

DEPARTMENT OF TECHNOLOGY

ACADEMIC QUALITY IMPROVEMENT PROGRAM



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Department of Technology Academic Quality Improvement Program

Mission, Vision and Goals

Mission: *Preparing individuals to become technology –oriented professionals and leaders in organizations and society.*

Vision: *The first choice for premier technology oriented programs.*

Goals: Department goals and objectives (Long-Range Plan) are periodically revised. The 2008 update of *Educating Illinois* (<http://www.educatingillinois.ilstu.edu/>) and the 2008 update of the *CAST strategic plan*:

http://cast.illinoisstate.edu/deans_office/documents/CASTStrategicPlan_Aug2008.pdf prompted a major revision of department goals, which was approved by the faculty in December 2009. The alignment of departmental goals with both CAST goals and *Educating Illinois* is presented in Appendix A.

1. TEC will provide a premier undergraduate and graduate education.
2. TEC will conduct research and scholarship that are recognized at state, national, and international levels.
3. TEC will provide professional service and outreach activities.

Introduction and Background

The department's first systematic Assessment Plan was developed in 1992. The plan was based on two concepts: (a) continuous program improvement and (b) a value-added approach that analyzed how "what we do" contributed to students' academic and personal growth. The major components of this plan were the annual outcomes study and the five-year program review. Data generated through assessment activities were provided to the faculty in a number of ways, including faculty meetings, annual planning retreats, and/or to appropriate standing committees.

The department's Assessment Plan was significantly revised in 1998 to include (a) more systematic validation of the curriculum by each program, and (b) more systematic feedback of assessment data back for program improvement. As a result of this revision, assessment data from senior focus groups and graduate and employer surveys were distributed directly to program coordinators for action and not just presented annually in the Department's *Annual Report*. Further, programs were charged to conduct regular validation of their curriculum.

Minor improvements have been made to the assessment strategies over subsequent years, with editorial changes in The Plan in 2004, 2008, and 2010. The resulting TEC Academic Quality Improvement Program (AQIP) includes a description of outcomes, assessment measures, feedback and continuous improvement mechanisms, and record keeping procedures that guide the department's programs in continuous improvement.

Assessment of Learning and Program Outcomes

Accreditation agencies have long mandated learning outcomes assessment. The Council for Higher Education Accreditation (CHEA) stipulates: “accrediting organizations (recognized by CHEA) are responsible for establishing clear expectations that institutions and programs will routinely define, collect, interpret, and use evidence of student learning outcomes.” Subsequently, The National Association of Industrial Technology (NAIT) and the American Council for Construction Education (ACCE) accreditation standards require each program to implement outcomes assessment. In addition, IBHE’s *Putting Students First: Assessing Mastery of Student Learning*, provides guidelines for implementing the *Illinois Commitment Goal 5 Requirement: Assessment Of Student Learning And Improving Program Quality*. The IBHE guidelines have been used to inform the development of the TEC Quality Assurance Assessment Program. (<http://www.ibhe.state.il.us/Board/agendas/2003/February/Item%205.pdf>). The learning outcomes to be assessed for each Department program are presented in **Appendix B**

The Department of Technology’s current assessment plan involves a wide range of measures and the means to revise programs in a system of continuous improvement. Figure one below illustrates the key measures that are performed as the foundation of the Department of Technology Quality Assurance Assessment Program. Figure 2 illustrates the process undertaken and that various components that make up the quality system feedback loop.

Rationale for 2010 Revisions to TEC Assessment Plan

The update of, *Educating Illinois 2008-2014* and the CAST Strategic Plan of 2008 triggered a major revision of the TEC Goals in 2010. Additionally, structural changes in the department programs, including curriculum revisions and a new program in Renewable Energy necessitated changes to the TEC Assessment Plan, last revised in 2004. Below is a list of revisions to the plan in 2010.

1. Update Department Mission, Vision and Goals and their alignment with CAST goals and Educating Illinois goals. These revisions were facilitated by an external consultant who specializes in strategic planning.
2. Pursuant to recent curriculum changes, the Construction Management and Graphic Communications degree programs will now be referred to as “programs”, rather than “sequences” and Integrated Manufacturing Systems was re-titled as Engineering Technology.
3. The revision of the Senior Exit Survey and the Employer Survey to an online format necessitates new appendix samples and a new description of the process.
4. Revision to the AQIP calendar to include the submission of the goals report for each program/sequence.
5. Revised learning outcomes for Graphic Communications.

Fig.1. Overview of TEC Quality Assurance Assessment Measures

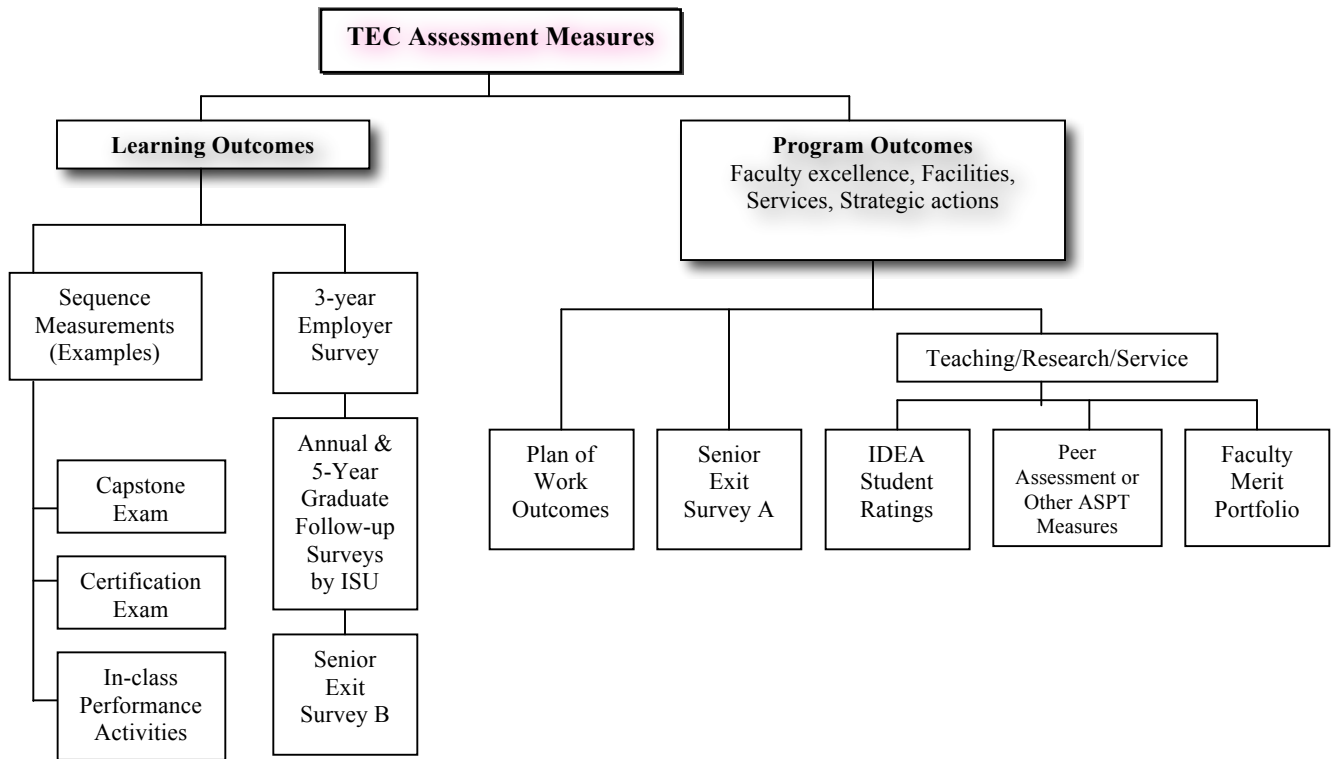
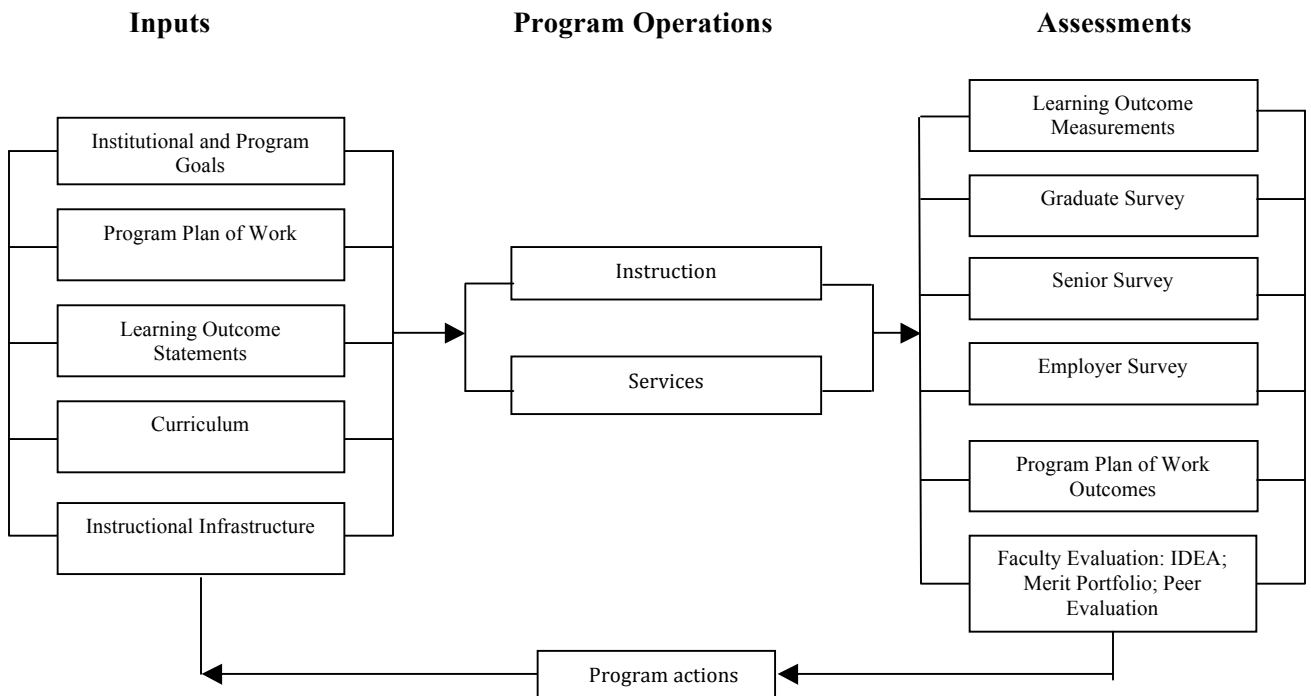


Fig.2. Overview of TEC Quality Assurance Assessment Process



Description of Assessment Measures

1. IDEA Student Rating of Teaching – For consistency of evaluation, CAST began using the IDEA Student Rating for all courses in Fall 2002. TEC began using the IDEA system in Spring 2002. Extensive information and national norms are located on IDEA website at (<http://www.theideacenter.org/>) IDEA results, which account for 50% of the ASPT evaluation of teaching, are provided to instructors for inclusion in their annual merit portfolio. The aggregate IDEA ratings of instruction from all faculty may be used as an outcome measure of teaching effectiveness in the department.
2. TEC Survey of Employers has been conducted regularly since 1990. The TEC survey seeks data from employers as to how well TEC graduates performed in terms of intended learning outcomes. These surveys will be conducted on a three-year cycle. (*Appendix C* presents an example of the employer follow-up survey).
3. The University Assessment Office conducts the annual Alumni Survey and supplies this assessment data to the department. This data includes an assessment of the intended learning outcomes for each program as well as perceptions of the university and department. (*Appendix D* presents an example of the alumni follow-up survey). Results are presented in the Department *Annual Report* and circulated to program coordinators.
4. The graduating Senior Exit Survey investigates “customer service” issues such as quality of instruction, advisement and placement services, as well as perceptions about the extent to which learning outcomes were achieved. Results are included in the *Annual Report* and circulated to program coordinators. An example of the Senior Exit Survey is presented in *Appendix E*.
5. Each program has the option of using whatever additional measurement tools they deem effective to assess learning outcomes. Possible measurement tools may include: (a) comprehensive exit examination in the program capstone course – student performance could be benchmarked for continuous improvement, (b) student performance on appropriate certification examinations, (c) examinations or performance activities in specific classes, (d) other measures as determined by the program.

Reporting Assessment Outcomes and Program Improvement

The learning outcomes report and program goals report for each program/sequence as stipulated in the Department’s Academic Quality Improvement Program and will be on file in the department office. Each program, by August 30th of each year, will submit to the Assistant Chair an annual *Learning Outcomes Report and Program Goals Report*. The learning outcomes report is an aggregate summary of student progress toward meeting identified learning outcomes and a plan for continuous improvement. (See *Appendix F* for an example of the *Learning Outcomes Report*). Each program will also submit its *Program Goals Report*. This report includes program goal alignment, strategies for program development, intended actions, and a summary of the previous year’s plan of work outcomes (an example of the *Program Goals Report* is presented in *Appendix G*).

An annual assessment calendar is used to coordinate assessment and feedback events (See *Appendix H*).

- A summary of department and program assessment results will be presented in the Department *Annual Report*.
- A summary of results as presented in the Department *Annual Report* will be forwarded to the University Assessment Office.
- Each program is encouraged to hold at least one program meeting to discuss the results of outcome measures and plan improvements for areas of concern.
- Programs are strongly encouraged to share their annual assessment reports with Advisory Committees.
- As appropriate, the annual faculty retreat will include a session dedicated to assessment planning.

Assessment data receives oversight in the following ways. All program 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 on *Outcome Assessment Reports* and filed on the Faculty Server.

Follow-up on the assessment of program outcomes, such as quality of instruction or advisement, and *Program Goals Report* items takes a similar course. Data flows first to the Chairperson or Assistant Chairperson who is responsible for documenting and reporting the results in the Annual Report. As appropriate, results may be further disseminated to the faculty at large, and/or Advisory Committees for further action aimed at program improvement

Success at achieving student learning outcomes are summarized and reported annually in two locations: (1) the TEC Annual Report and (2) the University Assessment Office webpage.

Evaluation of Teaching for Appointment, Salary, Promotion, and Tenure (ASPT)

Faculty teaching performance is evaluated according to the most recent ISU Appointment, Salary, Promotion, and Tenure (ASPT) and Department Faculty Status Committee (DFSC) policies. At a minimum, faculty portfolios must include at least two indicators of teaching quality, one of which must be the IDEA student reactions to teaching performance. The second measure may include any of teaching activities or evaluation factors listed in Appendix 2 of the ASPT Policies (Most Current Year). For tenure-track faculty, one of the additional measures will also include a peer assessment of teaching performance. A composite average will be developed for each faculty member based on the data source and its assigned weighting.

IDEA student ratings of instruction will account for 50% of teaching evaluation by the DFSC. [IDEA Paper #22 (1990), [<http://www.theideacenter.org/>]]. Based on the student ratings, faculty will be categorized as Exceptional, High Performance, Acceptable Performance, or Insufficient Performance. These categories are consistent with those used in the current DFSC document. IDEA recommends that open-ended student comments not be included in the teaching evaluation process, especially for promotion or tenure (Cashin, 1990 IDEA Paper #22, Recommendation #26). The author's logic is that a scan of comments can lead to a focus on more sensational comments, but not necessarily representative comments. According to Cashin, a content analysis of all comments is needed to justify the use of student comments for evaluation purposes.

Peer Assessment ratings will account for 40% of teaching evaluation by the DFSC. Peer assessment visits will be scheduled as follows: (a) new faculty are annually assessed each year until their tenure decision, and (b) as required by ASPT guidelines thereafter.

A Peer Assessment Committee (PAC) comprised of two faculty will be constituted for each scheduled peer observation, one observer would be assigned by the Chair and one observer selected by the faculty member being observed. At least one of the faculty should be technically competent in the subject area being observed. The PAC observers would make every effort to become fully cognizant of the instructional ability of the faculty member being observed and are encouraged to review syllabi, lesson plans, student activities, and other documentation as well as observing one of more classroom and/or laboratory teaching performance.

Two forms, included in Appendix I, were developed to guide and document the peer observation process. In addition *IDEA Paper #36 Appraising Teaching Effectiveness: Beyond Student Ratings* (Hoyt, D. P., & Pallett, W. H., 1999) at (<http://www.theideacenter.org>) should be consulted as a general guideline to peer observation. PAC observers conduct formative assessment visits prior to performing a summative assessment. Further, observers should take into consideration the teaching environment, such as large class sections, small lab sections, and/or general education courses, and may need to observe teaching performance in each of these different environments.

Results of each observation should be shared with the faculty member being observed. The peer observer and the faculty member should sign the observation form (*Appendix I*). The summaries of individual observations are formative. After both PAC members have conducted their individual observations, they shall meet to recommend collaboratively an overall summative peer assessment to the DFSC (*Appendix I*). Consistent with DFSC document, the four categories are Exceptional Performance, High Performance, Acceptable Performance, or Insufficient Performance. The peer observers will recommend a rating category, however the DFSC will make the final evaluation decision.

Technical Competence - Peer evaluation will focus primarily on instructional competence. A more in-depth peer evaluation of technical competence may be triggered by a complaint or concern. If a technical review is deemed necessary, a faculty member who has the appropriate technical expertise should conduct the technical review of course materials and/or instructional methods. If no members of the PAC have the necessary technical competence to conduct such a review, a faculty member mutually agreeable to both the Chair and the faculty member will serve as a reviewer on an ad hoc basis.

Policy for Revisions to the Quality Assurance Assessment Program

The department assessment plan may be revised periodically to (a) clarify the document, (b) address changing internal conditions, such as new or revised assessment techniques, or (c) respond to external constituencies such as the Illinois Board of Higher Education or accreditation agencies. The revised document with changes clearly indicated will be circulated to all faculty for comment for minimum of 30 days. After the comment period, the revised assessment document may be formally adopted by voice vote or ballot at the next faculty meeting.

References

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Appendix A

Department, College, and Educating Illinois Goal Alignment

DEPARTMENT OF TECHNOLOGY GOALS

1. TEC will provide a premier undergraduate and graduate education.
2. TEC will conduct research and scholarship that are recognized at state, national, and international levels.
3. TEC will provide professional service and outreach activities.

CAST GOALS

1. CAST provides premiere comprehensive undergraduate programs.
2. CAST provides graduate education programs that have state, national, and international reputations for excellence.
3. CAST maintains state, national, and international recognition for quality research and scholarship.
4. CAST provides outreach initiatives that enhance the public and private sectors.
5. CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.
6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.

EDUCATING ILLINOIS

1. ISU will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.
2. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
3. ISU will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University
4. ISU will be accountable and fiscally responsible to internal and external stakeholders.
5. ISU will promote a safe and environmentally sustainable campus.

2010 Department of Technology Goal Alignment

DEPARTMENT OF TECHNOLOGY GOALS	CAST	EDUCATING ILLINOIS 2008-2014
1. TEC will provide a premier undergraduate and graduate education.	1. CAST provides premiere comprehensive undergraduate programs. 2. CAST provides graduate education programs that have state, national, and international reputations for excellence. 5. CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.	1. ISU will position students to excel in a globally competitive, culturally diverse, technological, and changing environment. 2. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels. 3. ISU will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University 5. ISU will promote a safe and environmentally sustainable campus.
2. TEC will conduct research and scholarship that are recognized at state, national, and international levels.	3. CAST maintains state, national, and international recognition for quality research and scholarship.	2. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
3. TEC will provide professional service and outreach activities.	4. CAST provides outreach initiatives that enhance the public and private sectors. 6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.	

Appendix B

Department of Technology Learning Outcomes by Degree Program

The Department of Technology houses five undergraduate degree programs – Construction Management, Graphic Communications, Industrial Technology, Technology Education, and Renewable Energy. The Industrial Technology program is comprised of two sequences including (a) Industrial Computer Systems, and (b) Integrated Manufacturing Systems, though each of these sequences function as separate programs. Additionally, the department houses a Master of Science Degree Program. Learning outcomes have been developed specific to each degree program.

Program Learning Outcomes

Construction Management

1. Apply the fundamentals of business and management including accounting, finance, economics, business regulation, and contract law.
2. Apply knowledge of construction materials and methods including products, systems, and interface issues related to job site organization and the selection of assembly techniques and equipment.
3. Interpret construction documents (blueprints and specifications) in order to perform such activities as quantity take-offs, cost estimates, quality control, and site layout.
4. Demonstrate knowledge of design fundamentals in order to communicate with design professionals (architects and engineers), contribute to the planning phase of design-build projects, and solve practical construction problems.
5. Interpret OSHA and other appropriate safety standards and develop/execute a construction safety plan that conforms to mandatory procedures, training, and record keeping requirements.
6. Prepare a project bid that includes quantity takeoffs, labor and equipment productivity factors, pricing based on historical costs, and overhead and profit.
7. Develop, and be able to revise, an effective project plan and schedule that includes network diagramming, critical path, and resource allocation.
8. Demonstrate an understanding of the concepts, roles, responsibilities, and procedures of project management and as applied to ethics, project delivery systems, administrative systems and procedures, cost and time control, site analysis, value engineering, job site and office documentation, quality control philosophies and practices.
9. Utilize industry-accepted software for project management, planning and scheduling, estimating, and design.

Graphic Communications

1. Create and manage production-ready media for both print and digital distribution.
2. Understand print production processes and technology
3. Understand project management, business practices, and quality control issues.
4. *Understand print production planning and cost estimating.
5. **Create digital media and produce and manage Websites.
6. ***Plan and design graphics for package production.

* Print Media Management

** Web Media Management

*** Packaging Graphics

Industrial Computer Systems

1. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media.
2. Use specifications and applications of computer components, network devices, and media in network administration.
3. Configure network operating systems and manageable network devices.
4. Design database interfaces and utilize basic programming techniques for business applications.
5. Use project management techniques to develop solutions, and address business issues to meet client needs.

Integrated Management Systems

1. Interpret and apply basic concepts of materials science such as strength of materials, structural properties, conductivity, and mechanical properties. Perform various non-destructive and destructive materials testing procedures.
2. Analyze and apply basic electricity and electronic principles within the various manufacturing environments and applications such as industrial robots, controls, and other such systems.
3. Monitor and control manufacturing processes or other industrial systems.
4. Select appropriate manufacturing processes for product production applications such as forming, molding, separating, conditioning, joining, and finishing.
5. Utilize 2-D and 3-D computer-aided design systems to create drawings and models for products, machines, jigs, fixtures, and other mechanical devices used in manufacturing environments.
6. Read and interpret manufacturing documentation such as blue prints, technical drawings and diagrams, production plans, tooling plans, quality plans, and safety plans.

Technology Teacher Education

1. 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.
2. Identify and use local, state, and national educational standards for technological literacy by developing and delivering standards-based curriculum and activities.
3. Design laboratories and classroom spaces, develop instructional procedures/techniques, and curriculum materials to maximize student learning related to technological literacy.
4. 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.
5. 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.
6. Assess engineering design, the attributes of design, and the role of technological problem solving design.
7. Develop, and assess cultural, environmental, economic, and social and political impacts of technology by developing lessons, curriculum, and activities.
8. Develop lessons, curriculum, and activities based on the designed world.

In addition to the general knowledge of technology listed above, the competent technology education teacher is a content expert in at least one of the following technical content specialization areas: Drafting and design, graphics/printing, computer systems, electricity, fluid power, electronics, transportation, automated manufacturing, construction, materials/processes.

Renewable Energy

1. Describe the physical laws and resources that constrain our energy systems.
2. Define the operation of RE systems in terms of basic electrical and physical principles.
3. Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts.
4. Explain and defend their positions on energy/political/social issues.
5. Write and debug programs for control networks (technical track)
6. Analyze wind data using professional software (technical track)
7. Optimize business decision-making using maximization techniques (economics/public policy track)
8. Develop a business case for a commercial RE project (economics/public policy track)

Master of Science Graduate Degree Program

The Master of Science graduate degree program has two sequences: Training and Development, and Technology Education; and one area of concentration, Project Management. Upon completion of their MS studies, students will be able to:

1. Approach problems and challenges in a systematic way.
2. Understand trends, issues and developments in area of specialization.
3. Demonstrate professional written and oral communication skills.
4. Effectively use current techniques and technologies of specialization.
5. Function as a leader in your field.
6. Understand, evaluate and apply appropriate research.

Appendix C: Example of Employer Survey

ISU Graphic Communications Employer Survey

Page 1

ISU Graphic Communications Employer Survey

As part of our continuous quality improvement process and accreditation requirements, we would like to know your perceptions of how well prepared our graduates are to apply Graphic Communications knowledge, skills, and attitudes on the job.

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 21 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 Graphic Communications 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 Graphic Communications graduates. Your input is very important to our program success!

1. How long has the (or was the) ISU Graphic Communications graduate been employed by your firm?
 - Less than 1 year
 - 2 years
 - 3 years
 - 4 years
 - 5 years
 - Do not employ ISU grads with 5 or less years of employment. (END SURVEY)

Instructions for questions 2 to 22:

In the left-hand column is a listing of competencies (knowledge, skills, and attitudes) that should be demonstrated by graduates of the Graphic Communications (GC) 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. Exhibits production knowledge in digital printing, offset lithography, flexography, and/or screen-printing.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Understands and applies instrumentation and techniques for measuring and controlling quality in the printing process.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Demonstrates an aptitude in premedia production aspects of composing documents for print media.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Demonstrates an aptitude in prepress workflow tools including preflight, trapping, imposition, PDF processing, and PostScript output.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Workflow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Demonstrates a broad-based knowledge of image capture and processing, including digital photography, image manipulation, image and file optimization for print and display media, and color management techniques.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Demonstrates an applied knowledge of Web publishing technology, database technology, and/or variable data printing technology.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Demonstrates the ability to research and learn new technology

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Demonstrates an understanding of legal and ethical issues specific to the graphic communications industry, including environmental law, human health and safety, intellectual property, sales contracts, and labor relations.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Legal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Demonstrates an applied knowledge of print specifications, production planning, estimating cost, and/or production scheduling.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Demonstrates an understanding of business operations such as equipment investment analysis, profit, and value added issues.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Additional comments, clarifications or suggestions for the ISU Graphic Communications program:

Appendix D

Alumni Survey Questions

(Note: Most questions are posed for a response on a likert-type 5 point scale)

1. Course offerings in your degree program
2. Quality of instruction in your degree program
3. Effectiveness of academic advisement in your degree program
4. Awareness of career opportunities in your major
5. Intellectual challenges of the degree program
6. Employment opportunities upon graduation
7. "Requirements of your degree program provided a sufficient core of knowledge, skill, and understanding of the discipline"
8. Faculty were accessible both inside and outside of class.
9. "I was expected or required to work cooperatively with other students on projects, homework, and assignments."
10. "Professors encouraged me to challenge my own ideas, the ideas of other students, and those presented in readings and other course materials."
11. Professors used appropriate teaching activities to help me learn.
12. Faculty expectations for the quality of student work were high.
13. Faculty provided me with timely feedback on my performance.
14. Professors emphasized that studying and planning were important to my academic success.
15. Helping you to better develop your critical thinking ability?
16. Helping you to better develop your sense of ethics?
17. "Contributing to a greater understanding of people with different backgrounds, habits, values, appearances, and abilities?"
18. Helping you become a more active citizen?
19. Improving the quality of your life aside from financial benefits?
20. ISU quality of education
21. "Quality of Milner library collections (i.e. books, journals, electronic resources) in your major"
22. Library instruction received to support lifelong learning
23. "Satisfaction with library services (i.e. interlibrary loan, reference, reserve materials)"
24. Satisfaction with assistance received from library faculty and staff
25. Satisfaction with interactions with library faculty and staff
26. Satisfaction with access to library resources through the library Web site
27. Satisfaction with library hours of operation
28. How often did you use the library while a student at Illinois State?
29. How often did you use the library as a place to study and work?
30. How often did you use the library Web site?
31. How often did you use Interlibrary Loan?
32. How often did you use the Class Reserve Materials?
33. How often did you use the Government Documents?
34. How often did you use the Reference Services?
35. Pursuing additional post-secondary degrees?
36. Post-ISU Degree
37. Type of Degree Post-ISU: Associate's
38. Type of Degree Post-ISU: Second Bachelor's
39. Type of Degree Post-ISU: Academic Master's
40. Type of Degree Post-ISU: Professional Master's or Education Specialist
41. Type of Degree Post-ISU: Medicine
42. Type of Degree Post-ISU: Health Professional
43. Type of Degree Post-ISU: Theology/Divinity

44. Type of Degree Post-ISU: Law
45. Type of Degree Post-ISU: Doctorate
46. How well did your ISU degree prepare you for additional degrees?
47. Indicate the time frame between your graduation and acceptance of job
48. How well did your degree program prepare you for your career?
49. How satisfied are you with your current job?
50. Classify your primary employer
51. What is your gross salary?
52. Attitude toward Illinois State University?
53. Attitude toward degree program?

Learning Outcome Specific Questions (Example for Industrial Computer Systems)

54. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media.
55. Use specifications and applications of computer components, network devices, and media in network administration.
56. Configure network operating systems and manageable network devices.
57. Design database interfaces and utilize basic programming techniques for business applications.
58. Use project management techniques to develop solutions, and address business issues to meet client needs.

The following 5 questions are asked of all Graduates regardless of sequence.
Employers are not asked these questions.

Placement Questions		
1.	Job Title	
2.	Annual starting salary	\$
3.	Number of job interviews	
4	Number of job offers	
5.	Number of months between graduation and first position	

Appendix E: Example of Senior Exit Survey

Department of Technology Senior Exit Survey (GC)

Page 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 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.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, I was satisfied with the quality of laboratory equipment.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lab Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Lab hours provided access to equipment to complete assignments.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lab Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I was able to get my into TEC courses in a timely manner.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course Schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. TEC Advisement Office responded to my inquiries in a timely manner.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Timely Advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My TEC advisor was knowledgeable of my academic plan.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Advisement Expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. My internship was a valuable part of my education.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Did not participate in an internship
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. TEC department student organizations were a valuable part of my education.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Did not participate in student organization
TEC Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

Comments

Instructions for questions 18 to 27:

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 use modern applications and methods to compose and manage production-ready media for both print and display distribution.*

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

19. I am able to capture, process, edit, and manage color image information for print and display media.*

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

20. I can plan and produce a wide range of print products by a variety of printing processes.*

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

21. I can create, develop, and maintain Websites and manage associated data, software, and hardware.*

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

22. I can manage print-oriented or Web-oriented media production projects.*

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

23. I can effectively apply knowledge of financial, legal, and ethical business practices to the graphic communications field.*

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

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

Influences

25. 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"/>

26. 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"/>

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

Name of employer

Appendix F: Example of Learning Outcomes Report

GC Outcome Assessment Report 2007-2008		Assessment Methods* and Outcome					
Student Outcome	Related Course	*Performance Criteria Evaluation	Employer Survey (2008)	Senior Survey (2008)	Grad Survey (2008)	Response/Action	
1	Use modern applications and methods to compose and manage production-ready media for both print and display distribution.	TEC 250, 352	(a) 85.2%; (b) 100%; (c) 79%*; (d) 82.6%	4.3/5.0 (cross referenced from items 3 & 4)	4.0/5.0 (cross referenced from items 3 & 4)	4.4/5.0 (cross referenced from items 3 & 4)	The students fell short in their knowledge of imposition. Items missed on the TEC 352 final exam suggest that students need more practice with imposition "math", ie. calculating margins, drawing out page impositions, and differentiating between sheetwise and work & turn impositions. We will spend more time on these topics in spring of 2009 and quiz students for feedback before the final exam.
2	Capture, process, edit, and manage color image information for print and display media.	TEC 253, 353	(a) 92.5%; (b) 93%; (c) 88%; (d) 100% (e) 80% (f) 70%*	4.2/5.0 (cross referenced from item 5)	4.0/5.0 (cross referenced from item 5)	4.2/5.0 (cross referenced from item 5)	Students were able to make press sheet measurements and report results accurately. The test showed that the interpretation of the results were not well understood. For example, what effect does low print contrast have on a reproduction? Or what might cause low apparent trap on a litho press? Also, the ability to interpolate among color spaces was not well retained over time. An effort will be made next year to have weekly quizzes on theory. This will force students to study theory more consistently.
3	Plan and produce a wide range of print products by a variety of printing processes.	TEC 257, 351	(a) 91%; (b) 89%; (c) 90%; (d) *70% (e) 77%	4.2/5.0 (cross referenced from item 1& 2)	4.0/5.0 (cross referenced from item 1& 2)	4.4/5.0 (cross referenced from item 1& 2)	The data show that students are able to carry out the hands-on work with good results. The theory and terminology of press systems fall short. Test show particular weaknesses in relating paper properties to specific manufacturing steps/components. Also, knowledge of litho ink systems, drying systems, and infeed/delivery components is low. Weekly quizzes will be given in fall semester to encourage weaker students to study theory and terminology more consistently.
4	Create, develop, and maintain Websites and associated data, software, and hardware.	TEC 152, 358	(a) 90% (b) 75%	N/A (new 2008)	4.0/5.0 (cross referenced from item 6)	N/A (new 2008)	Students in TEC 152 had a lot of trouble with Flash website interface. They were required to learn fundamentals of flash first and then apply this knowledge to developing a multi-page site. For the next class, more time needs to be spent in class/demo on Flash buttons and the concepts of symbols.
5	Manage print-oriented or Web-oriented media production projects, including costs and quality assurance.	TEC 354, 358	(a) 77%; (b) 78%; (c) 90%	4.4/5/0 (cross referenced from items 7)	4.0/5/0 (cross referenced from items 9)	4.9/5/0 (cross referenced from items 8)	A few students appear to have fallen short in properly planning a basic imposition given press sheet size and product specs. Students carry out an imposition project in TEC 257 before taking this course. However, there is still some confusion over multiple-up planning and signature imposition planning. We will try to provide more practice in TEC 354 on these issues in fall 2008.
6	Effectively apply knowledge of financial, legal, and ethical business practices to the graphic communications field.	TEC 356	(a) 82%; (b) 81%;	4.4/5/0 (cross referenced from items 8)	4.0/5/0 (cross referenced from items 7)	4.1/5/0 (cross referenced from items 7)	
*Benchmarks:			= Action required				
1	Survey data 4.0/5.0						
2	GC performance criteria: at least 80% average in each category.						
3	Course specific performance criteria: #1 (a) Manual Preflight & File Repair (TEC 352); (b) Intergative pre-press assignment (TEC 352); (c) Final exam (TEC 352); (d) Performance test layout (TEC 250); #2 (a) Photo portfolio (TEC 253); (b) Press sheet analysis (TEC 353); (c) G7 analysis (TEC 353); (d) ICC Profiling (353); (e) Final exam (TEC 253); (f) Final exam (TEC 353); #3 (a) 2-color, 2-sided project (TEC 257); (b) Flexo labels (TEC 257); (c) Variable-data greeting card (TEC 351); (d) Final exam (TEC 257); (e) Final exam (TEC 351) #4 (a) Customer Site (TEC 358); (b) Flash project (TEC 152); #5 (a) Multi-phase estimate; (b) MIS Quote; (c) Intergrated Marketing Capstone Project; #6 (a) Midterm exam (TEC 356) (b) Final exam (green media publication) (TEC 356)						

Appendix G: Example of Program Goals Report

2008-2009 Graphic Communications (GC) Goals and Strategic Plan

<i>GC Goals*</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Actions 2008-2009</i>	<i>Outcomes (May 2009)</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.	<p><i>Education Illinois</i> Goal #2</p> <p>CAST Strategic Plan Goal # 1</p> <p>TEC Department Goal 1, 6</p>	<p>a. Maintain strong industry input to program curriculum decision making.</p> <p>b. Maintain high quality curriculum and instruction.</p> <p>c. Maintain a cutting edge graphic communications lab.</p> <p>d. Maintain highly qualified faculty.</p>	<p>a. Assemble and conduct an advisory board meeting in Spring and Fall.</p> <p>b. Propose a stand-alone graphic communications major to curriculum committees.</p> <p>c. Measure student performance for outcomes assessment and revise instruction as needed.</p> <p>d. Attend professional development events, including GASC conference, Regional IGAEA, and GraphExpo.</p> <p>e. Update a 5-year equipment and facility plan and seek funding modernize software and equipment.</p> <p>f. Adam Burke will explore PhD options.</p> <p>g. Blend more digital media content with traditional print media content in select classes.</p>	
2. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.	<p><i>ISU Education Illinois</i> Goal # 2, 3</p> <p>CAST Strategic Plan Goal # 1, 6</p> <p>TEC Department Goal 5</p>	<p>a. Maintain sustainable enrollment in the GC program at ISU.</p> <p>b. Promote the program to diverse audiences of potential students.</p> <p>c. Promote industry-sponsored scholarships to existing and potential students.</p>	<p>a. Update the department Website.</p> <p>b. Create a Virtual Tour of the program.</p> <p>c. Update two community college articulations and open dialog for high school articulation.</p> <p>d. Develop and distribute GC marketing brochures and Yearbook VDP mailers</p> <p>e. Post appropriate scholarship opportunities and support students efforts for scholarship awards.</p>	
3. Provide opportunities for students to interface with the graphic communications industry.	<p><i>ISU Education Illinois</i> Goal # 1, 2</p> <p>CAST Strategic Plan Goal # 1, 6</p> <p>TEC Department Goal 3</p>	<p>a. Facilitate events that promote student and faculty interaction with industry.</p> <p>b. Increase internship opportunities for GC students.</p> <p>c. Forge relationships with graphic communications companies and personnel.</p>	<p>a. Maintain active Technical Association of Graphic Arts Student Chapter.</p> <p>b. Further develop TAGA Productions.</p> <p>c. Promote student attendance at Graph Expo.</p> <p>d. Organize regular course visitations to a wide variety of GC businesses.</p> <p>e. Maintain contact with potential employers.</p> <p>f. Encourage students to pursue and secure internships.</p>	
4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.	<p><i>ISU Education Illinois</i> Goal # 2</p> <p>CAST Strategic Plan Goal # 3, 4</p> <p>TEC Department Goal 4</p>	<p>a. Tenured or tenure-track faculty will engage in research that supports the industry.</p> <p>b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees.</p> <p>c. Promote Student organization participation in industry or community service activities.</p>	<p>a. Employ a graduate assistant and involve them in faculty research.</p> <p>b. Publish research on Outcomes Assessment and Flexo films.</p> <p>c. Serve on ACCGC Executive Board.</p> <p>d. Serve on PGSF Committee.</p>	
5. Maintain industry and GC alumni relationships in support of the GC program.	<p><i>ISU Education Illinois</i> Goal # 3</p> <p>CAST Strategic Plan Goal # 6</p> <p>TEC Department Goal 5</p>	<p>a. Maintain information distribution to alums through the department newsletter and Website.</p> <p>b. Encourage participation of GC alumni in homecoming events.</p> <p>c. Establish partnerships with major GC companies.</p> <p>d. Provide avenues for graduate recruitment.</p>	<p>a. Contribute information to the annual alumni newsletter.</p> <p>b. Update the GC portion of the department Website to promote positive program news.</p> <p>c. Develop active participation with RR Donnelley & Sons.</p>	

Appendix H

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 15	Alumni data distributed to coordinators	Asst. Chair
August 30	Program Coordinators submit to the Assistant Chair annual <i>Learning Outcomes Report</i>	Program Coordinator
August 30	Program Coordinators submit to the Assistant Chair annual <i>Program Goals Report (for previous year)</i>	Program Coordinator
September 15	Department of Technology Annual Report completed	Chair
September 15	Program Coordinators submit to the Chair annual <i>Plan of Work</i> aligned with <i>Program Goals (for upcoming year)</i>	Chair
September	Organize and conduct scheduled Peer Teaching Observations.	Asst Chair
November 1	Submit annual TEC Assessment Report to the University Assessment Office (UAO)	Asst. Chair
December 1	Consolidated Annual Budget Report	Chair

Appendix I – Peer Observation Forms and Criteria

Peer Observation of Instruction (Formative) -- Department of Technology (Last Revised – Spring 2003)

Instructor: _____ Course Number: _____ Course Name: _____
 Observer: _____ # of students: _____ Date of Observation: _____
 Description of Lesson/Content: _____
 Evidence of Learning Outcomes: _____

Instructions: Please make ratings and anecdotal comments in support of your rating as applicable in each of the areas listed below. Additional comments may be appended. Consistent with DFSC categories, rate each area as: EP – Exceptional Performance, HP – High Performance, AP Acceptable Performance, or IP- Insufficient Performance (Categories defined on p. 2). ASPT instructional performance criteria for teaching are found on pages 3 and 4 of this document. At the conclusion of the observation, the instructor and observer must sign the form at the bottom of page 2. This observation form is *formative* and is NOT to be used for annual merit review. Further, comments on this form should NOT be included in your DFSC materials. A summary form compiled by your two peer observers is considered *summative* and will go into your faculty personnel record for submission to the DFSC.

Content Expertise – Quality of syllabus, class materials, content of lesson, up-to-date information/concepts, etc.

Rating: EP HP AP IP

Management of Learning - Class organization and planning, lesson linked with course objectives, exams linked with course objectives, learning environments encourage efficient use of time, clarity of syllabus, etc.

Rating: EP HP AP IP

Observation of Instruction - Appropriate use of instructional aids, anticipatory set and closure, questioning strategies, levels of student engagement, student attention/response, variety of teaching methods, respect for students, etc.

Rating: EP HP AP IP

Overall Effectiveness of the Instructor

Rating: EP HP AP IP

Peer Observation of Instruction (Formative) -- Department of Technology -- Page 2

Strong Points of the Lesson

Suggestions for Improvement

Signature of Instructor: _____ Signature of Observer: _____

*In signing this observation form, the **Instructor** is not agreeing with the information provided, only that the observation took place and that the comments provided are those of the peer **Observer**.*

Exceptional Performance	Superior Teacher - Examples: Outstanding evaluations, evidence of superior and/or innovative teaching, excellent course documentation, recognition of outstanding teaching, etc.
High Performance	Proficient Teacher - Examples: High evaluations, significant course revisions, demonstrated concern for student learning, nominated for teaching awards, etc.
Acceptable Performance	Competent Teacher - Examples: Acceptable evaluations, adequate planning & organization, good course documentation, etc.
Insufficient Performance	Does not meet the minimum requirements as a Competent Teacher as outlined above.

Peer Observation of Instruction (Summative) -- Department of Technology

(Last Revised – Spring 2003)

Instructor:

Observation Period:

Peer Observer:

Peer Observer:

Date:

Instructions: Please make ratings and anecdotal comments in support of your rating as applicable in each of the areas listed below. Additional comments may be appended. Consistent with DFSC categories, rate each area as: EP – Exceptional Performance, HP – High Performance, AP Acceptable Performance, or IP- Insufficient Performance (Categories defined on p. 2). This form to be used as a summary form compiled collaboratively by both peer observers and is considered *summative*. A copy of this form will go into the faculty personnel record for submission to the DFSC.

Content Expertise – Quality of syllabus, class materials, content of lesson, up-to-date information/concepts, etc.

Rating: EP HP AP IP

Management of Learning - Class organization and planning, lesson linked with course objectives, exams linked with course objectives, learning environments encourage efficient use of time, clarity of syllabus, etc.

Rating: EP HP AP IP

Observation of Instruction - Appropriate use of instructional aids, anticipatory set and closure, questioning strategies, levels of student engagement, student attention/response, variety of teaching methods, respect for students, etc.

Rating: EP HP AP IP

Overall Effectiveness of the Instructor

Rating: EP HP AP IP

Peer Observation of Instruction (Summative) -- Department of Technology – Page 2

Strong Points of Instruction

Suggestions for Improvement

Signature of Observer: _____ Signature of Observer: _____

Exceptional Performance	Superior Teacher - Examples: Outstanding evaluations, evidence of superior and/or innovative teaching, excellent course documentation, recognition of outstanding teaching, etc.
High Performance	Proficient Teacher - Examples: High evaluations, significant course revisions, demonstrated concern for student learning, nominated for teaching awards, etc.
Acceptable Performance	Competent Teacher - Examples: Acceptable evaluations, adequate planning & organization, good course documentation, etc.
Insufficient Performance	Does not meet the minimum requirements as a Competent Teacher as outlined above.