacts higher education and industry combined.</p> <p>g. Calkins will serve as a peer reviewer for a few journals in the higher education arena.</p> <p>h. The RSO will return to completing community service activities that have been dormant for a few years.</p> | <p>a. Burke attended Printing UNITED, Label Expo, GLGA, and FTA Activities. Calkins attended FTA and TAGA events.</p> <p>b. Plans were in place to host a GCEA regional conference in Spring 2023. The event was cancelled due to lack of registered attendees.</p> <p>c. Graphics related events were cancelled from Skills USA competition.</p> <p>d. Burke serves as Vice President for GCEA for a two-year term. He also accepted the role of education liaison to the Board of Directors to GLGA.</p> <p>e. Calkins attended TAGA Conference and the GCEA Conference.</p> <p>f. Calkins had a manuscript accepted for publication in the Visual Communication Journal that was a collaboration with external graphics professionals; it will be published in December 2023.</p> <p>g. Calkins joined the Advisory Board for the Technical Association of the Graphic Arts.</p> <p>h. Calkins reviewed manuscripts for the Research in Higher Education journal as well as served as a reviewer of proposals for the American Education Research Association (AERA) international conference.</p> <p>i. RSO did not complete community service projects in this academic period.</p> |

Department of Technology
Program Goals and Plan of Work (2022-2023)
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 2022-2023</i> | <i>Report on POW 2022-2023 (November 2023)</i> |
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| 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 b. Jin Jo and Matt Aldeman will attend at least one energy related conference. c. SRE faculty will maintain and updated RE lab equipment. | a. One advisory board meeting was conducted in April 2023. b. Jin Jo and Matt Aldeman attended the IEEE Green Technologies Conference in Denver, CO in March 2023 and Matt Aldeman attended the ASEE conference (Energy Conversion and Conservation Division). c. We received RAP funding and purchased new 12V batteries for the PV workstations. |
| 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 host prospective students and their families for tours and information sessions. b. SRE faculty will work with RES to promote the program at energy-related events. c. SRE faculty will advise students from AAMS in Denmark and promote the exchange program to RE students. | a. SRE faculty hosted tours and information sessions via a variety of TEC events. b. SRE faculty promoted RES students to attend energy conventions. For example, Gabby Hershey attended the 2023 ASEE conference in Baltimore, MD. SRE faculty also advised the Solar District Cup competition group. c. Jin Jo mentored 3 SRE students who are interested in participating in the exchange program. |
| 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 energy-related events. c. Invite SRE professionals to visit SRE classes, or RES. d. Update the database of potential employers and initiate contact for graduate employment and student internships. | a. Both Jin Jo and Matt Aldeman worked with the RES members on a variety of RES activities (Solar District Cup, ASES, & Sustainable Tailgating). b. SRE faculty promoted the energy related events and conventions to RES. Gabby Hershey attended the 2023 ASEE conference in Baltimore, MD. c. SRE faculty hosted a career forum (Feb 22), and also hosted a Sustainable Energy seminar series with five guest speakers spread between fall and spring semester. d. SRE faculty provided job and internship opportunities to the SRE students. |

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| <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 SRE-related job and internship openings.</p> <p>d. SRE faculty will establish the Sustainable Energy Consortium (SEC).</p> | <p>a. Capstone groups worked with industry partners on their research project including Normal Township and ISU Energy Management Office.</p> <p>b. SRE faculty provided job and internship opportunities to the SRE students.</p> <p>c. Same as the above</p> <p>d. The SEC and its website have been established.</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. Provided updated information about the SRE program to program alumni.</p> <p>b. SRE faculty will build and maintain relationships with industry partners through industry energy-related events.</p> <p>c. SRE faculty will maintain relationships with SRE alumni via social media.</p> | <p>a. SRE faculty provided program updates via social media e.g. LinkedIn.</p> <p>b. SRE faculty led a sustainable energy-themed seminar series throughout the 2022-2023 academic year, and attended an alumni event in Chicago in June 2022, where many alumni are working in the energy industry.</p> <p>c. SRE faculty actively communicate with SRE alumni via social media.</p> |

**Department of Technology
Program Goals and Plan of Work (2022-2023)
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 2022-2023</i> | <i>Report on POW 2022-2023 (November 2023)</i> |
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| 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 the CFAST student teaching evaluation system. | a. Continued to adapt course curriculum based upon feedback from pre-student teaching field experience and student teaching. b. Review new assessment data from the CFAST student teaching evaluation. CFAST is temporarily replacing edTPA and is first implemented in the fall of 2022. |
| 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. Implemented upgraded laboratory equipment and furniture including new software for the shopbot. b. Working with feedback from ISBE and the Lauby Teacher Education Center to investigate new ways of providing alternative licensure opportunities. |
| 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 received diverse placements during their 100-hour preparation before student teaching, and also during their student teaching. |
| 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. d. Undergraduate students and faculty attended the International Technology and Engineering Education Association conference in Minneapolis, MN. |

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| <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 student was hired to assist with program teaching and research activities.</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>d. 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 and Josh Brown continue to hold national, departmental, college-level, and university-wide positions on committees involving teacher education, faculty/program assessment, and research.</p> <p>b. Drs. Chris Merrill and Josh Brown both serve on the state leadership team for the Technology Student Association.</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 the state and international levels.</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 (2022-2023)
M.S. in Technology

| <i>Project Management Goals</i> | <i>Goal Alignment</i> | <i>Strategies</i> | <i>Plan of Work for 2022-2023</i> | <i>Report on POW 2022-2023 (November 2023)</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. | 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. 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. |
| 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 maintained at 84 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. |
| 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. | b. Industry partners continue to recruit our students and work with them on internships. c. 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 M.A.S.S. hosted multiple meetings with professionals from industry. 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 2022 and May 2023, resulting in a sample of 75 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 (2018 to 2023) 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 |
|--|-------------|--------|---------|---------|--------------|

| | | | | | |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 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

| 2022-2023 Senior Exit Survey Data Department of Technology Programs | <div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Quality</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Faculty Subject Matter Experts</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lab Quality</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Advising Responsiveness</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Advisement Effectiveness</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Major Expanded Career Ops</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Recommend TEC to Friend or Family</div> </div> | | | | | | | |
|--|---|-----|-----|-----|-----|-----|-------------------|-----|
| | Construction Management | N | 32 | 32 | 32 | 32 | 32 | 32 |
| | Mean | 4.3 | 4.3 | 4.0 | 4.0 | 3.8 | 4.5 | 4.6 |
| | SD | 0.8 | 0.9 | 1.0 | 1.0 | 1.1 | 0.7 | 0.8 |
| Computer Systems Tech | N | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | Mean | 4.0 | 4.4 | 4.0 | 4.2 | 4.2 | 4.8 | 4.2 |
| | SD | 0.7 | 0.5 | 1.0 | 0.4 | 0.4 | 0.4 | 0.4 |
| Engineering Technology | N | 13 | 13 | 13 | 13 | 12 | 13 | 13 |
| | Mean | 4.2 | 4.5 | 3.6 | 4.2 | 4.1 | 4.5 | 4.1 |
| | SD | 0.9 | 0.7 | 1.2 | 0.7 | 0.7 | 0.5 | 1.2 |
| Graphic Communications Technology | N | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| | Mean | 4.7 | 4.7 | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 |
| | SD | 0.5 | 0.5 | 0.5 | 0.5 | 0.7 | 0.5 | 0.7 |
| Sustainable & Renewable Energy | N | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| | Mean | 4.6 | 4.8 | 4.3 | 4.5 | 4.0 | 4.6 | 4.4 |
| | SD | 0.5 | 0.5 | 1.0 | 0.8 | 1.6 | 0.5 | 0.7 |
| Technology & Engineering Education | N | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | Mean | 4.8 | 4.8 | 4.4 | 4.0 | 3.6 | 4.6 | 4.4 |
| | SD | 0.4 | 0.4 | 0.5 | 1.2 | 1.7 | 0.5 | 0.9 |
| Department Total | N | 75 | 75 | 75 | 75 | 74 | 75 | 75 |
| | Mean | 4.4 | 4.5 | 4.1 | 4.2 | 4.0 | 4.5 | 4.4 |
| | SD | 0.8 | 0.7 | 1.0 | 0.9 | 1.1 | 0.6 | 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

| | <i>TEC Quality of Instruction</i> | <i>TEC faculty expertise</i> | <i>TEC Labs</i> | <i>TEC Advisement Office Timeliness</i> | <i>TEC Advisor Knowledge</i> | <i>Career Options</i> | <i>Recommend TEC</i> | |
|---|-----------------------------------|------------------------------|-----------------|---|------------------------------|-----------------------|----------------------|-----|
| Question # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N = |
| TEC Avg 2022/23 | 4.4 | 4.5 | 4.1 | 4.2 | 4 | 4.5 | 4.4 | 75 |
| TEC Avg 2021/22 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.5 | 4.0 | 85 |
| TEC Avg 2020/21 | 4.3 | 4.4 | 4.1 | 4.6 | 4.6 | 4.3 | 4.3 | 78 |
| TEC Avg 2019/20 | 4.3 | 4.4 | 4.1 | 4.6 | 4.6 | 4.3 | 4.5 | 108 |
| TEC Avg 2018/19 | 4.3 | 4.4 | 4.2 | 4.5 | 4.4 | 4.6 | 4.3 | 106 |
| 5 - Year Avg. | 4.4 | 4.5 | 4.2 | 4.5 | 4.4 | 4.4 | 4.3 | 452 |
| Weakness Benchmark <=3.5 on 5 - Point Scale | | | | | | | | |
| Scale | | | 5 | | | | Strongly Agree | |
| | | | 4 | | | | Agree | |
| | | | 3 | | | | Neutral | |
| | | | 2 | | | | Disagree | |
| | | | 1 | | | | Strongly Disagree | |

Alumni Survey Summary

Each year, University Assessment Services conducts a survey of Illinois State University alumni one and five years out from graduation. An annual ISU Alumni Survey is conducted by the University Assessment Services (UAS). The department participates in the UAS survey, which includes general questions on perceptions of ISU, as well as a series of questions that correspond specifically to department programs and instruction. The UAS survey collection timeline has recently changed, and they 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.