

DEPARTMENT OF TECHNOLOGY

PROGRAM ASSESSMENT PLAN

B.S. DEGREE IN TECHNOLOGY EDUCATION



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Table of Contents

Learning Outcomes Assessment	3
Program Goals and Plan of Work	7

Appendices

Appendix A – Example of Employer Follow-up Survey.....	12
Appendix B – Example of Senior Exit Survey	14
Appendix C – Example of Alumni Learning Outcomes Survey	18
Appendix D – Annual Assessment & Reporting Calendar.....	20

Department of Technology Program Assessment Plan B.S. Degree: Technology Education

This Technology Education degree Program Assessment Plan includes a description of learning outcomes, assessment measures, feedback and continuous improvement mechanisms, and record keeping procedures that guide the Technology Education program in continuous improvement. The plan is within the context of a larger Department of Technology Academic Quality Improvement Program (AQIP). There are two components to the Technology Education program assessment. (1) Learning Outcomes Assessment and (2) Program Goal Report and Plan of Work. Annual assessment data is posted on the Department of Technology website: www.tec.illinoisstate.edu.

Learning Outcomes Assessment

The learning outcomes report, completed each year, is an aggregate summary of student progress toward meeting identified learning outcomes. The resulting data is reported in a dashboard format (see following page for an example of learning outcomes dashboard), which includes assessment data and a plan for improvement, as necessary. The learning outcomes for the program are reviewed each year for validation by the Technology Education program advisory board. Multiple data points are used to assess learning outcomes, as follows:

1. An **Employer Survey** seeks data on how well graduates performed in terms of intended learning outcomes. These surveys are conducted on a three-year cycle. (*Appendix A* presents an example of the employer follow-up survey).
2. The **Senior Exit Survey** solicits both quantitative and qualitative feedback about the extent to which learning outcomes were achieved. An example of the Senior Exit Survey is presented in *Appendix B*.
3. The University Assessment Services conducts the annual **Alumni Survey** and supplies this assessment data to the department. This survey includes questions on the intended learning outcomes for the program shown in *Appendix C*.
4. The Technology Education program faculty review teaching licensure exam results to assess learning outcomes.

Assessment data on learning outcomes receives oversight in the following ways. Specific learning outcome assessment data initially go to the Program Coordinator who is responsible for (a) documenting and reporting the results, (b) evaluating if the results conform to performance indicators, and (c) deciding, in conjunction with program faculty and advisory committee as appropriate, whatever corrective action needs to be taken. Corrective actions are documented in the learning outcomes assessment dashboard and filed on the Faculty Server. An annual assessment calendar is used to coordinate assessment and feedback events (See *Appendix E*).

Technology Education Learning Outcomes

(1) The Nature of Technology: Technology teacher education program candidates develop an understanding of the nature of technology within the context of the *Design World*.

(2) Technology and Society: Technology teacher education program candidates develop an understanding of technology and society within the context of the *Designed World*

(3) Design: Technology teacher education program candidates develop an understanding of design within the context of the *Designed World*

(4) Abilities for a Technological World: Technology teacher education program candidates develop abilities for a technological world within the contexts of the *Designed World*

(5) The Designed World: Technology teacher education program candidates develop an understanding of the *Designed World*

(6) Curriculum: Technology teacher education program candidates design, implement, and evaluate curricula based upon the *Standards for Technological Literacy*

(7) Instructional Strategies: Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology

(8) Learning Environments: Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy

(9) Students: Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.

(10) Professional Growth: Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

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

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

Program Goals and Plan of Work

The Technology Education *Program Goals and Plan of Work*, consists of (a) the program mission, (b) program goals, (c) goal alignment with department, college, and university goals, (d) strategies for attaining goals, (e) an annual plan of work, and (f) a report assessing accomplishments (See an example of the *Program Goals and Plan of Work* document on the following page). An assessment of the *Program Goals and Plan of Work* is submitted to the Department of Technology Chair annually at the beginning of the academic year, after developing a plan of work, and to report on work completed from the previous academic year. Follow-up on the assessment of program outcomes data flows first to the Chairperson or Assistant Chairperson who is responsible for documenting and reporting the results in the Department of Technology Annual Assessment Report. As appropriate, results may be further disseminated to the faculty at large, and/or Advisory Committees for further action aimed at program improvement.

Technology Education Program Goals

1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory.
2. Stay current and proactive in technological, pedagogical, curricular, and laboratory advances.
3. Provide educational opportunities for students to teach in a diverse classroom/laboratory .
4. Provide professional development opportunities for technology education graduates.

Program Goals and Plan of Work (2016-2017)

Technology Education Program

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

<i>T&EE Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory	<i>Educating Illinois Goals 1&2 CAST Strategic Plan Goals 1&2 TEC Department Goals 1&2</i>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a. Continue to include and model pedagogical approaches pre-service teachers are observing in secondary school settings, including those from student teaching b. Implement changes to program curricula based on findings from edTPA teacher candidate submissions and the respective feedback from the reviewers 	<ul style="list-style-type: none"> a. Updated courses to include more instructional and pedagogical approaches. b. Continued to adjust courses in relation to student preparation toward completing the requirements of edTPA. Program faculty have included edTPA protocols in TEC 101, TEC 305, and TEC 307 so teacher candidates can have practical experience with the writing prompts and assessment instruments. Second, program faculty have hosted edTPA specific days during the student teaching practicum where all student teachers return to campus for one-on-one help with edTPA before final submission.

<p>2. Stay current and proactive in technological, pedagogical, curricular, and laboratory advances</p>	<p><i>Educating Illinois</i> Goal 1 CAST Strategic Plan Goal 5 TEC Department Goal 2</p>	<p>a. Continue to redesign, reshape, and reconfigure state-of-the-art facilities based on technological literacy and the needs of the public schools</p> <p>b. Continue to expand research-based pedagogical practices</p> <p>c. Continue to refine quality curricular materials and/or develop new courses for undergraduate and graduate programs</p>	<p>a. Purchase laboratory equipment that relates to the scope and sequence of the program</p> <p>b. Continue to work with and utilize the technology and engineering education advisory board and ISBE on issues related to the public school setting</p>	<p>a. Updated the lab facilities with new 3D printing equipment and a new laser cutter/engraver.</p> <p>b. Faculty worked with ISBE on developing and evaluating the new Illinois content examination for preservice teachers and secured an ISBE grant to provide updated curriculum materials to Illinois CTE teachers.</p>
<p>3. Provide educational opportunities for students to teach in a diverse classroom/laboratory</p>	<p><i>Educating Illinois</i> Goal 1 CAST Strategic Plan Goal 1 TEC Department Goal 4</p>	<p>a. All teacher candidates are placed in school-based diverse settings for at least 50 hours prior to starting their student teaching experience</p>	<p>a. Continue to work with Illinois school districts for pre-service placements that offer a diverse setting</p>	<p>a. All technology and engineering education teacher candidates are receiving a diverse placement not only during their 100 hour preparation before student teaching, but their actual student teaching sites have also been diverse settings.</p>

<p>4. Provide professional development opportunities for technology and engineering education graduates</p>	<p><i>Educating Illinois</i> Goal 3 CAST Strategic Plan Goal 4 TEC Department Goals 3&5</p>	<p>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</p> <p>b. TECA members participate in professional development activities at state-based and international conferences</p>	<p>a. Deliver summer coursework for practicing teachers</p> <p>b. Promote professional conferences to undergraduate and graduate students</p> <p>c. Continue undergraduate and graduate professional development by working with ISU-TEECA, Illinois TSA, and TEAI</p>	<p>a. TEC 310 and TEC 423 were offered during the summer to both undergraduate and graduates students; both courses were delivered online.</p> <p>b. Undergraduate and graduate students attended both the state and international technology and engineering education association conferences.</p> <p>c. Program faculty and technology and engineering teacher education candidates have worked closely with the professional associations in Illinois by hosting events, judging events, and attending professional meetings.</p>
<p>5. Continue to recruit and secure talented undergraduate students and graduate assistants</p>	<p><i>Educating Illinois</i> Goal 2 CAST Strategic Plan Goal 2 TEC Department Goal 1</p>	<p>a. Recruit talented students into the TE program.</p> <p>b. Recruit and secure at the local and national levels talented graduate assistants to help with programmatic duties, as well as grant-funded activities</p>	<p>a. Recruit potential T&EE students from high school and community college settings</p> <p>b. Disseminate print and electronic media to help with recruiting efforts</p> <p>c. Secure graduate assistants that would benefit from ISU's program</p> <p>d. When available, position graduate assistants on funded projects to assist in project development and professional growth</p>	<p>a. Recruiting still remains the number one activity program faculty do on a regular basis to increase the number of candidates in the technology and engineering education program. Program faculty visited high schools, community colleges, and hosted events to increase the enrollment in the program. We have had two of the largest classes of new freshman in recent memory for the past two academic years.</p> <p>b. We continued to disseminate recruiting materials.</p> <p>c. One graduate assistant was hired for the T&EE program.</p>

<p>6. Continue to have faculty leaders who are engaged in professional organizations and who serve in leadership capacities</p>	<p><i>Educating Illinois</i> Goals 2&3 CAST Strategic Plan Goals 2&4 TEC Department Goals 1,3&5</p>	<p>a. Technology Education faculty hold state-based offices in professional associations and work with the national and international technology education-based organization on a regular basis</p>	<p>a. Technology and engineering education faculty continue to hold departmental, university, state, and national leadership office positions</p>	<p>a. Drs. Chris Merrill and Joshua Brown continue to hold departmental, college-level, and university-wide positions on committees involving teacher education, faculty/program assessment, and research</p>
<p>7. Promote the scholarship of teaching and learning by conducting research and publishing the findings in professional journals and delivering presentations</p>	<p><i>Educating Illinois</i> Goal 2 CAST Strategic Plan Goal 3 TEC Department Goal 5</p>	<p>a. Conduct, publish, and present scholarly work at regional, state, and international venues</p>	<p>a. Technology and engineering education faculty continue to publish and present scholarly work at regional, state, and international venues that focus on the teaching and learning of STEM education.</p>	<p>a. Drs. Chris Merrill and Joshua Brown presented technology and engineering education/STEM-related pedagogical papers at both the state and international levels.</p>

Technology & Engineering Education Specific Goals**

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

Appendix A: Example of Employer Survey

ISU Technology Education Employer Survey

Technology Education Employer Survey

As part of our continuous quality improvement process and accreditation requirements, we would like to know your perceptions on how well prepared our graduates are to teach Technology Education in your school.

If you are not the appropriate person to complete this survey, would you please forward to the individual in your firm who supervises or is knowledgeable about the performance of the ISU graduate.

This brief survey has two parts: (a) ratings of 8 individual competencies that graduates should demonstrate, and (b) an open ended section for your comments and suggestions. **Please complete a separate survey for each ISU Technology Education graduate** who has worked for your firm for five (5) years or less. All responses are completely confidential. Anticipated time to complete the survey is less than 10 minutes.

Thank you very much for your feedback on the quality of our Technology Education graduates. Your input is very important to our program success!

1. How long has the (or was the) ISU Technology Education graduate been employed by your school?
 - Less than 1 year
 - 2 years
 - 3 years
 - 4 years
 - 5 years

Instructions for questions 2 to 7:

In the left-hand column is a listing of competencies (knowledge, skills, and attitudes) that should be demonstrated by graduates of the Technology Education program in the Department of Technology at Illinois State University (ISU). For each of the competencies, please indicate the level of preparation as:

Excellent - Good - Neutral - Fair - Poor - Not Applicable.

2. Differentiate and apply the foundations of technology, the core systems of technology, engineering design, and technological problem solving by completing assignments in curriculum development, planning, assessment, and hands-on activities.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Technology Curriculum Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Identify and use local, state, and national educational standards for technological literacy by developing and delivering standards-based curriculum and activities.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable

Apply Standards to Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Design laboratories and classroom spaces, develop instructional procedures/techniques, and curriculum materials to maximize student learning related to technological literacy						
	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Design Lab and Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Develop curriculum related to technological literacy that demonstrates the ability to plan, deliver, and evaluate instruction based upon the unique knowledge of technology, standards, and curriculum goals.						
	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Teach Technological Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrate fundamental knowledge of technology, the history and nature of technology, and its connection with other fields of study by developing integrated, standards-based lessons in technology education.						
	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Knowledge of Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assess engineering design, the attributes of design, and the role of technological problem solving design.						
	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Engineering Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Develop and assess cultural, environmental, economic, and social and political impacts of technology by developing lessons, curriculum, and activities.						
	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Cultural, Environmental, Social Impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Develop lessons, curriculum, and activities based on the designed world.						
	Excellent	Good	Neutral	Fair	Poor	Not Applicable
The Designed World	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Additional comments, clarifications or suggestions for the ISU Technology Education program:						

Appendix B: Example of Senior Exit Survey

Department of Technology Senior Survey (TE)

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 15 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 17:

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

1. Faculty were helpful when I needed assistance.*

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

2. Overall, the quality of instruction was excellent in TEC courses.*

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

3. I was treated fairly in my dealings with faculty.*

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

4. Faculty were experts in their subject matter areas.*

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

5. The department's computer resources met my needs.*

13. My TEC major greatly expanded my career options.*

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

14. The content of my TEC courses was state-of-the-art.*

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

15. Overall, I greatly increased my knowledge and skills as a result of my TEC major.*

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

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

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

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

Instructions for questions 18 to 29:

This section includes ratings on how well you achieved the intended learning outcomes for your major, as well as questions about your job search.

18. I am able to differentiate and apply the foundations of technology, the core systems of technology, engineering design, and technological problem solving by completing assignments in curriculum development, planning, assessment, and hands-on activities.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Technology Curriculum Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. I am able to identify and use local, state, and national educational standards for technological literacy by developing and delivering standards-based curriculum and activities.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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	Agree				Disagree
Apply Standards to Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I am able to design laboratories and classroom spaces, develop instructional procedures/techniques, and curriculum materials to maximize student learning related to technological literacy.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Design Lab and Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am able to develop curriculum related to technological literacy that demonstrates the ability to plan, deliver, and evaluate instruction based upon the unique knowledge of technology, standards, and curriculum goals.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teach Technological Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am able to demonstrate fundamental knowledge of technology, the history and nature of technology, and its connection with other fields of study by developing integrated, standards-based lessons in technology education.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Knowledge of Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am able to assess engineering design, the attributes of design, and the role of technological problem solving design.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Engineering Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am able to develop and assess cultural, environmental, economic, and social and political impacts of technology by developing lessons, curriculum, and activities.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Cultural, Environmental, Social Impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I am able to develop lessons, curriculum, and activities based on the designed world.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Designed World	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Please provide any feedback about the instruction and your learning related to Technology Education.					

27. Who or what influenced you in deciding to pursue the TEC program at ISU?*

Influences

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

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

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

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

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

Name of employer

Appendix C: Example of Alumni Learning Outcomes Survey

2011 Technology Education

Page 1						
Technology Education						
Please answer the following questions from the Department of Technology regarding your education experience at Illinois State University						
1. Please indicate how well the Technology Education sequence prepared you to perform each skill.						
	Well above average	Above average	Average	Below average	Well below average	N/A
Differentiate and apply the foundations of technology, the core systems of technology, engineering design, and technological problem solving by completing assignments in curriculum development, planning, assessment, and hands-on activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and use local, state, and national educational standards for technological literacy by developing and delivering standards-based curriculum and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design laboratories and classroom spaces, develop instructional procedures/techniques, and curriculum materials to maximize student learning related to technological literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop curriculum related to technological literacy that demonstrates the ability to plan, deliver, and evaluate instruction based upon the unique knowledge of technology, standards, and curriculum goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 2					
2. Please indicate how well the Technology Education sequence prepared you to perform each skill.					

	Well above average	Above average	Average	Below average	Well below average	N/A
Demonstrate fundamental knowledge of technology, the history and nature of technology, and its connection with other fields of study by developing integrated, standards-based lessons in technology education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess engineering design, the attributes of design, and the role of technological problem solving design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, and assess cultural, environmental, economic, and social and political impacts of technology by developing lessons, curriculum, and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop lessons, curriculum, and activities based on the designed world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D: Annual Assessment & Reporting Calendar

Date	Activity	Accountable
As appropriate by course schedule	IDEA student ratings of instruction (November and April).	Secretary
As appropriate	Share assessment data with program and/or program advisory committees	Program Coordinator
As appropriate	Faculty Retreat - Review annual assessment data and establish improvement priorities.	Chair
April	Conduct TEC Senior Student Exit Survey in each capstone course.	Advisor
April	Organize follow-up survey of employers (minimum 3-year cycle)	Asst Chair & Secretary
April	Mail pre-survey letter to alumni.	Secretary
June	TEC Senior Student Exit Survey results and Employer Survey results distributed to faculty.	Advisor, Asst. Chair
July 30	Alumni data distributed to coordinators	Asst. Chair
August	Coordinators meeting to discuss new assessment data and review assessment process	Asst. Chair
September/October	Organize and conduct scheduled Peer Teaching Observations.	Asst. Chair
November 15	Program Coordinators submit the annual <i>Learning Outcomes Report</i>	Program Coordinator
November 15	Program Coordinators submit the annual <i>Program Goals Report and Plan of Work</i>	Program Coordinator
December 30	Submit annual TEC Assessment Report to the University Assessment Services (UAS)	Asst. Chair
December 30	Department of Technology Annual Report and Consolidated Annual Budget Report	Chair