

Illinois State University

Department of Technology

Annual Assessment Report for 2024-2025

January 2026



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**Department of Technology
2024-2025 Assessment Report**

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Overview of Assessment Methods and Reports

The Department of Technology offers six 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, CCAST, 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 2024-2025 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, 2025 (employers n=, alumni n=12)	Senior Survey (n=17, Fall 2024/Spring 2025) (1.0 - 5.0 scale)	Alum Survey (n=2, 2015, 2016, 2017) 1.0 - 5.0 scale	Planned Curricular Actions for Improvement (2025-2026)
1. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media	(a) 92%	11=Meets Expectations; 0=Below Expectations	4.35	4.1	No Changes Anticipated.
2. Use specifications and applications of computer components, network devices, and media in network administration	(b) 93%	10=Meets Expectations; 1=Below Expectations	4.35	3.5	No Changes Anticipated.
3. Configure network operating systems and manageable network devices	(c) 70%	10=Meets Expectations; 1=N/A 0=Below Expectations	4.29	3.5	No Changes Anticipated.
4. Design database interfaces and utilize basic programming techniques for business applications.	(d) 94%	9=Meets Expectations; 2=N/A 0=Below Expectations	3.94	3.5	We will integrate hybrid computing, generative artificial intelligence (AI), AI in cybersecurity, advanced virtualization tools, and edge computing into teaching courses to effectively align with learning outcomes and enrich course content.
5. Use project management techniques to develop solutions, and address business issues to meet client needs.	(b) 93%	10=Meets Expectations; 1=N/A 0=Below Expectations	3.82	3.5	Incorporate software-defined networking (SDN) tools to effectively manage networking technologies and facilitate seamless access to database systems.
*Performance Benchmarks		Action benchmark for Survey Data < 3.5/5.0 scale		Action benchmark for Employer Data < 75% “meets expectations” or above	

Dept. of Technology 2024-2025 Learning Outcomes: BS in Computer Systems Technology

Direct Measurement: Performance criteria: Overall average of each related project	5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average
(a) Design, build, and code a project integrating a programmable controller (TEC 284); (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.	

Dept. of Technology 2024-2025 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 (2025-2026)
		Students' Work in CM Courses		Employer Survey ² (n=12, no of graduates hired=38) <i>Meet Expectation/ Below Expectation/ N/A</i>		Senior Survey ³ (n=28, Fall 2024/ Spr 2025)	ISU Alum Survey ³	
		Overall Score	Courses					
1	Create written communications appropriate to the construction discipline.	88.4%	TEC 394 (n = 34)	11/0/1	100%	4.55	N/A	No action at this time. Objective and self-report measures all positive.
2	Create oral presentations appropriate to the construction discipline.	91.5%	TEC 394 (n =34)	11/0/1	100%	4.55	N/A	No action at this time. Objective and self-report measures all positive.
3	Create a construction project safety plan.	75.1%	HSC 272 (n = 44)	5/0/7	100%	4.64	N/A	No action at this time. Objective and self-report measures all positive.
4	Create construction project cost estimates .	86.2%	TEC 229 (n =49)	7/0/5	100%	4.36	N/A	No action at this time. Objective and self-report measures all positive.
5	Create construction project schedules .	84.4%	TEC 325 (n =27)	10/0/2	100%	4.36	N/A	No action at this time. Objective and self-report measures all positive.
6	Analyze professional decisions based on ethical principles .	84.2%	TEC 120 (n = 62); TEC 123 (n = 52)	11/0/1	100%	4.59	N/A	No action at this time. Objective and self-report measures all positive.
7	Analyze methods, materials, and equipment used to construct projects.	94.6%	TEC 224 (n =76); TEC 292 (n =65)	11/0/1	100%	4.68	N/A	No action at this time. Objective and self-report measures all positive.
8	Apply electronic-based technology to manage the construction process.	86.9%	TEC 217 (n =53)	11/0/1	100%	4.48	N/A	No action at this time. Objective and self-report measures all positive.

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Construction Management

9	Apply basic surveying techniques for construction layout and control.	90.6%	TEC 223 (n =61)	6/0/6	100%	4.24	N/A	No action at this time. Objective and self-report measures all positive.
10	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.	88.0%	TEC 226 (n =73); TEC 229 (n =54)	9/0/3	100%	4.52	N/A	No action at this time. Objective and self-report measures all positive.
11	Understand construction accounting and cost control .	84.4%	TEC 326 (n =20)	8/0/4	100%	4.29	N/A	No action at this time. Objective and self-report measures all positive.
12	Understand construction quality assurance and control .	93.7%	TEC 292 (n =65)	11/0/1	100%	4.33	N/A	No action at this time. Objective and self-report measures all positive.
13	Understand construction project control processes.	79.0%	TEC 325 (n =27)	10/0/2	100%	4.33	N/A	No action at this time. Objective and self-report measures all positive.
14	Understand the legal implications of contract, common, and regulatory law to manage a construction project.	85.8%	TEC 226 (n =73)	8/0/4	100%	4.38	N/A	No action at this time. Objective and self-report measures all positive.
15	Understand the basic principles of sustainable construction .	79.3%	TEC 329 (n =24)	8/0/4	100%	4.48	N/A	No action at this time. Objective and self-report measures all positive.
16	Understand the basic principles of structural behavior .	87.4%	TEC 327 (n =40)	10/0/2	100%	4.48	N/A	No action at this time. Objective and self-report measures all positive.
17	Understand the basic principles of mechanical, electrical and piping systems .	87.0%	TEC 222 (n =69)	11/0/1	100%	4.29	N/A	No action at this time. Objective and self-report measures all positive.

Notes

1. Performance criteria for Direct Assessment and Employer Survey (Benchmark $\geq 70\%$)
2. Performance criteria for Senior Survey (Benchmark ≥ 3.5 on 5-point scale; 5 well above average, 4 is above average, 3 is average, 2 is below average, 1 is well below average)
3. Trigger for action ≥ 2 criteria below benchmark
4. Measure below benchmark is highlighted in red color

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

Engineering Technology program updated its learning outcome in the spring 2023, The direct measurements are based on the new outcomes and the indirect measurement are from the old outcomes.

The table below shows the student outcomes and performance indicators for the various student outcomes

Student Outcomes	Performance Indicators			
	PI:1	PI:2	PI:3	PI:4
SO1: an ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline	Identifies the problem and problem-solving strategy (Knowledge)	Applies appropriate solution techniques using math/science/engineering, and technology principles. (Application)	Solve a calculation problem using tools in science and engineering (Application)	Recommend and defend the solution (Evaluate)
SO2: an ability to design systems, components, or processes meeting specified needs for broadly defined engineering problems appropriate to the discipline	Identify the critical elements of a broadly defined engineering problem (e.g., the need, criteria, constraints, etc.) (Identify)	Analyze and compare existing solutions (Compare/ Analyze)	Select and apply appropriate tools, techniques, and methods for problem-solving (Identify/ Apply)	Design and develop a solution based on a specific need (Synthesize/ Apply)
SO3: an ability to apply written, oral, and graphical communication in broadly defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;	Identify and select appropriate technical literature (knowledge)	Present information orally to an audience	Generate graphical representation(s) of data	Create a written technical report

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

SO4: an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes;	Follow the design of an experiment plan (knowledge)	Acquire data on appropriate variables (application)	Compare experimental results to appropriate theoretical models (analysis)	Offer explanations of observed differences between model and experiment (evaluation)
SO 5: an ability to function effectively as a member as well as a leader on technical teams.	Participates in the establishment of goals and work plans of the team.	Contributes to the development of a collaborative team environment.	Encourages an inclusive team environment.	Exhibits dependability in the achievement of the team's goals.

The table below shows the mapping of the ET curriculum to the various student outcomes

ET Major courses	Student Outcome 1 (SO1)				Student Outcome 2 (SO2)				Student Outcome 3 (SO3)				Student Outcome 4 (SO4)				Student Outcome 5 (SO5)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TEC 100 Professional Development in Technology *																				
TEC 111 Fundamentals of Power Technology	X	X	X	X	X	X	X	X												
TEC 116 Intro to Technical Drawing & Constraint-	X	X			X	X	X	X			X									

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

Based Solid Modeling																				
TEC 130 Introduction to Manufacturing Processes	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X			
TEC 151 Introduction to Computer Systems Technology *																				
TEC 216 Constraint-Based Solid Modeling & Production Drawings	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X
TEC 233 CNC and Machining	X	X	X		X	X	X	X	X		X		X	X	X	X				
TEC 234 Robotic Systems Integration	X	X		X	X	X	X	X	X	X		X								
TEC 240 Electric Circuits & Machines	X	X	X		X	X	X	X	X				X	X	X					
TEC 263 Automated Fluid Power Systems	X	X	X	X	X	X	X	X												
TEC 270 Managing	X	X	X	X	X	X	X	X	X		X									

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

Technological Systems																				
TEC 285 Industrial Plastics	X	X	X	X	X	X	X	X			X	X	X	X	X	X				
TEC 293 Mechanical Properties of Materials	X	X	X	X	X	X	X	X			X	X	X	X	X	X				
TEC 313 Quality Systems for Technology	X	X	X	X	X	X	X	X	X		X		X	X	X	X				
TEC 320 Project Management	X				X	X	X	X	X	X	X	X	X	X	X	X				
TEC 330 Applied Economic Analysis for Technologists	X	X	X	X	X	X	X	X			X	X	X	X	X	X				
TEC 392 Manufacturing Organization and Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

X
X
*

Student outcomes addressed.

Current evaluation cycle

Course not yet mapped to SO / planned for future work

Assessment Schedule and Frequency

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

Assessment Tool	Administration Schedule	Review Schedule	Comments
Course Artifacts Assessment	At the end of each fall and spring term (For Spring 2023 / Fall 2023)	Yearly (for the first year and based on the evaluation score would change to a 2yr. / 3 yr. cycle)	Course assessment based on new Rubric starting Spring 2023.

Engineering Technology Learning Outcomes	Direct Measurements	Senior Survey (n=25) Fall 24/Spring 25	Planned Curricular Actions for Improvement (2024-2025)
The graduate will be able to:			
Identifies the problem and problem-solving strategy (Knowledge)	TEC 111 (100%)	4.28	Limited sample size Consider increasing rigor.
Applies appropriate solution techniques using math / science / engineering, and technology principles. (Application)	TEC 240 (32%)	4.40	Continues with the changes that we introduced with Extra in-class instructions and practice problems
Solve a calculation problem using tools in science and engineering (Application)	TEC 240 (57%)	4.40	Continues with the changes that we introduced with 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%)	4.36	Target achieved with direct measurement. Consider increasing rigor In future, assess more than one problem to get more accurate and holistic assessment

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

Identify the critical elements of a broadly defined engineering problem (e.g., the need, criteria, constraints, etc.) (Identify)	TEC 111 (75%)	4.32	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%)	4.52	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.
Select and apply appropriate tools, techniques, and methods for problem-solving (Identify/ Apply)	TEC 233 (76%)	4.32	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%)	4.33	Development of PLC LD programming solution for 4 problems.
Identify and select appropriate technical literature	TEC 216 (80%)	4.04	80 % 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. Introduce real world examples

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

Present information orally to an audience	TEC 130 (85%)	4.28	Introduce small presentation/public speaking activities throughout the course. Required Presentation Participation from all students.
Generate graphical representation(s) of data	TEC 313 (80%)	4.4	Students achieved the target, Students were successful in creating X-R chart, X-S charts and U chart. 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 (70%)	4.32	Continue working with students to make technical reports to look professionally. Make Expectations Clear for each Lab – Lab Procedure Packet, Report Rubric and Evidence.
Follow the design of an experiment plan (knowledge)	TEC 285 (82%)	4.32	Include process justification rationale in lab packet discussion section.
Acquire data on appropriate variables (application)	TEC 293 (71%)	4.28	Include additional instruction and in-class examples.
Compare experimental results to appropriate theoretical models (analysis)	TEC 293 (40%)	4.36	Include additional instruction and in-class examples. Students still has difficulty differentiating between true stress and engineering stress, consider

Dept. of Technology 2024-2025 Learning Outcomes: B.S. in Engineering Technology

			revisiting the lecture and 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%)	4.36	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%)	4.52	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%)	4.52	Continue with the existing strategy
Encourages an inclusive team environment.	TEC 392 (78.6%)	4.46	Continue with the existing strategy
Exhibits dependability in the achievement of the team's goals.	TEC 392 (85.7%)	4.48	Continue with the existing strategy

Dept. of Technology 2024-2025 Learning Outcomes: B.S. Graphic Communications Technology

	Direct Measurements	Indirect Measurements			
Graphic Communications Learning Outcomes The graduate will be able to:	*Performance Criteria Evaluation	Employer Survey (n=8, 2019, 2020, 2021, 2022, 2023, 2024 (1.0-5.0 scale)	Senior Survey (n=10, Fall 2024/Spring 2025) (1.0 - 5.0 scale)	Alum Survey (n=3, 2015, 2016, 2017) (1.0 - 5.0 scale)	Planned Curricular Actions for Improvement (2025-2026)
1. Create and manage digital media content, including photographic, illustration, video, and animation.	(a) 90%	5.0 4 N/A	5.0	2.7	
2. Develop production-ready graphic layouts for digital media, print products, and cross-media products like publications, packages, labels, and signage.	(a) 90% (b) 84%	5.0 1 N/A	4.90	3.0	For the Tec 352 project, we did not have an imposition software this semester and students had to complete press sheet layouts manually.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.	(a) 94% (b) 86%	5.0	4.80	2.7	For the Tec 257 Flexographic project, the main problem was extracting and correctly defining and managing the cut lines for the labels on the CAD table. A handout will be developed for properly handling and separating files for prototyping.
4. Employ a technology management skill set, including project management, quality control, and business practices.	(a) 85% (b) 100% pass rate	5.0	4.70	3.3	
5. Learn independently within the context of the graphic communications discipline.	(a) 88%	5.0	4.90	3.3	
6. Solve problems within the context of the graphic communications discipline.	(a) 87%	5.0	5.0	3.3	
Graphic Communications Performance Benchmarks: 80% average on major integrative assignments.		Action benchmark for Survey Data < 3.5/5.0 scale.		Action benchmark for Employer Data < 75% “meets expectations” or above.	

Dept. of Technology 2024-2025 Learning Outcomes: B.S. Graphic Communications Technology

#1 (a) Compositional Shooting Project related to image editing, layout, and DAM (TEC 253)	5 – well above average
#2 (a) Omni-publishing production project related to print and mobile magazine layout (TEC 358) (b) Integrative pre-press project (TEC 352);	4 – above average
#3 (a) Targeted marketing production project related to PURL website, linking technologies and VDP printed mailer (TEC 351) (b) Flexographic two color label printing (TEC 257)	3 – average
#4 (a) Packaging project related to digital printing (TEC 257); (b) Idealliance Print Planning & Estimating Certification Exam (TEC 354)]	2 – below average
#5 (a) Entrepreneurial Feasibility Study (TEC 356)	1 – well below average
#6 (a) Packaging project related to production (TEC 350)	

Dept. of Technology 2024-2025 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=5, Fall 2024/Spring 2025) (1.0 - 5.0 scale)	Alum Survey (n=5, 2015, 2016, 2017) (1.0 - 5.0 scale)	Planned Curricular Actions for Improvement (2025-2026)
1. Describe the physical laws and resources that constrain our energy systems.	(a) 90.9 (b) 81.3%	13 meets expectations 2 N/A	4.50	4.8	
2. Define the operation of RE systems in terms of basic electrical and physical principles.	(a) 100% (b) 100% (c) 91.8% (d) 70% (e) 74%	13 meet expectations 1 below expectations 1 N/A	4.75	4.4	Plan on adding more hands-on activities in TEC 258 and TEC 259
3. Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts.	(a) 89% (b) 83%	14 meet expectations 1 below expectations	4.50	4.2	
4. Explain and defend their positions on energy/political/social issues.	(a) 100%	12 meet expectations 3 N/A	4.50	4.8	
5. Design residential and commercial solar photovoltaic (PV) systems using renewable energy software	(a) 88% (b) 89%	7 meets expectations 8 N/A	4.75	3.0	
6. Analyze wind data using professional software.	(a) 100% (b) 100%	3 meets expectations 12 N/A	4.0	3.2	Remove Windographer and add SAM Wind Analysis in TEC 260
7. Optimize renewable energy business decision-making.	(a) 93%	11 meets expectations 4 N/A	4.25	3.6	Encourage students to participate in the Solar District Cup Championship
8. Develop a business case for a commercial RE project.	(a) 96%	12 meets expectations	4.00	4.0	

Dept. of Technology 2024-2025 Learning Outcomes: B.S. Sustainable & Renewable Energy

		1 below expectations 2 N/A			
*Performance Benchmarks		Action benchmark for Survey Data < 3.5/5.0 scale		Action benchmark for Employer Data < 75% “meets expectations” or above	
Performance criteria: at least 80% average in each category #1(a) Final Grade (TEC259); (b) TEST#1 (TEC160) #2(a) 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 2024-2025 Learning Outcomes: B.S. Technology & Engineering Education

	Direct Measurements	Indirect Measurements			
Technology & Engineering Education Learning Outcomes	*Performance Criteria Evaluation	*Performance as Classroom Teacher (2017, 2018) ISBE Overall Evaluation Data.	Senior Survey (n=6, Fall 2024/Spring 2025) (1.0 - 5.0 scale)	Alum Survey (No TEE graduates responded 2015, 2016, 2017)	Planned Curricular Actions for Improvement (2025-2026)
The graduate will be able to:					
1. The Nature of Technology Technology and Engineering teacher education program candidates develop an understanding of the nature of technology within the context of the <i>Design World</i> .	(1) 88% TEC 101 (n=9) (2) 100% Pass (n=6)	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) 88% TEC 101 (n=9) (2) 100% Pass (n=11)	12/12 meets expectations	4.33	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=7) (2) 100% Pass (n=6)	12/12 meets expectations	4.33	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=6)	12/12 meets expectations	4.33	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=6) (2) 100% Pass (n=6)	12/12 meets expectations	4.33	N/A	No curricular changes planned.

Dept. of Technology 2024-2025 Learning Outcomes: B.S. Technology & Engineering Education

6. Curriculum Technology and Engineering teacher education program candidates design, implement, and evaluate curricula based upon the <i>Standards for Technological Literacy</i> .	(3) CCAST 100% Pass (n=9). (2)100% Pass (n=6)	12/12 meets expectations	4.83	N/A	No curricular changes planned.
7. Instructional Strategies Technology and Engineering teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.	(3) CCAST 100% Pass (n=9). (2)100% Pass (n=6)	12/12 meets expectations	4.67	N/A	No curricular changes planned.
8. Learning Environments Technology and Engineering teacher education program candidates design, create, and manage learning environments that promote technological literacy.	(3) CCAST 100% Pass (n=9). (2)100% Pass (n=11)	12/12 meets expectations	4.67	N/A	No curricular changes planned.
9. Students Technology and Engineering teacher education program candidates understand students as learners, and how commonality and diversity affect learning.	(3) CCAST 100% Pass (n=9). (2)100% Pass (n=6)	12/12 meets expectations	4.33	N/A	Continue to expand student opportunities to work with students in a variety of real-world settings.
10. Professional Growth Technology and Engineering teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.	(3) CCAST 100% Pass (n=9). (2)100% Pass (n=6)	12/12 meets expectations	4.5	N/A	Encourage students to engage in professional opportunities (conferences, workshops, etc.)
*Performance Benchmarks: (1) Course Grades – Pass Rate (2) Teacher Licensure Exams (T&EE Content) – Students may have taken more than once. (3) CCAST Assessment (4) Student Teaching		Action benchmark for survey data < 3.5/5.0 scale		5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average	

Dept. of Technology 2024-2025 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 (2025-2026)
1. Approach problems and challenges in a systematic way	Major Project in Research methods course. 86% pass rate (N=30)		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=18)	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=8)	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 (2024-2025)
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 2024-2025</i>	<i>Report on POW 2024-2025</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. e. Submit the paperwork for the ABET accreditation. f. Conduct the inaugural CST Symposium	a. Faculty have discussed proposals via email and met multiple times to come up with curriculum proposals. TEC 283 proposal was submitted and approved. More will be forthcoming in December or January. b. CST advisory board meeting happened in April 2025. We will plan to have another in April 2026. c. Student surveys have happened. Employer surveys are in process. d. We have been going through reviews, especially regarding curricular updates, room needs, and equipment needs. e. ABET accreditation is no longer being sought.
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. We continue to participate in department events and recruiting effort whether that is faculty or student ambassadors. b. Faculty have met with interested students and given tours of the facility c. No updates on communication with high schools and community colleges d. We have some new faces on the advisory board which may help this. Alum from the program have come to visit classes. a.
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. d. Work with the IEEE Club to bring professionals from the industry as guests	a. We have had several guest speakers from the industry in TEC 245 and 390. TEC 390 senior projects are evaluated by industry professionals. b. We have been encouraging CST students to attend IT career fairs on campus. a. The IEEE student chapter as it previously was, might be defunct at this point.
4. Provide service to the computing field through applied research, consulting, and participation in professional organizations.	<i>Educate Connect</i> <i>Elevate Illinois</i> State Goal #2, 4 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2	a. Tenured or tenure-track faculty will engage in applied research. b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant professional organizations. c. Promote student participation in professional organizations and community service activities.	a. Tenured or tenure-track faculty continue to present and publish applied research. b. Tenured or tenure-track faculty maintain membership in and serve in leadership roles in relevant professional organizations. c. Tenured or tenure-track faculty continue to promote student membership and involvement in relevant professional organizations. d. Tenured or tenure-track faculty continue to promote student involvement in undergraduate research and publications	a. a. All these items will continue as usual

Department of Technology
Program Goals and Plan of Work (2024-2025)
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 2024-2025</i>	<i>Report on Plan of Work 2024-2025</i>
1. <i>Student Learning Outcomes:</i> Continually improve the curriculum and provide students with high quality educational experiences that will develop technical and managerial knowledge and skills necessary for successful leadership roles in the construction industry.	[<i>Educate-Connect-Elevate</i> 2018–2023] - Enhance Strength and Stability - Ensure strong enrollment and student success. - Nurture Diversity and Inclusion - Advance learning experiences that help faculty, staff, and students succeed in a global society [CAST 2019-2024] - Integrate relevant applied learning and technologies to provide an exemplary educational experience focusing on individual goals for both undergraduate and graduate students. [TEC 2019-2024] - Provide state-of-the-art applied learning environments for undergraduate and graduate students in high-demand disciplines.	- Continuously improve the CM learning experiences for students and link program content closely to industry. - Maintain an effective advisory board focused on continuous program improvement. - Encourage all graduating seniors to acquire industry credentials such as AC and OSHA 30 hours training. - Continuously improve the curriculum in alignment with ACCE standards. - Encourage faculty and industry board members to attend professional meetings and accreditation visits to learn the latest in industry and academia	- Incorporate new construction paradigms, technologies, and methods into existing courses (Faculty): Use CORE donation funds for enhancing CM lab facilities. - Conduct employer and senior surveys (Solanki). - Provide research and unconventional learning opportunities to complement traditional education (Faculty). - Arrange project tours and guest lectures (Faculty). - 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). - 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). - Actively participate in ACCE meetings, committee/ accreditation activities. Faculty members attend ACCE meetings for accreditation training (Faculty).	- All 17 Students Learning Outcomes were directly assessed in various CM courses. The direct assessment results were incorporated in CM learning outcomes assessment. (Faculty). - Both the employer survey (12 responses) and senior exit survey (21 responses) were administered/analyzed, and the result was incorporated in the CM learning outcome assessment (Solanki) - In Spring 2025, over \$12,064 was approved by the Department of Technology for CM program equipment and supplies through the Research Allocation Plan (RAP) proposal. Specifically, road construction equipment models (bulldozer, concrete mixer, dump truck, track crane, etc.) were bought for TEC 223 and TEC 225, liquid limit devices and soil dispersion mixer for TEC 224, materials storage racks for courses taught in Old Fire Station House, portable projector and screen for student competition, windows and doors for installation discussions in TEC 121, table saw and sliding miter saw and hand tools for TEC 121, cordless press tool kit for TEC 222. This effort aligns with the program's education strategy by enhancing the Construction Management learning experience with advanced industry technology and ensuring curriculum improvement in line with ACCE standards. (Faculty) - The Advisory Board includes members from diverse backgrounds including regional/national contractors and representatives from different trades/sectors in the construction industry (Faculty) Completed 3D Scanner Technology Training sessions for students and faculty. (Xie)
2. <i>Recruitment and Retention:</i> Recruit and graduate a diverse, high-quality cohort of individuals into the program to support the construction industry in economic development in Illinois and throughout the United States.	[<i>Educate-Connect-Elevate</i> 2018–2023] - Enhance Strength and Stability - Attract and retain exceptional faculty and staff. - Foster Innovation - Support academic program offerings to meet enrollment demand in current and emerging fields of study. - Nurture Diversity and Inclusion - Enhance diversity of faculty, staff, and student populations across the inclusion spectrum. - Invigorate the campus community by providing a welcoming and inclusive environment. - Enrich Engagement - Foster partnerships offering collaborative and mutually beneficial opportunities. [CAST 2019-2024] - Foster a cohesive culture of diversity, inclusion, and equity that reaches all our students, faculty, and staff.	- Host career fairs and other promotional events. - Promptly distribute job and internship opportunity announcements to students. - Collaborate with other majors and RSO's.	- Maintain community colleges-articulation agreements (Solanki). - 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). - Distribute information on jobs, internships, scholarship, and CMSA activities in a timely fashion (Faculty). - Connect employers and alumni in CM fields and share job related information with students. (Faculty) - Conduct case studies on how the construction industry can support the CM Program in promoting Diversity, Equity, Belonging, and Inclusion (DEBI). (Xie)	- Evaluated course syllabi/content of transfer students and updated community colleges-articulation agreements as needed (Solanki). - Career fairs were hosted both in Fall 2024 and Spring 2025 with 60 (Fall) and 57 (Spring) employers and around 164 (Fall) and 83 (Spring) students. (Jacobs and Solanki). Additionally, industry forums were offered for employers to present about the company and openings, during the career fair days. - Distributed information on jobs, internships, scholarship, and CMSA activities in a timely fashion through class announcement, email, and Facebook (Faculty). Completed the case studies on how the construction industry can support the CM Program in promoting Diversity, Equity, Belonging, and Inclusion (DEBI) and presented the findings to the CM Advisory Board meeting in November 2024 and the CAST DEI group in December 2024. (Xie)

	4. Develop and maintain productive relationships with external constituencies. [TEC 2019-2024] 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.	[Educate-Connect-Elevate 2018–2023] 2. Foster Innovation b) Support advancement of research, creative works, and knowledge generation. 3. Nurture Diversity and Inclusion c) Advance learning experiences that help faculty, staff, and students succeed in a global society. 4. Enrich Engagement b) Involve more faculty, staff, and students in outreach, engagement, and research opportunities locally, regionally, and globally. c) Deepen student engagement in activities that prepare them for lifelong learning and success [CAST 2019-2024] 3. Support a workplace that facilitates and rewards faculty and staff excellence. 4. Develop and maintain productive relationships with external constituencies. [TEC 2019-2024] 2. Support and reward faculty and staff excellence. 4. Enhance the effectiveness of the Department by strengthening engagement.	c. Maintain active student chapters that promote high levels of student interaction with industry. d. Tenure-Track/ Tenured faculty contribute at least 2 professional presentations and/or publications (including books, book chapters) annually. e. Provide industry workshops as appropriate (e.g. MCA, Laborers, Green Building training, etc.).	a. Facilitate student-led organizations and activities [CMSA] • 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 • NRCA student competition • NAHB student competition b. Conduct applied research and professional development opportunities (CM Faculty). Connect with professional associations by attending their meetings (CM Faculty).	Student-led organizations and activities were facilitated (Faculty). CMSA Meetings – 2nd Mondays 6:30 pm monthly (Jacobs) Many Industry Partners as guest speakers throughout the year CMSA Board Meetings – monthly (Jacobs) CMSA Field Trips – 1 – 2 per year Spring 25 CMSA Board Members: Liam Grady, Pres., Clayton Garmon, VP, Abbie Bouc, Sec., Kacper Tomczyk, Treas., Anna Savino, Hist. SP25 – Site Visit CORE Construction Normal Fire Station #2 Volunteer Opportunity CMSA Membership Prepared and loaded shipping crates for deliveries to Lamu, Kenya – convert shipping crate into dental office upon delivery. FA25 CMSA Board Members Clayton Garmon, Pres., Aiden Kuhs, VP, Jack Maucieri, Sec., Kacper Tomczyk, Treas., Anna Savino, Hist. FA25 – Site Visit William Charles – I-57 Flyover Construction, Champaign, IL Broeren Russo Builders – Doris Kelley Christopher Extension Center Volunteer Opportunity CMSA Membership CMSA members volunteered at Playmates PreSchool along with TEECA student members to assist and demonstrate Construction and STEM skills to preschool students – over 100 preschool students attended MCAA Convention SP25 Austin, TX Ben Winkler, Yaseen Mohammed, Colin Koester, Kacper Tomczyk, Hunter Ervin, Mia Contreras, Gabby Irwin MCAA Student Summit FA25 Salt Lake City, UT Gabby Irwin, Mia Contreras, Kacper Tomczyk, Hunter Ervin NRCA 25 San Antonio, TX Rosario Pollina, Tyler Mathiesen, Matthew Frerichs, Carson Howard, Isaac Tabela NAHB SP25 Las Vegas, NV

				Abbie Bouc, Liam Grady, Carson Howard, Patrick Zatloukal, Bryce Reed, Anna Savino NAHB SP25 Orlando, FL – Mike Williams Two teams (Commercial and Preconstruction) participated in ASC region 3 competition and the Commercial competition team took the first place. Conducted applied research and professional development activities (CM Faculty) 4 refereed journal articles, 6 refereed conference proceedings, 10 oral presentations, and 2 poster presentations 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.	[<i>Educate•Connect•Elevate</i> 2018–2023] 3. Enhance Strength and Stability c) Strengthen financial position 4. Enrich Engagement a) Foster partnerships offering collaborate and mutually beneficial opportunities. [CAST 2019-2024] 4. Develop and maintain productive relationships with external constituencies. [TEC 2019-2024] 4. Enhance the effectiveness of the Department by strengthening engagement.	a. Promote and maintain multiple ways for industry to connect with and support the program.	a. Evolve CM Annual Industry Partnership program. (Faculty). b. Host the CMSA Golf Outing on the last Friday of April to maintain personal connections with CM alumni and industry leaders with proceeds to support the CM endowments (Jacobs). c. Monitor and promote CM Scholarships, both at the TEC website and other regular and ongoing scholarships (Faculty) d. Maintain ISU CM Alumni group on Facebook to keep alumni engaged and share job openings for experienced candidates (Jacobs).	a. CM Industry Partnership had 18 partners (≥\$2,000) for 2024-25 (Faculty). b. Hosted the CMSA Golf Outing the last Friday of April to maintain personal connections with CM alumni and industry leaders with proceeds to support the CM endowments (Jacobs). a. CM Golf Outing SP25 4/25/25 – Webring Golf Club, Over 36 Industry Partners able to attend – 144+ players b. CMSA Golf Outing FA25 10/3/25 – Webring Golf Club, 9 Industry Partners able to attend - 35 players c. Monitored and promoted CM Scholarships through e-mails, TEC website, student-shared drive and during classes. (Faculty) 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).

Department of Technology
Program Goals and Plan of Work (2024-2025)
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 2024-2025</i>	<i>Report on POW 2024-2025</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 2023/2024 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. Submit readiness report and self-study report for ABET g. Recruit a new tenure track faculty	a) Advisory board meeting was conducted on February 21 st , 2025. With 10 advisory board members, faculty, and students b) Student performance for outcomes assessment was completed based on ABET requirements c) Faculty attended various conference including ASEE, ITEA d) CMM was installed, two faculty would be attending workshops for the same e) Successful ABET Accreditation Unsuccessful attempt for faculty hiring one faculty resigned
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.
3. Provide opportunities for students to interface with ET professionals.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goals 1 & 4.	a. Facilitate events that promote student and faculty interaction with industry. b. Promote internship opportunities for ET students. c. Create and maintain relationships with companies and personnel that employ ET professionals.	a. Promote student involvement in the ET student organization. b. Promote student attendance at industry trade shows. c. Organize field trips to applicable companies. d. Invite ET professionals to visit classes. e. Maintain and establish new contacts with potential employers. f. Encourage students to pursue and secure internships. g. Help students locate internships/temporary job opportunities.	a) Students were encouraged to participate in the ET club. b) Trade shows were announced in several classes went on a field trip to IMTS 2025 c) Students in ET classes toured Rivian, Bridgestone d) TEC 392 had guest speakers from CAT, Decatur e) ET faculty maintain regular contact with many employers. f) Students are being encouraged to get work experience. Student work experience is being verified as a prerequisite to TEC392. g) Emails are sent to the ET list serve announcing internship opportunities. Students were also encouraged to attend the ISU career fairs. h) ET internship fair to happen in November 2025

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

Department of Technology
Program Goals and Plan of Work (2024-2025)
B.S. in Graphic Communications Technology

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

<i>GC Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2024-2025</i>	<i>Report on POW 2024-2025</i>
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes necessary for successful professional roles in the graphic communications industry.	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goals I & II. <i>TEC Department</i> Goal 1.	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain a cutting edge graphic communications lab. d. Maintain highly qualified faculty.	a. Update curriculum to incorporate the new archival scanner into projects in multiple classes. b. Assemble and conduct an advisory board meeting in Spring 2025 semester. Share information with the advisory board throughout the rest of the year, including this plan of work. c. Prepare and encourage students to take these certifications: Idealliance Print Planning & Estimating Digital Printing certification (TEC 354), Idealliance Fundamentals in Color Management Certification (TEC 353). d. Update curriculum in Tec 352 to include HP SmartStream for teaching the concepts of imposition. e. Updating curriculum in TEC 353 to include community engagement and color management through digitized artwork (from scanning through print production). f. Looking at workflow and space utilization in the lab to better utilize the space available and organize supplies/tools. g. Exploring grant options for acquiring an automatic screen-printing press to further our abilities within the program and better align with industry standards. h. Explore the options of acquiring a digital storefront software to create e-commerce sites. i. Measure student performance for outcomes assessment 2024/2025 and revise instruction as needed. j. Conduct an employer survey in Summer 2025 to assess graduate performance according to program learning outcomes. k. Faculty development by attending professional development events, including: FTA/InfoFlex, GCEA, TAGA, and Label Expo.	a. Calkins used the new scanner in TEC 353 (community involvement bookmark project) and TEC 358 (images and documents for the Basement). b. Advisory Board meeting was held May 2nd c. Calkins completes both Idealliance certifications in TEC 353 and TEC 354. During the academic year 2024-2025, there was 100% pass rate for students who took the certification exams. d. The donation HP SmartStream has been held up at University purchasing for over one year. Unable to utilize e. We engaged with local elementary schools to collect bookmark artwork for TEC 353. Students scanned in the provided artwork, scaled and color corrected/managed, output (with the help of printing services), UV coated, and cut all bookmarks. The bookmarks were delivered to Bloomington Public Library and were very well received. They are looking forward to next year! f. Digital printing area was developed, with other new equipment this will continue into next year as well. g. Celeste received a PGSF grant to purchase a Direct-to-Film Garment Printer. An automatic screen-printing press was acquired from the closure of the ICC graphics program. Supplies and other smaller pieces of equipment were also acquired. h. Training began with the software, it is yet to be secured and implemented into courses. i. Completed j. Only one employer survey completed for Summer 2025 k. Calkins attended GCEA and TAGA.
1. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.	<i>ISU - Educate, Connect, Elevate</i> Goals I & III <i>CAST Strategic Plan</i> Goals I & II <i>TEC Department</i> Goals 1 & 3	a. Maintain sustainable enrollment in the GC program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote industry-sponsored scholarships to existing and potential students.	a. Review and update existing 2+2 articulation plans. b. Post appropriate scholarship opportunities FFTA, PGSF, Printing UNITED, TLMI and support students' efforts for scholarship awards. Also, better promote departmental internal scholarships. c. Explore options for expanding the database to adjacent states where students receive in-state tuition. Tec 358 students will update, create, print & mail volume three of our promotional magazine to high schools in Illinois and adjacent states. d. Provide in person tours to community colleges and high schools. Attend relevant community college and high school career fairs. e. Make multiple points of contact to all applicants to the GCT program. f. Work with admissions to better target potential students for the program.	a. ICC has closed their graphics program. The Harper College 2+2 is still active but needs updating, receiving a response from faculty at Harper college has been difficult. b. This year students received \$50,000 from PGSF and FFTA c. A few out-of-state schools were added to the list. TEC 358 completed volume 3, and it was successfully sent out to 56 schools this fall. d. Burke and GA Chloe attended Harper College Career Expo and BACC Career Expo. Calkins visited Batavia and Kaneland high schools e. Again, GA Chloe reached out to applicants on multiple occasions mainly via text message. This year the response from applicants to her was good with multiple communications and questions answered. f. We met with the University advisors and gave them a tour of our program.
3. Provide opportunities for students to interface with the graphic communications industry.	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goals I & II.	a. Facilitate events that promote student and faculty interaction with industry. b. Increase internship opportunities for GC students. c. Forge relationships with graphic communications companies and	a. Burke and Calkins to invite alumni and industry professionals as speakers for multiple courses. b. Burke, Calkins, and students will participate in FTA InfoFlex, TAGA, and Label Expo. c. Organize visitations to a wide variety of GC businesses.	a. Burke invited an employee focused on UI/UX to speak to TEC 351 in Fall 2024. Students in Calkins' TEC 358 had the opportunity to speak with Alumni related to their job experiences, career trajectory, and usefulness of the GC program. b. Calkins took six students to Boulder, CO to participate in and compete at the TAGA conference.

	TEC Department Goals 1 & 4.	personnel. Provide avenues for graduate recruitment.	d. Make a focused effort to expand employment and internship opportunities for students. e. Compete in the Phoenix Challenge Competition, TAGA Student Competitions, and GLGA print competition.	c. Calkins took students to BOPI. Burke took students to Taylor Corporation d. Two students interned locally at BOPI and Taylor. One student interned at Create It Packaging e. Students won overall first in the Phoenix Challenge. For TAGA students won third place in t-Shirt Design and second place in package design. PGSF package and t-shirt competitions were entered as well.
4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.	ISU - Educate, Connect, Elevate Goal IV CAST Strategic Plan Goal IV TEC Department Goals 2 & 4	b. Tenured or tenure-track faculty will engage in research that supports the industry. c. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees. d. Promote Student organization participation in industry or community service activities.	a. Burke will participate in Printing UNITED, Label Expo, GCEA, GLGA, and FTA activities. b. Burke will serve as Vice President of GCEA Region One and education liaison to the board of directors for GLGA. c. Calkins will attend and present at the Technical Association for the Graphic Arts International Conference in March. d. Calkins will attend and present at the GCEA conference. e. Calkins will continue collaborating with other graphic professionals at Clemson University. f. Calkins will serve on the Board of Directors for the Accrediting Council for Collegiate Graphic Communications (ACCGC). g. Calkins will serve as the VP of Education for the Technical Association of the Graphic Arts (TAGA). h. Calkins will further research into estimating practices for CAD table cutting. - i.	a. This year Burke did not attend any conferences. b. Burke served as VP of GCEA Region One and still attends GLGA Board Meetings c. Calkins attended and presented at the TAGA conference in Boulder, Colorado. She presented a paper on estimating cutting table technology. d. Calkins attended and present at the GCEA conference in summer 2024. e. Calkins continues efforts with faculty at Clemson, in Fall of 2024 she published a paper and gave an international presentation with a faculty member from Clemson. Recently, she had a paper accepted for poster presentation at the next TAGA conference in 2026 with two Clemson faculty, as well as continuing a study on AI use in higher education with one faculty member from Clemson. f. Calkins continues in her role with ACCGC. g. Calkins continues in her role as VP of Education for TAGA. h. In 2025, Calkins presentation and published a paper related to the estimation of CAD table technology.

Department of Technology
Program Goals and Plan of Work (2024-2025)
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 2024-2025</i>	<i>Report on POW 2024-2025</i>
1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes that are foundational to success as SRE professionals.	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goal 1.	a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain modern SRE equipment and lab. d. Recruit and maintain highly qualified faculty.	a. Conduct at least one advisory board meeting b. SRE faculty will attend at least one energy related conference. c. SRE faculty will maintain and updated RE lab equipment. d. One ET faculty will be hired to teach SRE courses (TEC 258 and TEC 259)	a. The advisory board meeting was conducted in April 2025. b. Jin Jo attended the IL Renewable Energy Conference in September 2025. c. Bad batteries were replaced on the Solar Workstations in Turner 132. d. Matthew Hagaman (Adjunct) was hired to teach TEC 258 and TEC 259
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. Jin Jo attended the TEC Department's events when there were prospective students who are interested in the SRE major. b. RES members attended the IL Renewable Energy Conference in September 2025. Jin Jo advised three SRE students who participated the exchange program. Jin Jo also worked with one student from Denmark.
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. Jin Jo worked with the RES members and advised them to plan the yearly activities. b. 14 SRE students attended the IL Renewable Energy Conference in September 2025. c. SRE students interacted with a couple of SRE alums at the energy conference. b. d. Jin Jo shared jobs and internship opportunities when available.

4. Provide service to companies and organizations that employ SRE graduates through applied research, consulting/workshops, and participation in professional organizations	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goals IV <i>TEC Department</i> Goals 2 & 4	a. Collaborate with renewable energy industry partners to support student research b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees. c. Promote student organization participation in industry or community service activities.	a. SRE faculty will collaborate with industry partners to support faculty and student research. b. SRE faculty will work with industry partners to coordinate internship positions and promote student employment. c. SRE faculty will update SRE-related job and internship openings. d. SRE faculty will promote research and projects with their industry partners.	a. Jin Jo partnered with Nexamp to support SRE student's Solar District Cup project. b. Jin Jo worked with SRE industry partners to coordinate the internship and job openings. c. Jin Jo shared job and internship opportunities with SRE students. d. Jin Jo worked with the SRE industry partners to initiate research projects.
5. Develop industry and SRE alumni relationships in support of the program	<i>ISU - Educate, Connect, Elevate</i> Goal IV <i>CAST Strategic Plan</i> Goals IV <i>TEC Department</i> Goals 2 & 4	a. Maintain information distribution to alums through the department newsletter and website. b. Establish relationships with companies who employ SRE professionals. c. Strengthen relationships with alumni.	a. Provided updated information about the SRE program to program alumni. b. SRE faculty will build and maintain relationships with industry partners through industry energy-related events. c. SRE faculty will maintain relationships with SRE alumni via social media.	a. SRE Alumni page on LinkedIn is maintained and updated on a regular basis. b. Jin Jo spoke with potential industry partners at the energy conventions. c. RES members update the program's Facebook and Instagram pages.

Department of Technology
Program Goals and Plan of Work (2024-2025)
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 2024-2025</i>	<i>Report on POW 2024-2025</i>
1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory	<i>ISU - Educate, Connect, Elevate</i> Goal I. <i>CAST Strategic Plan</i> Goal I & II. <i>TEC Department</i> Goal 1.	a. Continue to expand research-based pedagogical practices b. Continue to refine quality curricular materials and/or develop new courses for undergraduate and graduate programs	a. Continue to include and model pedagogical approaches pre-service teachers are observing in secondary school settings, including those from student teaching b. Implement changes to program curricula based on findings from 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 12th 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 St. Louis, MO.

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

Technology & Engineering Education Specific Goals**

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

Department of Technology
Program Goals and Plan of Work (2024-2025)
M.S. in Technology

<i>Project Management Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2024-2025</i>	<i>Report on POW 2024-2025</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. d. Adapt 300/400 level courses and change the listing numbers.	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. Began implementation of 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 around 50 major students, in addition to students in the INTO program or other majors, such as economics or business. b. The graduate program is still one of the most diverse programs on campus and currently enrolls over 50% international students. c. Scholarships and tuition waivers are provided for many graduate students. The diversity scholarships have not been linked from our website. d. Our graduate program had external funded assistantships (Dr. Isaac Chang).
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.	a. Industry partners continue to recruit our students and work with them on internships. b. Our graduate program had external funded assistantships (Dr. Isaac Chang).
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 2024 and May 2025, resulting in a sample of 86 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 (2020 to 2025) have remained consistently high in this area.

Senior Survey Form Example – Computer Systems Technology

Page 1 of 1

Department of Technology Senior Exit Survey

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

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

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

Instructions for questions 1 to 8:

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

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

	Excellent	Good	Neutral	Fair	Poor
Quality	☐	☐	☐	☐	☐
2. TEC faculty expertise in their subject matter areas was: *

	Excellent	Good	Neutral	Fair	Poor
Expertise	☐	☐	☐	☐	☐
3. Overall, the laboratory quality of my TEC courses (machines, devices, computers, software) was: *

	Excellent	Good	Neutral	Fair	Poor
Lab Quality	☐	☐	☐	☐	☐
4. Timeliness of the TEC Advisement Office responses to my inquiries was: *

	Excellent	Good	Neutral	Fair	Poor
Timely Advisement	☐	☐	☐	☐	☐
5. My Tec Advisor's effectiveness in my Academic planning was: *

	Excellent	Good	Neutral	Fair	Poor
Advisement Expertise	☐	☐	☐	☐	☐
6. I rate the usefulness of my TEC major in expanding my career options as: *

	Very Useful	Useful	Neutral	Useless	Very
	☐	☐	☐	☐	☐

	Useful	Useless	Useful	Useless	Useless
Career Options	☐	☐	☐	☐	☐

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Recommendation	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Network Operating Systems	☐	☐	☐	☐	☐

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Databases	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐

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

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

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

	Accepted an offer	Have tentative offer	Interviewing	Have not started searching
Job Search	☐	☐	☐	☐

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	☐	☐	☐	☐	☐

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

Name of employer

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

19. What is the salary range for your position?

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

Summary of Senior Survey Results by Program and Overall

2024-2025 Senior Exit Survey Data Department of Technology Programs		Instructional Quality	Faculty Subject Matter Experts	Lab Quality	Advising Responsiveness	Advisement Effectiveness	Major Expanded Career Ops	Recommend TEC to Friend or Family
Construction Management	N	23	23	23	23	23	23	23
	Mean	4.2	4.2	4.1	4.2	4.1	4.6	4.4
	SD	1.0	1.0	1.0	1.1	1.1	0.6	0.7
Computer Systems Tech	N	17	17	17	17	17	17	17
	Mean	3.8	3.9	3.9	3.9	3.7	4.0	4.0
	SD	0.8	0.8	1.1	1.2	1.3	0.7	0.9
Engineering Technology	N	26	26	26	26	26	26	26
	Mean	4.4	4.5	4.1	4.6	4.6	4.5	4.3
	SD	0.7	0.5	0.9	0.5	0.6	0.6	0.6
Graphic Communications Technology	N	10	10	10	10	10	10	10
	Mean	4.6	4.9	4.7	4.5	4.5	4.6	4.8
	SD	0.5	0.3	0.5	0.5	0.5	0.9	0.4
Sustainable & Renewable Energy	N	4	4	4	4	4	4	4
	Mean	4.3	4.5	4.3	4.8	4.8	3.8	2.0
	SD	0.4	0.5	0.4	0.4	0.4	1.1	0.7
Technology & Engineering Education	N	6	6	6	6	6	6	6
	Mean	4.5	4.8	4.0	3.8	4.2	4.7	4.5
	SD	0.5	0.4	1.2	1.1	0.7	0.5	0.5
Department Total	N	86	86	86	86	86	86	86
	Mean	4.3	4.4	4.1	4.3	4.3	4.2	4.4
	SD	0.8	0.8	1.0	1.0	1.0	0.9	0.7
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

	TEC Quality of Instruction	TEC faculty expertise	TEC Labs	TEC Advisement Office Timeliness	TEC Advisor knowledge	Career Options	Recommend TEC	
Question #	1	2	3	4	5	6	7	N =
TEC Avg 2024/25	4.3	4.4	4.1	4.3	4.3	4.2	4.4	86
TEC Avg 2023/24	4.3	4.5	4.2	4.1	4.1	4.5	4.4	96
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
5 - Year Avg.	4.4	4.5	4.2	4.3	4.3	4.4	4.3	420
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.