DEPARTMENT OF TECHNOLOGY

PROGRAM ASSESSMENT PLAN

B.S. DEGREE IN TECHNOLOGY EDUCATION

RICHARD BOSER, CHAIRPERSON

CHRIS MERRILL, PROGRAM COORDINATOR

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Appendices

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 is 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.

Technology Education Program Learning Outcome Assessment Report 2010-2011

Learning Outcomes (NCATE/ITEEA/CTTE)	Related Course	Assessment Methods and Outcomes				Response/Action (2010-2011)
		Performance Criteria Evaluation	Employer Survey (2004-08)	Senior Survey (2011)	Grad Survey (2009)	
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*. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1); This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 101, 303, 304, & 305	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.6 MEAN (1-5 Scale)	4.6 MEAN (1-5 Scale)	4.14 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
2 **Technology and Society** Technology teacher education program candidates develop an understanding of technology and society within the context of the *Designed World*. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1); This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 101, 303, 304, & 305	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.3 MEAN (1-5 Scale)	4.6 MEAN (1-5 Scale)	4.14 MEAN & 3.86 MEAN (1-5 Scale) Two questions on graduate survey addressed this outcome	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
3 **Design** Technology teacher education program candidates develop an understanding of design within the context of the *Designed World*. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1); This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 101, 303, 304, & 305	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.3 MEAN (1-5 Scale)	4.4 MEAN (1-5 Scale)	4.43 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
4 **Abilities for a Technological World** Technology teacher education program candidates develop abilities for a technological world within the contexts of the *Designed World*. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1); This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 101, 303, 304, & 305	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.2 MEAN (1-5 Scale)	4.7 MEAN (1-5 Scale)	4.29 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
5 **The Designed World** Technology teacher education program candidates develop an understanding of the *Designed World*. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1); This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 101, 303, 304, & 305	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.3 MEAN (1-5 Scale)	4.4 MEAN (1-5 Scale)	4.29 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
6 **Curriculum** Technology teacher education program candidates design, implement, and evaluate curricula based upon the *Standards for Technological Literacy*. **This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 101, 303, 304, 305, & 307; C&I 214. 215, & 216: STT 399	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.3 MEAN (1-5 Scale)	4.6 MEAN (1-5 Scale)	4.29 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
7 **Instructional Strategies** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1)**	TEC 101, 303, 304, 305, & 307; C&I 216; STT 399	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.5 MEAN (1-5 Scale)	4.6 MEAN (1-5 Scale)	4.14 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
8 **Learning Environments** Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy. **This outcome is accomplished by program faculty providing and modeling appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory (TE Program Goal 1); This outcome is accomplished by program faculty staying current and proactive in technological, pedagogical, curricular, and laboratory advances (TE Program Goal 2)**	TEC 303, 304, 305, & 307; STT 399	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.4 MEAN (1-5 Scale)	4.3 MEAN (1-5 Scale)	4.29 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
9 **Students** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning. **This outcome is accomplished by program faculty providing educational opportunities for students to teach in a diverse classroom/laboratory (TE Program Goal 3); This outcome is accomplished by program faculty continuing to recruit and secure talented graduate assistants (TE Program Goal 5)**	TEC 101, 304, 305, & 307; C&I 214. 215, & 216: STT 399	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	4.5 MEAN (1-5 Scale)	4.7 MEAN (1-5 Scale)	4.29 MEAN (1-5 Scale)	Our assessment data indicates that our program is meeting our learning outcome. However, there is always room for continuous improvement.
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. **This outcome is accomplished by program faculty providing professional development opportunities for technology education graduates (TE Program Goal 4); This outcome is accomplished by continuing to have faculty leaders who are engaged in professional organizations and who serve in leadership capacities (TE Program Goal 6); This outcome is accomplished by program faculty who promote the scholarship of teaching and learning by conducting research and publishing the findings in professional journals and delivering presentations (TE Program Goal 7)**	TEC 307; STT 399	(1) Graded Activities (2) Course Exams (3) Teacher Licensure Exams	No data available; not asked on latest employer survey	No data available; not asked on latest senior survey	No data available; not asked on latest graduate survey	We need to make sure the question on professional growth is asked to our various constituents.

Note: Outcome Scales 1=Low, 5=High and/or 1=Strongly Disagree, 5=Strongly Agree

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 (2010-2011)

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.

*TE Specific Goals**	*Goal Alignment*	*Strategies*	*Plan of Work for 2010-2011*	*Report on Plan of Work June 2011*
1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory	*Educating Illinois* Goals 1&2 CAST Strategic Plan Goals 1&2 TEC Department Goals 1&2	a. Continue to expand research-based pedagogical practices b. Continue to refine quality curricular materials and/or develop new courses for undergraduate and graduate programs	a. Continue to emphasize STEM concepts throughout the undergraduate curriculum sequence **b. Officially change Master of Science Degree from Technology Education to STEM Education and Leadership*** c. Continue to include and model pedagogical approaches pre-service teachers are observing in secondary school settings, including those from student teaching d. Continue to include and model pedagogical approaches student teaching supervisors acknowledge as "best practices" e. Continue to work with and utilize the technology education advisory board and ISBE on issues related to the public school setting f. Continue to examine advanced online options at the undergraduate and graduate levels	Appropriate STEM-based concepts continue to be implemented at the undergraduate level; specifically in TEC 303, 304, and 305. The MS Degree focusing on STEM Education and Leadership continued to be a popular choice for an advanced degree among STEM teachers in Illinois. However, recruitment to secure appropriate class sizes needs to be a focus and a formal degree is now needed.
2. Stay current and proactive in technological, pedagogical, curricular, and	*Educating Illinois* Goal 1 CAST Strategic Plan Goal 5 TEC Department Goal 2	a. Continue to redesign, reshape, and reconfigure state-of-the-art facilities based on technological literacy and the needs of the	a. Purchase laboratory equipment that relates to the scope and sequence of the program **b. Continue to work with and utilize**	A new, large table was fabricated and placed in Turner 168; this table serves as a work space for students and was conceived as an entrepreneurial area.

laboratory advances		public schools b. Continue to expand research-based pedagogical practices c. Continue to refine quality curricular materials and/or develop new courses for undergraduate and graduate programs	**the technology education advisory board and ISBE on issues related to the public school setting*** **c. Develop and submit a change of program for our current undergraduate program: Technology Education to Technology and Engineering Education*** d. Post the mission and vision statement for the program	Technology Education faculty were able to purchase and install a Promethean Board (smart board) for Turner 168.
3. Provide educational opportunities for students to teach in a diverse classroom/laboratory	*Educating Illinois* Goal 1 CAST Strategic Plan Goal 1 TEC Department Goal 4	a. All teacher candidates are placed in school-based diverse settings for at least 50 hours prior to starting their student teaching experience	a. Continue to work with local school districts for pre-service placements that offer a diverse setting b. Continue to expand the technology education advisory board gender and diversity make-up	No issues to report.
4. Provide professional development opportunities for technology education graduates	*Educating Illinois* Goal 3 CAST Strategic Plan Goal 4 TEC Department Goals 3&5	a. All *interested* teacher candidates, including members of the student-based Technology Education Collegiate Association (TECA) work with Pre-K through 12th grade students at local, regional, state-based contests and/or events b. TECA members participate in professional development activities at state-based and international conferences	a. Deliver summer coursework for practicing teachers b. Promote professional conferences to undergraduate and graduate students c. Continue undergraduate and graduate professional development by working with ISU-TECA, Illinois TSA, and TEAI	Summer coursework continues to be offered; course enrollments have been steady. TE students have been engaged with TECA and TSA activities. A formal scholarship for technology education majors was finalized and the first award was given; this scholarship was spearheaded by Dr. Franzie Loepp.

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 knowledgable 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	◯	◯	◯	◯	◯	◯

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

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Apply Standards to Curriculum	○	○	○	○	○	○

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	○	○	○	○	○	○

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	○	○	○	○	○	○

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	○	○	○	○	○	○

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	○	○	○	○	○	○

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	○	○	○	○	○	○

9. Develop lessons, curriculum, and activities based on the designed world.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
The Designed World	○	○	○	○	○	○

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)

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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	○	○	○	○	○

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Quality	○	○	○	○	○

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fairness	○	○	○	○	○

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Expertise	○	○	○	○	○

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	○	○	○	○	○

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course Content	○	○	○	○	○

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	○	○	○	○	○

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Recommendation	○	○	○	○	○

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	○	○	○	○	○

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

	Agree				Disagree
Apply Standards to Curriculum	○	○	○	○	○

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	○	○	○	○	○

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	○	○	○	○	○

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	○	○	○	○	○

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	○	○	○	○	○

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	○	○	○	○	○

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	○	○	○	○	○

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	○	○	○	○

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	☐	☐	☐	☐	☐

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

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.	○	○	○	○	○	○
Identify and use local, state, and national educational standards for technological literacy by developing and delivering standards-based curriculum and activities.	○	○	○	○	○	○
Design laboratories and classroom spaces, develop instructional procedures/techniques, and curriculum materials to maximize student learning related to technological literacy.	○	○	○	○	○	○
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.	○	○	○	○	○	○

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.	○	○	○	○	○	○
Assess engineering design, the attributes of design, and the role of technological problem solving design.	○	○	○	○	○	○
Develop, and assess cultural, environmental, economic, and social and political impacts of technology by developing lessons, curriculum, and activities.	○	○	○	○	○	○
Develop lessons, curriculum, and activities based on the designed world.	○	○	○	○	○	○

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 15	Program Coordinators submit the annual *Learning Outcomes Report*	Program Coordinator
September 15	Program Coordinators submit the annual *Program Goals Report and Plan of Work*	Program Coordinator
September/October	Organize and conduct scheduled Peer Teaching Observations.	Asst. Chair
November 1	Submit annual TEC Assessment Report to the University Assessment Services (UAS)	Asst. Chair
December 1	Department of Technology Annual Report and Consolidated Annual Budget Report	Chair