Illinois State University

Department of Technology

Annual Assessment Report

August 2008

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Department of Technology 2008 Assessment Report

Introduction

The Department of Technology offers two undergraduate degrees: a B.S. in Industrial Technology, and B.S. in Technology Education (TE). The Industrial Technology program has four technical sequence areas: Construction Management (CM), Graphic Communications (GC), Industrial Computer Systems (IMS), and Integrated Manufacturing Systems (IMS). The Department also offers a M.S. in Technology with areas of specialization in Project Management, Technology Education, and Training and Development.

The annual Department Assessment Report is comprised of four sections.

1. Assessment of student learning outcomes for each sequence or program. The analysis is in matrix format that displays the learning outcome, measurement result, and action if necessary.
2. Annual senior exit survey conducted in all capstone classes during 2007-2008. The exit survey provides information on departmental services such as advisement, placement, and facilities, as well as overall perceptions on the quality of instruction.
3. ISU Alumni Survey conducted by the University Assessment Office (UAO). The Department is also participating in the UAO survey, which includes 38 standard questions for all ISU students and a series of questions that corresponded to the specific learning outcomes for each sequence or program.
4. Employer follow-up survey. The Department now provides a Web-based survey to employers of graduates. To improve response rates and to avoid duplication of data, the survey will now be conducted periodically instead of every year.

Measurement of Learning Outcomes by Sequence or Program

Each academic program or sequence has the option of using the measurement tools that they deem most effective to assess learning outcomes. Possible measurement tools may include: (a) examinations or performance activities in specific classes, (b) student performance on appropriate certification examinations (AIC, NAIT, SME, etc.), (c) comprehensive exit examination in the sequence capstone course, (d) results from ISU Alumni Follow-up Survey of graduates, (e) feedback from the TEC employer survey, and/or (e) other measures as determined by the sequence.

Feedback of Assessment Information

The following data feedback events are designed to close the loop between collection and analysis of data and program improvement. Additional information on this process and the annual assessment calendar is presented in the Department's *Assessment Plan.*

- A detailed plan for addressing any identified areas of weakness is developed and presented on the *Report of Program Improvements*, which is posted on the Faculty Share/Assessment folder.
- Each sequence is encouraged to hold at least one sequence meeting to discuss the results of outcome measures and plan improvements for areas of concern.
- Programs and sequences are strongly encouraged to share their annual assessment report with Advisory Committees.
- As appropriate, the annual faculty retreat will include a session dedicated to assessment planning.

Reporting Assessment Outcomes

By June 1 of each year, each program or sequence in the Department of Technology submits to the Chair an annual summary of student progress toward meeting identified learning outcomes. The summary is presented in matrix format that includes the learning goals, measurement methods, results, and analysis of the data. If areas of weakness are identified, a specific plan for addressing those weaknesses is also submitted as a *Report of Program Improvements*. The Departmental Assessment Plan, annual assessment reports, and Program Improvement Reports are posted on the *Faculty Share* in the *Assessment* folder. Additionally, a summary of department, program, and sequence assessment results is presented in the Department *Annual Report*. To assure transparency, the annual assessment report is also forwarded to the University Assessment Office to post on the Illinois State University website.

Printing the Report

By default the report will print in 8-1/2 x 11-inch format. The learning outcomes matrices by sequence have been formatted as 11 x 17-inch to make it easier to read. You may have to print these pages separately and specify 11 x 17-inch paper.

Graduate Program in Technology

		*Graduated 2006-2007 ***				
	Skills Development	***Technology Education Sequence***	***Training Sequence***	***Project Management Concentration***	***Student Exit Interview & Survey Comments***	***Program Response/Action***
1	Approach problems and challenges in a systematic way*					
2	Understand trends, issues and developments in area of specialization*					Increased emphasis on reading and interpreting current literature of the field in sequences.
3	Demonstrate professional written and oral communication skills*				Emphasize training project & consider inclusion of group project	Instructor has training curriculum development project in 406 to better reflect current practice in field.
4	Effectively use current techniques and technologies of specialization*				Need adv. courses in planning, risk, business analysis & quality.	Faculty are exploring content revisions to include more of this content. .
5	Function as a leader in your field*				Push professional organizations more.	Promote memberships in PMI, ASQ, ASTD & ITEA
6	Understand, evaluate and apply appropriate research*				Blend study of stats & res.	
	Areas for Improvement	Number indicating need for improvement				
	Advising				Take 445 before 497 if possible.	
	Course offerings				Quality & e-training courses. Overview class in functional business management & supervision.	Added 3 new temporary quality courses. Plan to explore conversion to permanent courses and development of a Certificate program in Quality.
	Intellectual Challenge					
	Faculty Accessibility					
	Balance of Theory & Practice				More projects, guest speakers & internships. Expand instruction in Primavera software.	Explore options for more inclusion of guest speakers in courses.
	Program Flexibility				Expand on-line course offerings. Offer more in summer.	3 new Quality courses were initially offered as summer/fall, on-line courses. 330 & 370 were offered as on-line summer courses to trest response.
	Electives				Need more elective choices & quality courses. Offer IT PM course. Expand technical course offerings.	TEC 330, 370 , proposed management & quality courses
	Overall satisfaction with ability of degree to help meet student goals					

* Likert scale 5 = well prepared / 1 = poorly prepare

Response rate on survey = %

** Insufficient response rate to from alumni survey to allow meaningful interpretation

DEPARTMENT OF TECHNOLOGY

ACADEMIC QUALITY IMPROVEMENT PROGRAM

RICHARD BOSER, CHAIRPERSON

DANIEL WILSON, ASSISTANT CHAIRPERSON

APPROVED BY DEPARTMENT OF TECHNOLOGY FACULTY JANUARY, 2009

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Department of Technology
Academic Quality Improvement Program

Mission and Goals

Mission: To prepare technically oriented professionals and leaders who are in high demand by business, government, and education through excellence in a dynamic, applied learning environment.

Goals: Department goals and objectives (Long-Range Plan) are periodically revised to more effectively align with the key elements of the university strategic plan, *Educating Illinois, as well as the CAST goals*. The 2008 update of *Educating Illinois (http://www.educatingillinois.ilstu.edu/) and the 2008 update of the CAST strategic plan (http://www.cast.ilstu.edu/CASTStrategicPlan.shtml)* prompted a minor revision of department goals, which was approved by the faculty in November 2008. The alignment of departmental goals with both CAST goals and Educating Illinois is presented in Appendix A.

1. Provide a premier undergraduate education in the fields of study encompassed by the Department of Technology.
2. Provide distinguished graduate education programs that build on strong undergraduate programs.
3. Enrich the academic culture of the department by encouraging a student-oriented community of scholars who seek to put theory into practice.
4. Support applied research and creative activities, which are recognized at state, national, and international levels, and support the generation of disciplinary knowledge solutions to real-world problems, and utilize student researchers.
5. Support public service and economic development activities that extend and complement the Department's teaching and research functions.
6. Create a learning climate that causes students to engage in understanding global issues and supports faculty and student activities that promote diversity and sustainability.

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 and 2008. The resulting TEC Quality Assurance Assessment Program 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 outcome 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 2009 Revisions to TEC Assessment Plan

The update of, *Educating Illinois 2008-2014* and the CAST Strategic Plan of 2008 triggered a realignment and minor revision of the TEC Goals in 2008. 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 as proposed in 2008. The revised plan is located on the faculty share at X:\Assessment\TEC Assessment Plan 2009.

1. Change name of this document from *Quality Assurance Assessment Program* to *Academic Quality Improvement Plan* to align with North Central Association terminology.

2. TEC Goals were aligned with the revised *Educating Illinois 2008-2014* and CAST Strategic Plan 2008.

3. Department sequences are now referred to in the document as "programs." This change in terminology is made to anticipate curricular changes that are in process, with the Industrial Technology sequences becoming more independent, and some sequences moving to stand-alone degree programs. Additionally, there is a new degree program in Renewable Energy.

4. The revision of Figure 1, Overview of TEC Quality Assurance Assessment Measures to include Senior Exit Survey for learning outcomes measurement, and the addition of measuring outcomes of program strategic action plans. The addition of a Figure 2, Overview

of TEC Quality Assurance Assessment Process to illustrate the input, program operation, and output feedback loop that comprises the continuous improvement process.

5. The addition of an annual *Program Goals Report* that will provide information on program goal alignment, strategies for program improvement, a plan of work, and progress made toward strategic actions. This form will replace the annual *plan of work* submitted to the Department Chairperson by program coordinators.

6. Clarification on the time cycles for employer surveys. The aim is to conduct program employer surveys in an interval cycle of not more than three years.

7. Formerly, each program in the department developed its own form for learning outcomes reporting. This revision includes the standardization of the *Learning Outcomes Report*. Further, combining information into the revised form replaces the *Annual Student Outcome* form and the *Report of Program Improvement* form.

8. Revised program goals as of Fall 2008 are included.

9. Updated references.

10. Revision of the annual assessment calendar to match the current requirements.

Fig.1. Overview of TEC Quality Assurance Assessment Measures

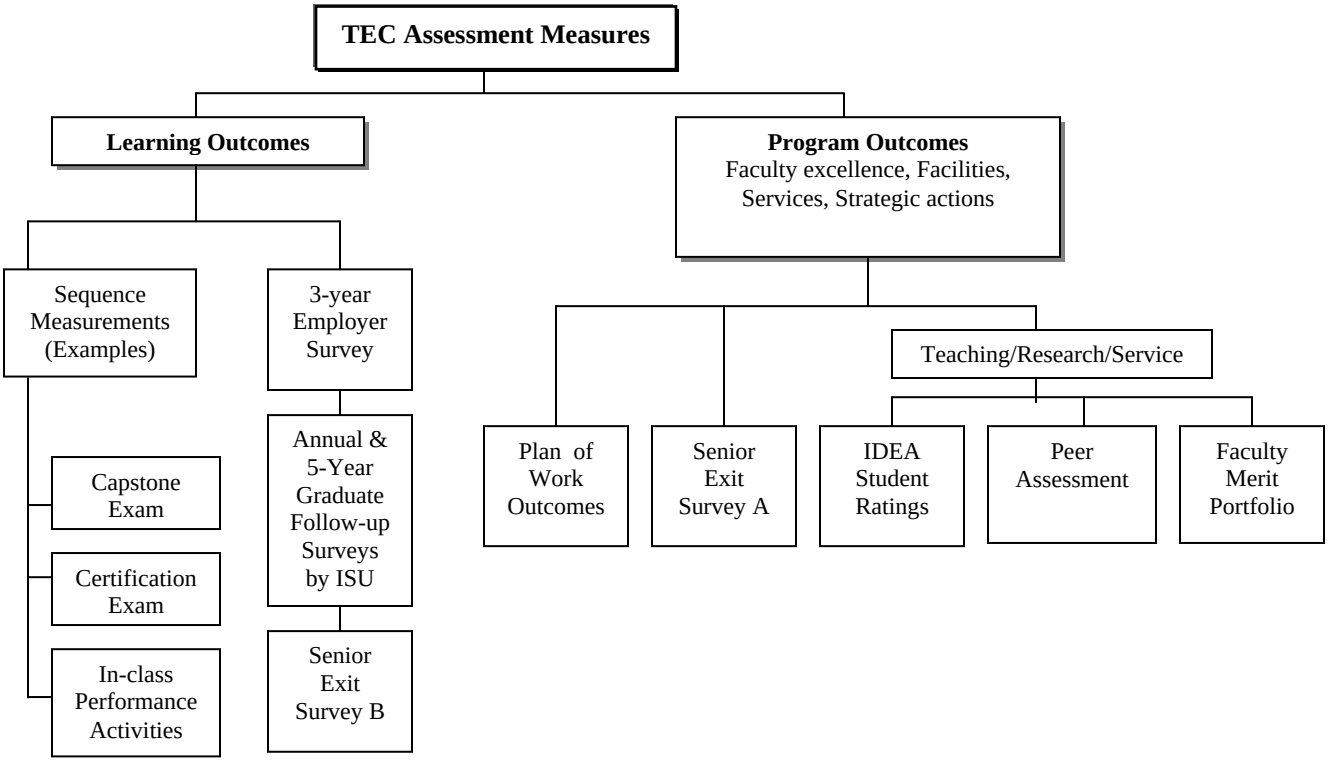
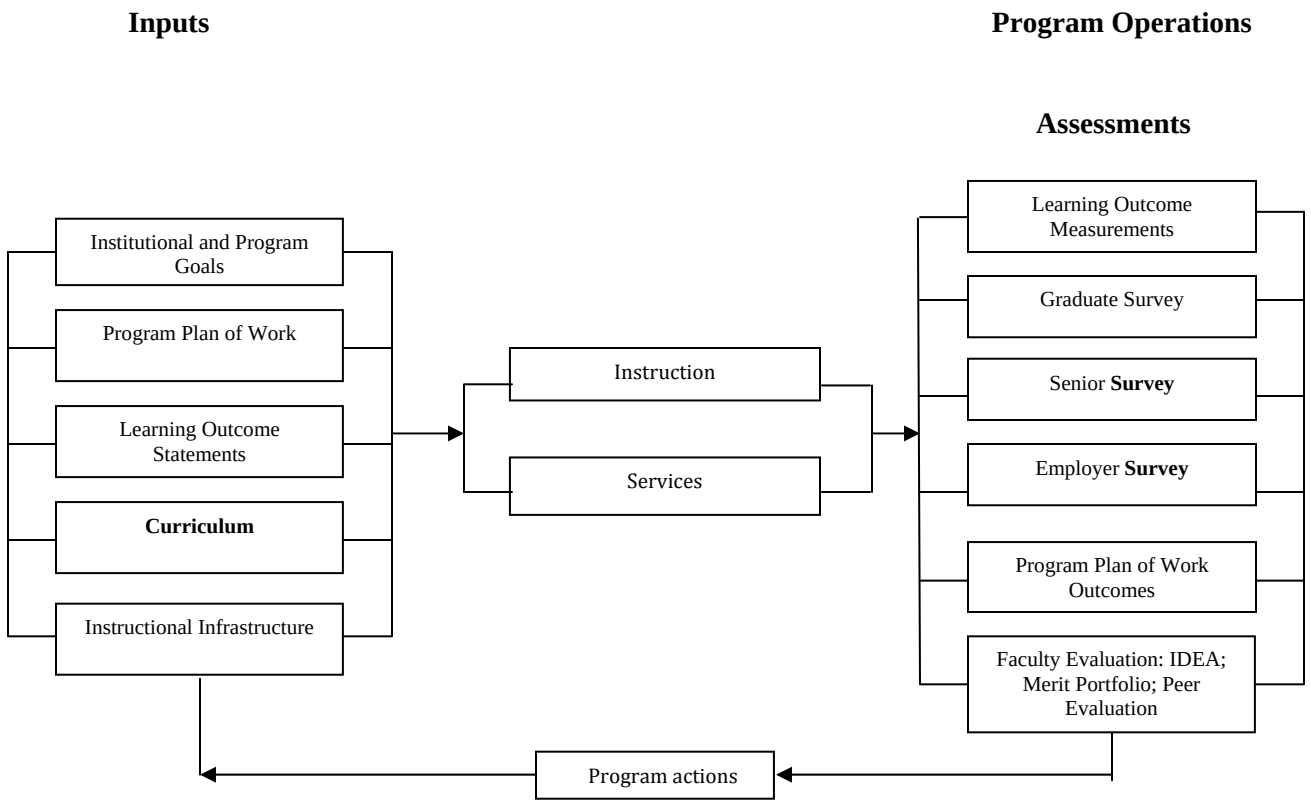


Fig.2. Overview of TEC Quality Assurance Assessment Process



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 annually 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 B* 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 C* 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 D.*

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 assessment plan for each program will be included as part of the Department of Technology Assessment Plan and will be on file in the department office. Each program, by August 15 of each year, will submit to the Assistant Chair an annual *Learning Outcomes Report*. This report is an aggregate summary of student progress toward meeting identified learning outcomes and a plan for continuous improvement (See ***Appendix E*** 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 outcomes (an example of the *Program Goals Report* is presented in ***Appendix F)***.

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

- 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 report 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 Share.

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 will be evaluated on three sources of data. A composite or weighted average will be developed for each faculty member based on the data source and its assigned weighting.

A. **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.

B. **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) comprising 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 PAC members 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.

C. **Contributions to Teaching in the Department of Technology** (10% of teaching evaluation). The final component of teaching evaluation is the faculty members contributions to teaching such as (a) helping other faculty with teaching issues (mentoring, technical concerns, software, formative peer observations, class coverage, guest speaking, etc. (b) leadership to teaching initiatives (University teaching committee, presentations at ISU teaching symposium, presentations at professional conferences regarding teaching, etc.), (c) curriculum development work, (d) serving on the PAC for summative peer assessments, (e) range of courses taught, (g) etc. See listing of indirect contributions to teaching in IDEA Paper #36 (http://www.theideacenter.org).

The DFSC will develop a rating for each faculty member's contribution to the teaching culture of the department based on the faculty member's annual DFSC merit portfolio. Evaluation of contributions to teaching will be consistent with DFSC categories: based on the four standard categories of Exceptional, High Performance, Acceptable Performance, or Insufficient Performance.

ASPT guidelines establish a context for how faculty members affect the quality of the department's instructional program..

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.

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Appendix A

Department, College, and Educating Illinois Goal Alignment

DEPARTMENT OF TECHNOLOGY GOALS

7. Provide a premier undergraduate education in the fields of study encompassed by the Department of Technology.
8. Provide distinguished graduate education programs that build on strong undergraduate programs.
9. Enrich the academic culture of the department by encouraging a student-oriented community of scholars who seek to put theory into practice.
10. Support applied research and creative activities, which are recognized at state, national, and international levels, and support the generation of disciplinary knowledge solutions to real-world problems, and utilize student researchers.
11. Support public service and economic development activities that extend and complement the Department's teaching and research functions.
12. Create a learning climate that causes students to engage in understanding global issues and supports faculty and student activities that promote diversity and sustainability.

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.

Department of Technology Goal Alignment

Department Goal	CAST Goal	Educating Illinois
1. Provide a premier undergraduate education in the fields of study encompassed by the Department of Technology.	1. CAST provides premiere comprehensive undergraduate programs.	2. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
2. Provide distinguished graduate education programs that build on strong undergraduate programs.	2. CAST provides graduate education programs that have state, national, and international reputations for excellence.	2. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
3. Enrich the academic culture of the department by encouraging a student-oriented community of scholars who seek to put theory into practice.	1. CAST provides premiere comprehensive undergraduate programs.	2. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
4. Support applied research and creative activities, which are recognized at state, national, and international levels, and support the generation of disciplinary knowledge solutions to real-world problems, and utilize student researchers.	3. CAST maintains state, national, and international recognition for quality research and scholarship.	6. ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
5. Support public service and economic development activities that extend and complement the Department's teaching and research functions.	4. CAST provides outreach initiatives that enhance the public and private sectors.	7. ISU will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University
6. Create a learning climate that causes students to engage in understanding global issues and supports faculty and student activities that promote diversity and sustainability.	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.	1. ISU will position students to excel in a globally competitive, culturally diverse, technological, and changing environment. 5. ISU will promote a safe and environmentally sustainable campus.

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. Use modern applications and methods to compose and manage production-ready media for both print and display distribution.
2. Capture, process, edit, and manage color image information for print and display media.
3. Plan and produce a wide range of print products by a variety of printing processes.
4. Create, develop, and maintain Websites and manage associated data, software, and hardware.
5. Manage print-oriented or Web-oriented media production projects.
6. Effectively apply knowledge of financial, legal, and ethical business practices to the graphic communications field.

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. Differeniate and apply the 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 deliverying 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.
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 Follow-up Survey

Preparation: Please rate how well your employee was prepared to use each skill by circling a number on the 1 to 5 scale. **"5" indicates Very Well Prepared. "1" indicates Poorly prepared.**

Industrial Computer Systems

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

Appendix D

ISU 2008 Alumni Survey Questions

(Note that most questions are posed for a response on a likert-like 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: Senior Exit Survey – Part A

Department of Technology
Survey of Graduating Seniors

The purpose of this survey is to help faculty continuously improve TEC programs. Graduating seniors have gained many insights into the strengths of the program and areas where the program might be improved. Please answer questions 1 to 24 on the SCANTRON and written commments and employment information on this form.

	Instructions: Please mark the appropriate bubble on the SCANTRON	2	3	4	4	5
1	Graduation Semester:	Spr / Sum	Fall	Spr/ Sum	Fall	
2	Graduation Year	2008	2008	2009	2009	
3	Degree Title	BS Ind Tech	BS RE	BS Tech. Ed	MS Tech	
4	Undergraduate Sequence	CM	GC	ICS	IMS/RE	Tech Ed
5	Graduate Sequence (Graduate Students ONLY)	Training	Tech Ed	Proj. Mgmt		
	Instructions: For questions 6 - 25, please darken the SCANTRON bubble best captures your experience in the Department of Technology.	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
6	Faculty were helpful when I needed assistance.	1	2	3	4	5
7	Overall, the quality of instruction was excellent in TEC courses.	1	2	3	4	5
8	I was treated fairly in my dealings with faculty.	1	2	3	4	5
9	Faculty were experts in their subject matter areas.	1	2	3	4	5
10	Department's computer resources met my needs.	1	2	3	4	5
11	Overall, I was satisfied with the quality of laboratory equipment.	1	2	3	4	5
12	Lab hours provided access to equipment to complete assignments.	1	2	3	4	5
13	I was able to get into my TEC courses in a timely manner.	1	2	3	4	5
14	TEC Advisement Office responded to my inquiries in a timely manner.	1	2	3	4	5
15	My TEC advisor was knowledgeable of my academic plan.	1	2	3	4	5
16	An internship was a valuable part of my education.	1	2	3	4	5
17	Student organizations were a valuable part of my education.	1	2	3	4	5
18	I was treated equitably by other students.	1	2	3	4	5
19	Student Placement Office was helpful in my job search.	1	2	3	4	5
20	TEC Career day was helpful in my job search process.	1	2	3	4	5
21	eRecruiting was an effective way of connecting with employers.	1	2	3	4	5
22	TEC major greatly expanded my career options.	1	2	3	4	5
23	Content of TEC courses was state-of-the-art	1	2	3	4	5
24	Overall, I greatly increased my knowledge and skills as a result of my TEC major.	1	2	3	4	5
25	I would recommend TEC to a good friend or family member.	1	2	3	4	5

26 Who or what influenced you in deciding to pursue the TEC program at ISU?

27 Would you please share any additional comments about your experiences with the Dept of Technology?

28 Optional Information ONLY used for Employer follow-up survey Name: _____

permanent email: _____

Have you secured a permanent position in your major field? (circle) Yes No Tentative Interviewing

If you have secured a permanent position, Name of Employer: _____

Address of Employer: _____

_____

If you need more space for comments , please use back of this sheet -- Thanks for your assistance

Appendix E: Senior Exit Survey – Part B

Construction Management
Learning Outcomes

Directions: in the left hand column is a listing of skills. We would like to know how well prepared our graduates are to use these skills. A section on the bottom of this page is provided for any additional comments or suggestions.

Preparation: Please rate how well you think you were prepared to use each skill by circling a number on the 1 to 5 scale.

"5" indicates Very Well Prepared. "1" indicates Poorly Prepared

	SKILLS	RATING
1	Interpret construction documents (blueprints, specs, contracts).	1, 2, 3, 4, 5, n/a
2	Utilize proper terminology for construction materials.	1, 2, 3, 4, 5, n/a
3	Interpret material conformance references and testing techniques (soil, concrete, etc.)	1, 2, 3, 4, 5, n/a
4	Apply knowledge of construction methods to project execution.	1, 2, 3, 4, 5, n/a
5	Perform site survey, building layout, and alignment control.	1, 2, 3, 4, 5, n/a
6	Understand structural design principles.	1, 2, 3, 4, 5, n/a
7	Apply business and management principles.	1, 2, 3, 4, 5, n/a
8	Perform entry-level project management functions.	1, 2, 3, 4, 5, n/a
9	Interpret and apply OSHA and other appropriate regulatory standards.	1, 2, 3, 4, 5, n/a
10	Develop a project cost estimate	1, 2, 3, 4, 5, n/a
11	Develop a CPM schedule	1, 2, 3, 4, 5, n/a
12	Utilize construction specific computer software (e.g. SureTrack, Timberline).	1, 2, 3, 4, 5, n/a

Comments:

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. calcualting margins, drawing out page impositions, and differenciating 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 casue 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 confucion 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 anaysis (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

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

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 15	Program Coordinators submit to the Assistant Chair annual *Learning Outcomes Report*	Program Coordinator
August 15	Program Coordinators submit to the Assistant Chair annual *Program Goals Report* **(for previous year)**	Program Coordinator
August 30	Department of Technology Annual Report completed	Chair
September 1	Program Coordinators submit to the Chair annual *Plan of Work* aligned with *Program Goals* **(for upcoming year)**	Chair
September	Organize and conduct scheduled Peer Teaching Observations.	Asst Chair
November	Conduct TEC Senior Student Exit Survey in each capstone course (to be used for following assessment year).	Advisor
December	TEC Senior Student Exit Survey results returned to faculty (for the following assessment year).	Advisor, 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.

Instructional Assessment Criteria

Illinois State University Faculty Appointment, Salary, Promotion, And Tenure Policies Regarding Teaching Performance

(Effective Date: January 1, 2001)

Criteria for the Evaluation of Teaching

The majority of direct instructional activities by Illinois State University faculty are undertaken within classrooms, laboratories, studios, etc. Indeed, faculty and student interaction within the traditional classroom is the most common form of teaching. At the same time as new instructional technologies develop and as a variety of forms of out-of-class learning experiences become more important, Illinois State University faculty members will engage increasingly in such activities, devoting more time to modes of instruction that occur outside of the traditional classroom. To be adequate, any mechanism for the evaluation of teaching must be comprehensive enough to encompass these new activities and technologies. Moreover, the scholarship of teaching likewise may focus not only on traditional classroom instruction but also on other forms of teaching such as conducting laboratories, mentoring interns and advanced graduate students, tutoring individual students, and student advising. Therefore, teaching is here defined as faculty and student interaction or faculty support activities in which the focus is on student gains in skills, knowledge, understanding, and personal growth. This definition clearly encompasses traditional classroom instruction but it also includes a broad array of less traditional activities.

Common Teaching Activities

Below are listed some of the common teaching activities together with the forms that they might assume.

Group Instruction

1. Instructing students in courses, labs, clinics, studio classes
2. Instructing participants in workshops, retreats, seminars
3. Managing a course (grading, planning, maintaining records)

Advising, Supervising, Guiding, And Mentoring

1. Supervising students in labs and fieldwork
2. Advising and mentoring students
3. Supervising teaching assistants
4. Supervising students with internships and clinical experiences
5. Supervising students in independent study
6. Directing or serving as a reader on student research projects, theses, and dissertations
7. Advising co-curricular activities

Developing Learning Activities

1. Developing, reviewing, and redesigning courses
2. Developing and revising curriculum
3. Developing teaching materials, manuals, software
4. Developing and managing distance learning courses
5. Developing computer exercises
6. Conducting study-abroad programs

Developing as a Teacher

1. Evaluating teaching of colleagues
2. Conducting instructional and classroom research
3. Attending professional development activities

Factors Used for Evaluation of Teaching

Guidelines and criteria for the evaluation of teaching are based on common teaching activities such as those listed above. Adequate evaluation of teaching requires consideration of a variety of factors concerning these activities. Departments must use two or more types of factors to evaluate teaching performance, one of which shall be student reactions to teaching performance. The following items include but are not limited to examples that may be used to identify meritorious teaching:

1. A record of solidly favorable student reactions to teaching performance;
2. Favorable teaching ratings by peers through review of instructional materials;
3. Favorable teaching ratings by peers through classroom observation;
4. Favorable teaching reactions by alumni;
5. Evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction;
6. Syllabi from various courses that feature clarity of instructional objectives, clear organization of material, and equitable and understandable criteria for the evaluation of student work;
7. Breadth of teaching ability as this is illustrated by effective teaching in different classroom settings, effective teaching of different types of students, preparation of new courses, or significant modification of established courses;
8. Evidence of meritorious supervision of students in independent studies, internships, clinical experiences, laboratories and fieldwork;
9. Creditable advising and mentoring of students in their preparation of research projects, theses, and dissertations;
10. Significant involvement in sponsoring student organizations and co-curricular activities;
11. Development or review of teaching materials (textbooks, workbooks, reading packets, computer programs, curriculum guides, etc.);
12. Development of new teaching techniques (videotapes, independent study modules, computer activities, instructional technologies, etc.);
13. Service as a master teacher to others (conducting teaching workshops, supervising beginning teachers, coaching performances, etc.);
14. Recognition of meritorious teaching by winning teaching awards;
15. Writing successful competitive grant proposals related to teaching.

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.