

Program Assessment and Continuous Improvement Plan

for the

Engineering Technology Program

at

Elizabeth City State University

Elizabeth City, North Carolina



Elizabeth City State University offers a baccalaureate degree in Engineering Technology. The BS degree program in Engineering Technology offers two areas of concentrations, (i) Computer & Information Technology and (ii) Mechanical & Automation. This assessment and continuous improvement plan document outlines the procedures in which the Program Educational Objectives (PEOs) and Student Outcomes (SOs) are assessed, and how the programmatic improvements are made. The program educational objectives and student outcomes are defined to be in compliance with the Accrediting Board of Engineering and Technology (ABET). Note: This document is available on the Department of Technology website http://www.ecsu.edu/technology/engineering_tech.cfm for general public. Comments and suggestions should be sent to ksrawat@ecsu.edu.

For the purpose of this document, the following definitions as provided by ABET are used.

Program Educational Objectives – Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program’s constituencies.

Student Outcomes – Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students attain as they progress through the program.

Assessment – Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process.

Evaluation – Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.

Mission Statement - Engineering Technology Program

The mission of Engineering Technology is to empower students to become innovative problem solvers and function effectively in today's global, rapidly changing, diverse work environment by offering a dynamic curriculum that provides an academic foundation for lifelong learning in the engineering technology field.

The Engineering Technology program prepares its graduates with a blend of technical knowledge, theoretical skills, and the hands-on experience necessary to enter professional careers in design, installation, operation, computer, electronics, information technology, mechanical, computer aided manufacturing, control, robotics and automated systems. Engineering Technologists use the principles and theories of engineering, science, and mathematics to solve technical problems in engineering and engineering technology related fields. The BS in Engineering Technology offers concentrations in "Computer and Information Technology" and "Mechanical and Automation". The successful completion of this program will not only provide better job opportunities, but also prepare students who plan on pursuing graduate studies in the related fields.

Program Educational Objectives

Program Educational Objectives (coded as PEO1 to PEO4):

The B.S. in Engineering Technology program will produce graduates who will:

- PEO1: Actively remain aware of the professional and ethical standards in the field of engineering technology through pursuing or completing an advance degree, professional development course and/or engineering certifications.
- PEO2: Effectively use communication skills and tools to productively work in a team environment with others of diverse cultural and interdisciplinary backgrounds.
- PEO3: Apply fundamental principles of engineering technology to solve complex problems and/or design systems that contribute to the efficiency or effectiveness of their professional organization.
- PEO4: Utilize technology and leadership skills to make sound decisions to implement, manage and integrate systems or processes that comply with professional standards

Student Outcomes

The current student outcomes (coded as SO1 to SO11) for the Engineering Technology include:

- SO1: Student will be able to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.
- SO2: Student will be able to select and apply knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
- SO3: Student will be able to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.

- SO4: Student will be able to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
- SO5: Student will be able to function effectively as a member or leader on a technical team.
- SO6: Student will be able to identify, analyze, and solve broadly-defined engineering technology problems.
- SO7: Student will be able to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
- SO8: Student will be able to understand the need to engage in self-directed continuing professional development.
- SO9: Student will be able to understand and commit to addressing professional and ethical responsibilities including a respect for diversity.
- SO10: Student will be able to recognize the impact of engineering technology solutions in a societal and global context.
- SO11: Student will be able to commit to quality, timeliness, and continuous improvement.

Process for Review of the Program Educational Objectives (PEOs)

The Engineering Technology (ET) program administers PEOs assessment instruments on a three-year cycle. The program uses the university assessment process to plan, identify, assess, analyze and make programmatic improvements based on their assessment data. The Engineering Technology program's assessment is an ongoing process and seeks input from all constituencies to continuously make program improvements. At the end of every assessment cycle the Engineering Technology assessment plan, findings, and continuous improvement plan is submitted to the Office of Assessment and Accreditation for evaluation. Using a rubric the Office of Assessment and Accreditation reviews the workspace to see if the program outcomes are measureable and aligned with the university's mission and targets/benchmarks were met and attainable. The following model (Figure 1.1) is the assessment process that the Engineering Technology program uses to examine program educational objectives and student outcomes.



Figure 1.1: Program Assessment Model

Program Educational Objectives and Student Outcomes

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years (three years) of graduation including the career and professional accomplishments (see table 1-1 below).

Table 1-1: Crosswalk between Program Educational Objectives and Student Outcomes

Crosswalk between Program Educational Objectives and Student Outcomes											
Revised Program Education Objectives	Correlating Student Outcomes										
<i>The Engineering Technology program will produce graduates who are able to:</i>	<i>Upon completion of their undergraduate program students will be able to:</i>										
	SO1	SO2	SO3	SO4	SO5	SO6	SO7	SO8	SO9	SO10	SO11
<i>PEO1: Actively remain aware of the professional and ethical standards in the field of engineering technology through pursuing or completing an advance degree, professional development course and/or engineering certifications.</i>		X					X	X	X	X	
<i>PEO2: Effectively use communication skills and tools to productively work in a team environment with others of diverse cultural and interdisciplinary backgrounds.</i>			X	X	X		X	X	X	X	X
<i>PEO3: Apply fundamental principles of engineering technology to solve complex problems and/or design systems that contribute to the efficiency or effectiveness of their professional organization.</i>	X	X	X	X	X	X	X	X			X
<i>PEO4: Utilize technology and leadership skills to make sound decisions to implement, manage and integrate systems or processes that comply with professional standards.</i>	X	X	X		X	X		X	X	X	X

Curriculum Map

The mapping of the Engineering Technology curriculum and its relationship to the Engineering Technology student outcomes are illustrated in following Tables 4-1 to 4-4.

Table 4-1: ET Program Curriculum Map (Core and General Education requirements)

Courses	Student Outcomes										
	SO1	SO2	SO3	SO4	SO5	SO6	SO7	SO8	SO9	SO10	SO11
Science											
CHEM101 General Chemistry I	X	X									
CHEM 101/L General Chemistry Lab		X	X								
PHYS 191 University Physics I	X	X	X	X							
PHYS 190/L Physics Lab		X	X								
CSC 115 Computer Science I	X	X	X								
CSC 215 Computer Science II	X	X	X								
Mathematics											
GE 118 Pre-Calculus	X	X				X					
MATH 165 Calculus I	X	X				X					
MATH 265 Calculus II	X	X				X					
Engineering Technology Core											
ENGT 100 Intro to Engineering Tech	X	X	X		X		X	X	X	X	X
TECH 105 CAD I	X	X				X					X
ENGT 205 Circuit Analysis	X		X	X	X						
ENGT 235 Analog Circuits	X		X		X						
ENGT 310 Applied Mechanics	X	X				X					X
ENGT 335 Digital Circuits	X		X		X						
ENGT 350 PLC	X	X		X							
ENGT 455 Senior Seminar	X						X				X
ENGT 499 Capstone Senior Project	X	X	X	X	X	X	X	X	X	X	X
TECH 400 Operations Management		X	X		X	X					
Communication											
GE 102 English Comp & gram							X				
GE 103 English Comp & Vocab.							X				
GE 201 World Literature 1							X				
GE 202 World Literature 2							X				
SPCH 214 College Speech							X				
ENGT 401 Technical Writing							X				
Art, Social and Behavior Science											
GE 130 Art Appreciation									X		
GE 140,141 World Civilization 1 and 2									X		
ECON 201 Prin. of Economics I									X		
PSY 212 General Psychology									X		

Table 4-2: ET Program Concentrations Curriculum Map

Courses	Student Outcomes										
	SO1	SO2	SO3	SO4	SO5	SO6	SO7	SO8	SO9	S10	S11
ENGT 210 Materials and Processes	X	X	X			X		X	X	X	X
TECH 220 CAD II	X	X	X	X	X	X	X			X	X
TECH 305 Fluids Technology		X		X							
ENGT 420 Thermal Systems	X	X		X		X				X	X
ENGT 360 Control Systems	X		X		X						
ENGT 385 Strength of Materials	X	X	X	X	X	X	X		X	X	X
ENGT 405 Automation and Robotics	X	X	X		X	X	X				
ENGT 415 Machine Design		X		X							
ENGT 460 Engineering Software Application	X	X									
ENGT 425 Thermal and Fluids lab	X	X	X		X	X					X
ENGT 215 PC Support Technology	X	X	X	X		X					
ENGT 315 Operating Systems	X	X	X	X		X					
ENGT 365 Computer Design and Implementation	X		X		X						
ENGT 340 Network Communication I	X	X	X	X	X		X				
ENGT 345 Network Communications II	X	X	X	X	X	X	X	X	X	X	X
ENGT 445 Network Communications III	X	X	X	X		X		X			
ENGT 470 Network Administration and Security	X	X	X	X	X	X	X	X	X	X	
ENGT 465 Microprocessor and Microcontroller	X	X	X	X	X	X	X				

Table 4-3: Program Curriculum Map for Core and General Education Courses

Courses	Student Outcomes										
	SO1	SO2	SO3	SO4	SO5	SO6	SO7	SO8	SO9	SO10	SO11
Science											
CHEM101 General Chemistry I	L	M									
CHEM101L General Chemistry I Lab		M	H	L							
PHYS 191 University Physics I	L	M	M	L							
PHYS 181L General Physics I Lab		M	H	L							
CSC115 Computer Science I	M	M	H								
CSC 215 Computer Science II	M	M	H								
Mathematics											
GE 118 Pre-Calculus	L	M				L					
MATH 165 Calculus I	M	H				M					
MATH 265 Calculus II	M	H				M					
Engineering Technology Core											
ENGT 100 Intro to Engineering Tech	H	H	M		M		M	L	H	H	L
TECH 105 CAD I	H	M				M					M
ENGT 205 Circuit Analysis	H		H	M	H						
ENGT 235 Analog Circuits	H		H		H						
ENGT 310 Applied Mechanics	H	H				H					
ENGT 335 Digital Circuits	H		H		H						
ENGT 350 PLC	H	H		H							
ENGT 455 Senior Seminar	H						H				H
ENGT 499 Capstone Senior Project	H	H	H	H	H	H	H	H	H	H	H
TECH 400 Operations Management		M	M			M	M				H
Communication											
GE 102 English Comp & Gram							H				
GE 103 English Comp & Vocabulary							H				
GE 201 World Literature I							H				
GE 202 World Literature II							H				
SPCH 214 College Speech							H				
ENGT 401 Technical Writing							H				
Art, Social and Behavior Science											
GE 130 Art Appreciation									L		
GE 140, 141 World Civilization I and II									L		
ECON 201 Principle of Economy I									L		
PSY 212 General Psychology									L		

L (Low) – Foundational knowledge and skills in support of the outcome

M (Medium) – Intermediate level of knowledge and skills in support of the outcome

H (High) – Advanced knowledge and skills in support of the outcome, which is measured

Table 4-4: Program Concentrations Curriculum Map

Courses	Student Outcomes										
	SO1	SO2	SO3	SO4	SO5	SO6	SO7	SO8	SO9	SO10	SO11
Concentration - Mechanical and Automation Technology											
ENGT 210 Materials and Processes	H	H	H			H		H	H	H	
TECH 220 CAD II	M	M	M	L	M	M	M			L	L
TECH 305 Fluids Technology		H		H							
ENGT 420 Thermal Systems	H	H		H		H				H	
ENGT 360 Control Systems	H		H		H						
ENGT 385 Strength of Materials	H	H	H	H	H	H	H		H	H	
ENGT 405 Automation and Robotics	H	H	H		H	H	H				
ENGT 415 Machine Design		H		H							
ENGT 460 Engineering Software Application	H	H									
ENGT 425 Thermal and Fluids lab	H	H	H		H	H					
Concentration - Computer and Information Technology											
ENGT 215 PC Support Technology	H	M	M	H		H					
ENGT 315 Operating Systems	H	M	H	H		H					
ENGT 365 Computer Design and Implementation	H		M		H						
ENGT 340 Network Communications I	H	H	M	M	M		M				
ENGT 345 Network Communications II w/Lab	H	H	H	H	H	M	M	M	M	M	H
ENGT 445 Network Communications III w/Lab	H	H	H	H		M		M			
ENGT 470 Network Administration and Security	H	H	H	H	H	H	H	H	H	M	
ENGT 465 Microprocessor and Microcontroller	H	M	H	H	H	H	M				M

Process for Review of the Program Educational Objectives

Program educational objectives are assessed and reviewed every two years to ensure that the program’s educational objectives remain consistent with the institutional mission, the program constituents’ needs, and these criteria. The department has established an Assessment Committee consisting of Technology faculty members. The committee meets every semester/year to review assessment surveys/rubrics and results of the assessment. As reflected in Figure 1.1, surveys have been developed to receive feedback and collect data. The descriptions of the assessment instruments are listed as follows:

- Alumni Survey: The alumni survey was designed to collect information regarding the achievements of students that graduated from the ET program. This survey also captures how satisfied graduates are with preparation from the Engineering Technology program to achieve program educational objectives in their current place of employment.
- Industrial Advisory Committee (IAC) Survey: The IAC survey is designed to receive feedback from Industrial Advisory Committee to determine if our program educational objectives and student outcomes are current with industries standards and representative of what graduates should know in order to be productive in the workforce.

- Employer Survey: The Employer Survey is designed to obtain feedback from employer of our graduates. This survey consists of two sections: section one employers rate the employee (ET program graduates) achievements in terms of how successful the employee was in achieving the stated program educational objectives, section two questions pertain to professional development activities ET program graduates has been engaged in since being employed at their company.
- Internship Evaluation Survey: Internship Evaluation Survey is designed to obtain feedback from internship employer/supervisor of our student interns. The survey calls for evaluating student's internship performance based on oral and written communication skills, creative thinking and problem-solving skills, professional development skills, interpersonal and teamwork skills, basic work habits, and organizational effectiveness skills. Survey uses 5-point Likert Scale to evaluate these skills.

Program Constituencies

The significant constituencies of the Engineering Technology (ET) program include the following:

- Students – The program educational objectives are designed to educate or inform students of the skills and abilities that program will prepare them to be competent in the workforce. These objectives are also designed to ensure students that they will be professional, creative and skilled team members in their future place of employment.
- Faculty – Faculty members lead students in the learning process and assume the responsibility for preparing students to be competent in core subject areas which are displayed through student learning outcomes that are linked to program educational objectives.
- Alumni – The alumni or graduates expect a high quality educational program at Elizabeth City State University making sure our program objectives are current with industry standards ensure graduates that they are prepared to have longevity in their place of employment.
- Industrial Advisory Committee – This committee consists of a highly involved group of alumni, employers of graduates, industry representatives and academic professionals in the region. This engaged group of individual uses their expertise in the Engineering and Technology related industry to make sure ECSU students are equip with the necessary skills to make them employable and able to complete in the 21st century work force.
- Employer- Employers expect quality graduates who are able to utilize techniques, apply problem-solving skills, and use modern tools necessary for contemporary engineering technology practice.
- State of North Carolina – ECSU and the Engineering Technology program contribute to the development of the social, cultural, and economic life of the region. The program educational objectives ensure the state of North Carolina that ECSU graduates are employable and will be valuable asset to their economy.

Assessment Methods

The student outcomes are evaluated using both direct and indirect assessment methods.

Direct assessment uses:

- Course Embedded Assessment
- Senior Capstone Project
- Freshmen Assessment Test
- Field Test Exam

Indirect assessment uses:

- Surveys to assess and evaluate the student outcomes.

Assessment Instruments

The assessment instruments used by the Engineering Technology program are evaluated as follows.

- Course Embedded Assessment: Course Embedded Assessment is used to assess each course within the scope of Course Learning Outcomes. Faculty members are required to prepare a summary assessment report on selected 200, 300, and 400 level courses they teach. The summary report consists of average class scores from tests/quizzes, midterm exam, final exam, project report, lab experiments and reports, and assignments.
- Student Evaluation of Course Learning Objectives: Faculty members survey students to receive feedback on how well the material covered was able to achieve each course learning objective. Survey uses a 5-point Likert Scale to collect student responses.
- Senior Capstone Project: Students are required to prepare a report, presentation, and demonstration of their project. This project is used to measure mastery of students in engineering technology subject areas. A rubric is used to obtain feedback from Department of Technology faculty members and industry representative to rate the student's achievements in terms of how successful they were in achieving the stated program outcomes.
- Employer Survey: The Employer Survey is designed to obtain feedback from employer of our graduates. This survey consists of two sections: section one employers rate the employee (ET program graduates) achievements in terms of how successful the employee was in achieving the stated program educational objectives, section two questions pertain to professional development activities ET program graduates has been engaged in since being employed at their company.
- Alumni Survey: The first group of students surveyed graduated from the Engineering Technology (ET) program in Spring of 2010 – contact information of alumni who have graduated from ET program is compiled by the department. The link to the survey is sent to graduates via email to be completed online. The alumni have opportunity to rate program educational objectives and student outcomes as well as their experience with the ET program. Alumni are also asked about their current place of employment, how well the program prepared them and to provide a list of completed professional development activities.
- Industrial Advisory Committee (IAC) Survey: The IAC survey is designed to receive feedback from Industrial Advisory Committee members to determine if student outcomes and program educational objectives are aligned with current industry requirements and practices.
- Senior Exit Survey: This survey is designed to gain feedback from graduating seniors in the Engineering Technology program. This survey allows the students to rate the student's

achievements in terms of how successful he/she was in achieving the stated student outcomes, and rates the quality of education, instruction, career services, and facilities at ECSU.

- **Freshman Assessment Test:** Instructors of ENGT 100 (Introduction to Engineering Technology) course, developed pre/posttest assessment that is administrated at the beginning and end of the semester. A pre/post freshman level test has been developed to measure students’ basic knowledge in utilizing engineering calculators, scientific and engineering notations, basic electronics/electricity, conversion factors, trigonometric functions, materials, basic networking/internetworking, ethics, and diversity. The achievement target is to increase students’ content knowledge by 50% from pretest score to the posttest score.
- **Field Test Exam:** Students have to take an in-house Field Test Exam prior to graduation during the last semester of program. This test measures the level of student achievement for student outcome number three. The faculty members of department have developed two sets of tests for Engineering Technology (Mechanical and Automation) and Engineering Technology (Computer and Information Technology).
- **Internship Evaluation Survey:** Internship Evaluation Survey is designed to obtain feedback from internship employer/supervisor of our student interns. Faculty offering ENGT 488 is responsible for delivering this survey to the supervisor of student intern.

Student Outcomes Assessment Frequency

Table 2-1 shows the ET program’s assessment cycle/schedule and expected level of attainment.

Table 2-1: Assessment Cycle/Schedule

Assessment Instrument	Schedule	Performance Benchmark
Course Embedded Assessment	Every Semester	70 percent
Student Course Learning Objective Survey	Every Semester	70 percent (3.5 on 5.0 scale)
Senior Exit Survey	Annually	70 percent
Alumni Survey	Every three years	70 percent
Industrial Advisory Committee Survey	Every three years	70 percent
Senior Capstone Project	Annually	80 percent
Field Test	Annually	50% of students will receive a 70% or higher
Freshman Assessment Test	Annually	50% increase in post-test compared to pre test
Internship Evaluation Survey	Course Offered	80% (4.0 on a 5.0 scale)

Attainment of Student Outcomes

The expected level of attainment (performance benchmark) for each of the program educational objectives is seventy percent (70%). The assessment coordinator of the Engineering Technology program is responsible for collecting data and posting them on TASKSTREAM AMS. In addition, faculty members and the department chair review and discuss the assessment results from each assessment retreat. Finally, faculty members use the assessment results to take actions to improve the program.

Review of the program educational objectives occurs on a regular schedule displayed in Table 3-1.

Table 3-1: Program Educational Objectives Tools

Assessment Instrument	Schedule	Performance Benchmark
Alumni Survey	Every three years (starting 2014)	70 percent
Industrial Advisory Committee Survey	Every three years (starting 2013)	70 percent
Employer Survey	Every three years (starting 2014)	70 percent

Continuous Improvement

Assessment Summary and Action Plan Report

The Engineering Technology program assessment coordinator gathers and compiles all assessment results from faculty members. Results are tabulated for review by the program faculty and university stakeholders. The department chair submits the Annual Assessment Report for all the programs in the department to the Office of Assessment and Accreditation in May of each year.

The last step to our assessment process is referred to as “Closing the loop”. This portion of our assessment process reinforces that our program and department use the results/data from the assessment of departmental objectives, program educational objectives and student outcomes to make data-driven decisions to improve our program. Student outcomes are assessed on an annual cycle. Planning for the assessment cycle begins in August, reporting and data analysis occurs in May, and development and implementation of our continuous improvement plan occurs in August to be executed in September for the following assessment cycle.

All assessment activity is tracked and stored in TASKSTREAM Assessment Management System (AMS), a web-based system for tracking program performance and strategic planning. The Department of Technology and all its programs including the Engineering Technology Program uses the TASKSTREAM AMS to plan their assessment activities, to store data and to develop action plans.

At the end of every academic year the program faculty and department chair conduct meetings to analyze assessment findings and to develop a plan of action to implement program and departmental improvements based on that year’s assessment data. No later than May 15, academic programs, departments, and schools submit their assessment findings and preliminary continuous improvement plan in TASKSTREAM for review by the Office of Assessment and Accreditation.

The data from the annual assessment is then presented at the Academic Affairs Retreat at the end of May each year. After the Academic Affairs retreat any further recommendations and budget related requests are taken to the Chancellor’s Cabinet Retreat for review. If any further action is warranted, decisions from the Chancellor’s Cabinet Retreat are taken by the Provost and Vice Chancellor for Academic Affairs and filtered down to the department for implementation. Top down and bottom up assessment approach is used to meet the needs of faculty and students.

As indicated, our continuous improvement plan is developed from the feedback of our faculty members; however, results from assessment activities are brought to Engineering Technology program Industrial Advisory Committee to get their feedback and share strategies to help make programmatic improvements.

Responsibilities of Assessment, Evaluation, and Continuous Improvement Process

Faculty who teach the core Engineering Technology courses are responsible for embedded assessment and student evaluation of course learning objectives and for determining level of acceptable performance. These faculty members are responsible for keeping track of the assessment and for offering changes to the program, if needed based upon the results of assessment. Currently the faculty includes Dr. Kuldeep Rawat, Dr. Ellis Lawrence, Dr. Akbar Eslami, Dr. Mehran Elahi, Dr. Moayed Daneshyari, and Mr. Willie Brown. The program assessment coordinator, currently Dr. Akbar Eslami, is responsible for data collection of all other assessments and input it into TASKSTREAM AMS.

The Engineering Technology faculty performs an annual internal audit of the continuous improvement process. The faculty members meet in May of each academic year. Action plans resulting from this annual meeting are presented to the Engineering Technology Program Industrial Advisory Committee (IAC) and depending upon the action plan, the entire ECSU campus during the Academic Affairs retreat.

The assessment coordinator in collaboration with department chair is responsible for implementing continuous improvement actions. The department chair is responsible for keeping track of the changes as they proceed through the University system and, when adopted, ensures that the changes are implemented.

Action Plans:

Action plans can take the following forms:

1. Make modifications to a course.
 - a. Add or remove review of specific topics and/or
 - b. Add or remove additional topics and/or
 - c. Add, modify or remove lab experiments or projects and/or
 - d. Add, modify, or remove specific assignments and/or
 - e. Increase or reduce emphasis on a specific topic (s).

2. The following actions would ultimately require approval from various curriculum committees on campus.
 - a. Modify course content in a major way such that course description is changed
 - b. Change course prerequisites
 - c. Add or remove required courses from core or concentration
 - d. Change program requirements

Dissemination to Constituents:

After any action has been taken, the action will be discussed with faculty, the IAC and with students.

Changes that are approved through the University process will be added to the University Catalog, which will be the source of information for all other publications and websites in the near future.

Students – the program webpage that describe the curriculum and program is updated with any and all actions that take place. Updates are also provided to students during Technology club meetings.

Industrial Advisory Committee – will have at least two face-to-face meeting per year. In between times, information is solicited via email.

Faculty – is informed of assessment results and subsequent changes via faculty meetings, emails, and reports.

Alumni – is informed of changes to the program objectives and the program itself via email and phone calls.

Campus-wide Community – major changes based upon detailed assessment are presented at during the Academic Affairs Retreat.