***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2017**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

MS in Technology

**Degree and**

**Program Name:**

# Submitted By:

Dr. David Wayne Melton,

Graduate Coordinator

**PART ONE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Students will develop effective oral and written communication skill | Students will be assessed during the final oral and written presentation, which is a partial requirement for graduation from the degree program.    A rubric for comprehensive knowledge has been implemented in order to assess the communication skills of each student.  The assessment on (both written and oral) communication skills will be conducted by the certification committees on the graduating semester based on:   * The comprehensive Knowledge written report * The oral presentation of the comprehensive knowledge * Questions and answers component of the comprehensive knowledge. | Students are expected to pass the Capstone Experience (formerly Certification of Comprehensive Knowledge) or thesis certification in order to graduate, which requires students to demonstrate their written and oral communication skills.  Expectations are:  - 10 percent exceed the expectations  - 85 percent meet expectations  - 5 percent do not meet expectations | a. Direct Measures:  Out of a total of 100 students who completed their Capstone Experience (formerly Certification of Comprehensive Knowledge) in Spring 2017, 85% (85 students) met expectations; 15% (15 students) exceeded expectations; and 0% (0 student) failed to meet expectations.   1. Indirect Measures:   Twenty (20) students returned graduate surveys during Fall 2016 and Spring 2017. Oral communication skills were rated 4.7 in the scale of 5.0, while written communication skills were rated 4.0 in the scale of 5.0 (5 being the highest and 1 being the lowest)  Out of 15 employers returned graduate surveys, employers’ rating on oral communication skills was 4.4 and that of written communication is 4.3 in the scale of 5 (5 being the highest and 1 being lowest). | Results are shared with graduate faculty and with the Graduate Committee to continuously improve the program.  The Graduate Committee reviews the results of the rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs. |
| 2. Students will be able to conduct intellectual research in technology. | a. Direct Measures:  i) “TEC 5143 *Research in Technology”* is a required core course specifically designed to provide students with the research tools to critique and conduct experimental and non-experimental research in Technology. Students must complete and submit a research proposal by the end of the semester.  Consistent with the EWP rubric used by the university, a rubric has been developed for the assessment of the research proposal to assure consistency with the program and university goals and across, sections, faculty and years.  The Research Subcommittee is responsible for this assessment activity.  The rubric has been designed to evaluate the ability of graduate students enrolled in TEC 5143 to prepare a research proposal that conforms to the form and format published in the current edition of the *Publication Manual of the American Psychological* Association and of the conventions of conventional research practices.  ii) Certification of Comprehensive Knowledge: Students will be assessed in terms of their ability to research in the process of being certified for comprehensive knowledge.  b. Indirect Measures:  i) Exit survey will be used to assess students’ understanding on intellectual research in Technology as applied to business and industry.  The certification faculty chair is responsible for distribution of these surveys to graduates.  ii) Employer survey will be administered to the graduating students who are currently employed.  The certification faculty chair is responsible for distribution of these surveys to the employers of the graduates. | It is expected that every student will design a valid original research proposal that conforms to the prescribed form and format.  Typical abilities on intellectual research expected from the students include:  - Research focused on purpose  - Logical and careful organization of ideas  - Control of grammar, punctuation and spelling  - In-text citations and quoted material following APA guidelines  - Depth and complexity of ideas  Expectations are:  - 10 percent will exceed expectations  - 85 percent meet expectations  - 5 percent will not meet expectations on intellectual research abilities  A second expectation is to measure the ability of the students to write a technological paper.  Expectations:  - 5 percent will exceed expectations  - 90 percent meet expectations  - 5 percent will not meet expectations on intellectual research  A third expectation is related to their ability to speak effectively in their oral presentation. The concept of the “speech assessment form” rubric developed by EIU as been incorporated to the student’s oral presentation evaluation.  Expectations:  - 10 percent will exceed expectations  - 85 percent meet expectations  - 5 percent will not meet expectations | a. Direct Measures:  Out of 76 students enrolled in the class in Spring 2017,  28 students or 30% met expectations 46 students or 60% exceeded expectations, and 2 students (2%) did not meet the expectations  Out of a total of 100 students who completed their Capstone Experience (formerly Certification of Comprehensive Knowledge) in Spring 2017, 85% (85 students) met expectations; 15% (15 students) exceeded expectations; and 0% (0 student) failed to meet expectations.  b. Indirect Measures:  Out of a total of 20 students who returned graduate surveys for Fall 2016 and Spring 2017, the rate of satisfaction on their learning; 4.8 in the scale of 5 (5 being the highest and 1 lowest)  Out of 15 employers returned graduate surveys, 71% rated their employees’ preparation as superior, 14% rated their employee’s preparation exceeding expectations, and 14% reported meeting expectations. The average rating was 4.6 in the scale of 5.  The return rate for the graduating student survey is approximately 35% and that of employer survey is about 10%. Some students were not employed at the time of graduation. | The Research subcommittee is responsible for monitoring, reporting and reviewing the results.  Results are shared with the Graduate Committee to continuously improve the program.  The Research subcommittee and the Graduate Committee are responsible for reviewing the results of the rubrics and surveys, identifying trends and recommending desired changes periodically. |
| 3. Students will analyze, apply, and evaluate concepts of effective leadership | a. Direct Measures:  i) “*TEC 5103 Science and Technology of Leadership*” is a required core course in which students learn how to analyze, evaluate and apply concepts of effective leadership.  Students in TEC 5103 will submit a written project analyzing and applying key concepts of leadership to their own situation.  The instructor is responsible for this assignment using a rubric to assure consistency across sections and years.  ii) Capstone Experience: Students will submit a written paper in their Capstone Experience in which they apply leadership concepts to a case study. The certification committee is responsible for this assessment.   1. Indirect Measures:   i) Exit survey: All graduating students’ complete surveys at the time of graduation, regarding the impact of the program on their leadership and managerial performance at work. The certification chair and graduate advisor are responsible for distribution of these surveys to graduates and their employers.  ii) Employer survey will be administered to the graduating students who are currently employed. | Performance expectations for the written project analyzing and applying key concepts of leadership are based on a rubric that lists specific, desired outcomes. 10 % will exceed expectations; 85% will meet expectations; and 5% will not meet expectations.  Performance expectations for the case study in the Capstone Experience are based on a rubric that lists specific, desired outcomes to insure consistency over time and advisors. 10 % will exceed expectations; 85% will meet expectations; and 5% will not meet expectations.  Two additional indirect measure—the graduate and employer surveys—have been designed to assess outcomes over time and sections. This survey expects 10% to be highly satisfied with their learning; 80% of graduates and employers to be satisfied with their learning; and 10% to not be satisfied. | a. Direct Measures:  Out of a total of 67 students enrolled in the course in Spring 2017, 23% (16 students) met expectations; 77% (51 students) exceeded expectations; and 0% failed to meet expectations on the project.  Out of a total of 67 students who completed their Capstone Experience (formerly Certification of Comprehensive Knowledge) in Spring 2016, 82% (55 students) met expectations; 28% (12 students) exceeded expectations; and 0% (0 student) failed to meet expectations.  b. Indirect Measures:  Out of a total of 20 students who returned graduate surveys for Fall 2016 and Spring 2017, 83% (16 students) were highly satisfied with their learning; 17% (4 student) were satisfied, and 0% were not satisfied. Average rating was 4.8 in the scale of 5 (5 being the highest and 1 lowest)  Out of 15 employers returned graduate surveys, 71% (11) rated their employees’ preparation as superior, 14% (2) rated their employee’s preparation exceeding expectations, and 14% (2) reported meeting expectations. The average rating was 4.6 in the scale of 5.  The return rate for the graduating student survey is approximately 35% and that of employer survey is about 10%. Some students were not employed at the time of graduation. | Results are shared with the faculty member teaching the course and with the Graduate Committee to continuously improve the program.  The faculty in charge of the instruction for the current semester is responsible for reporting the findings and sharing with the Graduate Committee. |
| 4. Students will possess knowledge of strategy, principles and tools of quality systems as applied to business and industry. | a. Direct Measures:  i) “TEC 5133 *Total Quality Systems”* (core course requirement) is designed to facilitate student learning of strategies, principles, and tools of quality systems as applied to a real world situation in business and industry. Students are required to complete a comprehensive quality system development project to demonstrate their knowledge of strategies, principles, and tools of quality systems.  A rubric has been developed for the project assessment to assure consistency with the program and university goals across class sections, faculty, and years. The faculty in charge of this course under the guidelines of the quality systems committee is responsible for the assessment.  ii) Capstone Experience: Based on the Comprehensive Knowledge rubric, students will be assessed in terms of their understanding on strategy, principles and tools of quality systems as applied to a real world case related with business and industry in the process of being certified for comprehensive knowledge.  b. Indirect Measures:  i) Exit survey will be conducted to assess students’ understanding on strategy, principles and tools of quality systems as applied to business and industry.  The certification faculty chair is responsible for distribution of these surveys to graduates.  ii) Employer surveys will be administered to the graduating students who are currently employed.  The certification faculty chair is responsible for distribution of these surveys to the employers of the graduates. | Students are expected to demonstrate their ability to use quality principles and tools for developing quality systems for an organization including:  - Quality leadership  - Customer focus - Employee motivation  - Performance assessment  - Supplier partnership  - Continuous improvement  Based on the quality systems rubrics developed to evaluate the class project and Certification of Comprehensive Knowledge, the following are the expectations:  - 10 percent will exceed the expectations  - 85 percent meet expectations  - 5 percent will not meet expectations  Two additional indirect measures—the graduate and employer surveys—have been designed to assess outcomes over time. This survey includes quality assessment and expects 10% to be highly satisfied with their learning; 80% of graduates and employers to be satisfied with their learning; and 10% to not be satisfied.  The Quality Systems committee is responsible for reviewing the results of these surveys, identifying trends and recommending desired changes to the Graduate Committee periodically. | 1. Direct Measures:   Out of a total of 83 students enrolled in the course in Spring 2017, 5% met (4 student) expectations; 95% (79 students) exceeded expectations; and 0% failed to meet expectations on the project.    b. Indirect Measures:  Out of a total of 20 students who returned graduate surveys for Fall 2016 and Spring 2017, 83% (16 students) were highly satisfied with their learning; 17% (4 student) were satisfied, and 0% were not satisfied. Average rating was 4.8 in the scale of 5 (5 being the highest and 1 lowest)  Out of 15 employers returned graduate surveys, 71% (11) rated their employees’ preparation as superior, 14% (2) rated their employee’s preparation exceeding expectations, and 14% (2) reported meeting expectations. The average rating was 4.6 in the scale of 5.  The return rate for the graduating student survey is approximately 30% and that of employer survey is about 25%. Some students were not employed at the time of graduation. | Results are shared with the Quality Systems subcommittee and with the Graduate Committee to continuously improve the quality systems component of the program.  The faculty in charge of the instruction for the current semester under the guidelines of the Quality Systems Subcommittee is responsible for reporting the findings and sharing them with the Quality Systems Subcommittees.  The Quality Systems and Graduate Committees are responsible for reviewing the results of the rubrics and surveys, identifying trends and recommending desired changes periodically on how to continuously improve content and understanding of quality systems tools and strategies within the graduate programs. |
| 5. Students will develop understanding of the global impact of technology. | a. Direct Measures:  The core course *“TEC 5173 Global Technology” is* designed to facilitate students learning and comprehension of the global impact of technology. Students are required to take at least one of these courses in order to apply the concepts and issues of living and working in a global technological society, improving their ability to act as responsible citizens in a technological world.  The final research report on impacts and implications of technology will be used to assess the students’ knowledge of global technology concepts and issues in today’s businesses and industries using a rubric. This rubric will be used to assure consistency with the program and university goals, and across sections, faculty, and years. The current graduate faculty in charge of this course under the guidelines of the Global Technology Subcommittee will be responsible for the assessment activity.    b. Indirect Measures:  i) Exit survey will be used to assess students’ understanding on the concepts and issues of living and working in a global technological society.  The certification faculty chair is responsible for distribution of these surveys to graduates.  ii) Employer survey will be administered to the graduating students who are currently employed.  The certification faculty chair is responsible for distribution of these surveys to the employers of the graduates. | Students will develop an appreciation of global technology, evidenced by their research papers.  Students are expected to demonstrate their ability to understand the impact of global technology by:  - Writing a weekly report during the semester on an assigned aspect of technology, discussing its impacts at various levels.  - Working with a group of classmates on a semester research paper that analyzes a certain technology and its past, present and future impact.  - Giving an oral, mediated presentation on their views regarding the impact of global technology.  - Initiating and maintaining a meaningful and spontaneous discussion with classmates on global technology impacts.  Expectations are:  - 10 % will exceed the expectations  - 85 percent meet expectations  - 5 percent do not meet expectations regarding the impact of global technology  Two additional indirect measures—the graduate and employer surveys—have been designed to assess outcomes over time and sections. This survey includes global technology assessment and expects 10% to be highly satisfied with their learning; 80% of graduates and employers to be satisfied with their learning; and 10% not satisfied.  The Global Technology Subcommittee is responsible for reviewing the results of this surveys, identify trends and recommend desired changes to the Graduate Committee periodically | 1. Direct Measures:   On understanding the impact of global technology, out of a total of 82 students enrolled in the TEC 5173 course (Spring 2017): 98% (80 students) exceeded expectations and 2% (2 students) met expectations; and 0% (0 Students) failed to meet expectations.  Out of a total of 100 students who completed their Capstone Experience (formerly Certification of Comprehensive Knowledge) in Spring 2017, 85 % (85 students) met expectations; 15 % (15 students) exceeded expectations; and 0% (0 student) failed to meet expectations.  b. Indirect Measures:  Out of a total of 20 students who returned graduate surveys for Fall 2016 and Spring 2017, 83% were highly satisfied with their learning; 17% were satisfied, and 0% were not satisfied. Average rating was 4.8 in the scale of 5 (5 being the highest and 1 lowest)  Out of 15 employers returned graduate surveys, 71% rated their employees’ preparation as superior, 14% rated their employee’s preparation exceeding expectations, and 14% reported meeting expectations. The average rating was 4.6 in the scale of 5.  The return rate for the graduating student survey is approximately 30% and that of employer survey is about 25%. Some students were not employed at the time of graduation. | Results are shared with the Global Technology Subcommittee and the Graduate Committee to continuously improve the global technology component of the program.  The Global Technology subcommittee is responsible for reporting the findings and sharing with the Graduate Committee.  The Graduate and Global Technology Subcommittees review the results of the rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve content and understanding of the global impact of technology within graduate programs. |
| 6. Students will be able to apply critical thinking and problem solving skills in the areas of technology management, training and development, career and technical education or computer technology. | Students will be assessed during the comprehensive knowledge certification or thesis, which is a partial requirement for graduation from the degree program.    A rubric for comprehensive knowledge has been implemented in order to assess a holistic critical thinking level of each student  The critical thinking assessment will be conducted by the certification committees or thesis committee on the graduating semester based on:   * The comprehensive Knowledge written report or thesis * The oral presentation * Questions and answers component of the oral presentation | Students are expected to pass the certification in order to graduate, which requires students to integrate knowledge gained in the graduate studies for problem solving and critical thinking.  Expected critical thinking abilities are related to:   * Organizational leadership * Quality management * Research * Global technology * Technology management * Training and development * Career and technical education * Computer technology   Expectations are:  - 10 percent exceed the expectations  - 85 percent meet expectations  - 5 percent do not meet expectations | a. Direct Measure:  Out of a total of 100 students who completed their Capstone Experience (formerly Certification of Comprehensive Knowledge) in Spring 2017, 85% (85 students) met expectations; 15% (15 students) exceeded expectations; and 0% (0 student) failed to meet expectations.  b. Indirect Measures:  Out of a total of 20 students who returned graduate surveys for Fall 2016 and Spring 2017, 83% were highly satisfied with their learning; 17% were satisfied, and 0% were not satisfied. Average rating was 4.8 in the scale of 5 (5 being the highest and 1 lowest)  Out of 15 employers returned graduate surveys, 71% rated their employees’ preparation as superior, 14% rated their employee’s preparation exceeding expectations, and 14% reported meeting expectations. The average rating was 4.6 in the scale of 5.  The return rate for the graduating student survey is approximately 30% and that of employer survey is about 25%. Some students were not employed at the time of graduation. | Results are shared with graduate faculty and with the Graduate Committee to continuously improve the program.  The Graduate Committee reviews the results of the rubrics and surveys identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs. |

**PART TWO**

*Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.*

The program assessment has been highly effective in advancing the educational mission and quality of the graduate programs in Technology. The assessment plan was highly praised by CASA Director and the Dean of the Graduate School, and was deemed mature. Even though, a formal report was not required for last academic year, assessment activities were still a part of our ongoing routine. The following describes some of the highlights:

**Program Achieved “First Choice” awarded by the EIU Graduate School:**

**Program Assessment Is Our Top Priority:**

The Graduate Committee puts the program assessment as its top priority. Topics of improvement make the regular agenda for the committee meetings. All committee members are involved in program improvements based upon the data from the program assessment.

**Broad Involvement of Faculty Makes the Assessment Effective:**In addition to the Graduate Committee, other graduate faculty members play a major role in the program assessment. Several major content areas such as leadership, research, quality management, and global perspectives are addressed in various courses. Faculty members in charge of those courses collect data and provide input for the program assessment.

**Comprehensive Data Sources Provide Validity:**

Assessment data were collected throughout the program including courses and the Capstone Experience. In addition to the data collected by faculty, the MS in Technology program conducts regular follow-up study on graduates and their employers every semester when students are graduating from the program. Upon completion of Capstone Experience, students were asked to complete two sets of e-survey forms. The coordinator of graduate programs collects and analyzes the data.

Typical data on graduates include: gender, ethnicity, areas of study, employment status, job responsibility, knowledge and skills required for their positions, their experience and satisfaction about their graduate education experience, knowledge gained in the graduate program and their relations to their jobs. Employer surveys include questions related to job responsibility, skills required for the positions, employee’s educational preparation for the current position and future advances.

**PART THREE**

*Summarize changes and improvements in* ***curriculum, instruction, and learning*** *that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?*

Continuous improvement has been the hallmark of the MS in Technology program. Faculty in the program highly values the importance of program assessment. The program has placed a heavy emphasis on utilizing the assessment data to drive various improvement activities throughout the program. The MS in Technology program conducts regular follow-up study on graduates and their employers every semester when students are graduating from the program. Typical data on graduates include: gender, ethnicity, areas of study, employment status, job responsibility, knowledge and skills required for their positions, their experience and satisfaction about their graduate education experience, knowledge gained in the graduate program and their relations to their jobs. Employer surveys include questions related to job responsibility, skills required for the positions, employee’s educational preparation for the current position and future advances.

Program assessment data have been extensively utilized to guide our efforts for continuously improving the quality of education offered by the MS in Technology program. The section below describes the highlights and details.

1. **Assessment Drives New Curriculum Development and Content Update**

The faculty in Technology has been constantly looking for ways to improve the content and to develop new courses, based upon the data from the program assessment. For example, the following new courses were developed based upon the input from students and other professionals in the field:

* TEC 5001 Seminar in Technology (CGS approved)
* TEC 5253 Performance Consulting (in progress)
* TEC 5303 C# Technological Applications and .Net Platform (CGS approved)
* M.S. Talent Development program was approved to begin in Fall 2017 (formerly part of Training and Development)
* M.S. Cyber Security program was approved to begin in Fall 2017 (formerly part of Technology Systems Certificate)

1. **Assessment Drives Improvement in Instruction and Learning**

The Graduate Committee continued with the discussions on the assessment plan for the graduate programs in Technology. Based upon the assessment data a continuous revision in all core courses was implemented, some emphasis in statistical analysis was recommended for the course TEC 5143 Research in Technology. We further reviewed the core requirements in order to improve the alignment between these courses and the mission of the graduate studies. The Graduate Committee, graduate coordinator and graduate faculty teaching core courses are in constant and open communication in order to be sure the objectives are met.

The Graduate Committee keeps continuous discussions and communication with the graduate faculty teaching core courses in response to the assessment results. During the past academic year, course contents and delivery approaches have been updated for the graduate program. Instructors are responsible for constant improvement in their preparation and delivery of the subject. Based upon students’ interests and responses to the contents, adjustments have been made to meet students’ needs. As a result, team work and class interaction have been strongly promoted in the program.

The major mission of the Graduate Programs in Technology is on technological leadership. In order to help students become ethical leaders, the Graduate Committee has developed and implemented our policy on plagiarism. This is in response to the feedback from various graduate level courses that involve extensive writing. Tools like TURNITIN are now commonly used by faculty for various courses. The policy has become a regular item of discussion when a graduate candidate is interviewed for admission to the graduate programs in Technology. Students are much conscience to the issue while writing their research papers and doing other scholarly activities. Instances of plagiarism keep decreasing from various courses based on the testimony of many of our faculty.

Based upon the assessment results, English writing has been identified as a major area of improvement, especially for international students. Discussions have been continued with the staff at the International Office, to coordinate the language requirement for international students, specifically with Test of English as a Foreign Language (TOEFL). Various campus resources have been utilized, such as International Student Advisor as well as assistance provided by the EIU Writing Center. The EIU Writing Center provides an active role in the TEC 5001 – Technological Seminar. The TEC 5001 course offers a look at the advantages of utilizing the EIU Writing Center. The EIU Writing Center provides three specially developed (1 hour each) presentations for all TEC 5001 students. The TEC 5001 course is held on the two consecutive Saturdays, beginning on the Saturday before the beginning of the semester. This is required of Graduate Students in the M.S. Technology program. As a result of systematic improvement, all newly admitted students to the program are encouraged to attend the writing and researching workshops offered by the EIU Writing Center.

1. **Assessment Drives Improvement in Capstone Experience Experience**

As a part of graduation requirement and Capstone Experience, graduate students with non-thesis option are required to complete a Capstone Experience (formerly Certification of Comprehensive Knowledge). The Capstone Experience has served the purpose of assessing students’ ability to integrate their knowledge and skills gained during their graduate study to solve problems or tackle organizational issues. The importance of oral and written communication skills have been highlighted in the Capstone Experience process, as an integral part of the graduate study in Technology. The Graduate Committee addressed the possibility to continuously improve the final experience on Capstone Experience.

The Capstone Experience (formerly Certification of Comprehensive Knowledge) rubric continues to be modified to further comply with the goals of graduate programs at EIU adopted by CGS (05-22). The rubric assess much better the depth of the content knowledge of the students per area of study as well evidence of advanced scholarship through research and/or creative activity. The oral portion of the rubric was unchanged, based upon the fact that the skill of effective oral communication was properly evaluated. The critical thinking and problem solving skill were equally weighted in the new rubric.

Based upon the feedback from students and faculty, it has been suggested that new Capstone Experience options be created in order to truly reflect our students’ learning and achievements in their respective areas. These discussions lead to a better selection of Capstone projects and research opportunities for committee member to evaluate the a student’s learning accomplishments, as well as to develop further criteria in the Capstone rubric that reflects different areas of emphasis. The Graduate Committee has developed three options for the student to complete the Capstone Experience. The three options (research-based, project-based, or completion of a program certificate) promise to make the Capstone Experience even more meaningful for students to gain confidence to enter the work place.

1. **Assessment Drives New Program Development**

Presently, the MS in Technology program is offered concurrently with five graduate certificate programs in Computer Technology, Quality Systems, Technology Security, Training and Development, and Work Performance Improvement. Based upon the previous assessment result, students have strong desire to become more valuable and marketable to their prospective employers. These program have all been approved by Council for Graduate Studies and the Illinois Board of Higher Education. Each certificate program is under evaluation to further enhance the learning experience of the student.

1. **Students and Employers Are Highly Satisfied with Their Educational Experience and Outcome.**

As a result of high quality education, students are highly satisfied by their overall experience in the MS in Technology program. For example, during Fall 2016 and Spring 2017 semesters, their average rating for their academic preparation offered by the program was 4.5 in the scale of 5. They described their interaction with faculty as excellent, with a rating of 5 in the scale of 5. They rated the faculty expertise and teaching competency as 4.7 in the scale of 5. They regarded their overall experience in their graduate education as excellent, with a rating of 4.7 in the scale of 5. Positive word of mouth by our current and past graduates has become the most effective way for us to recruit new applicants to the program.

Employers of our graduates are highly satisfied with the outcome of the graduate education as well. For example, when compared to co-workers at the same position level, the employee's academic preparation is regarded as superior, with a rating of 4.6 in the scale of 5. Those employers regarded the graduates as well prepared for their respective responsibilities of our graduates, with a rating of 4.7 in the scale of 5.