



Lumpkin College of Business and Technology
Office of the Dean

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July 2, 2021 (revised from June 9 report, upon receipt of revised EGT Assessment Plan)

Dr. Isaac Slaven
Program Coordinator, Engineering Technology

RE: Year 2 Program Assessment Review

Documents submitted and reviewed (all with Spring 2020 in file name):

- 1) EGT Assessment Plan (xls file)
- 2) EGT Assessment Rubrics (xls file)
- 3) EGT Assessment Score Sheet (xls file)
- 4) EGT Exit Survey (word doc)

| Evaluated Aspects of Program Assessment | Stage of Maturity (Beginning, Developing, Acceptable, Exemplary) |
|------------------------------------------------------|----------------------------------------------------------------------------|
| A. Student Learning Outcomes | Acceptable, w/ note on ABET requirements |
| B. Measurement Tools and Assignments | Acceptable |
| C. Data Collection and Integrity | Developing |
| D. Expectations and Results | Beginning |
| E. Discussion and Analysis | Beginning |
| F. Use of Assessment Results for Program Improvement | Beginning |
| G. Faculty Engagement in Assessment | Not reported |

Summary of Assessment Evaluation:

As EGT is new to the assessment process as a program, this was a very good attempt to detail specifics in the planning process. No implementation was attempted meaning there was no data collection such that instruments and tools were utilized yet, nor was there a process of data collection, testing expectations with results, discussion and analysis or application for program improvement. There are numerous assessment plan aspects that need to be reviewed and revised prior to taking steps further; of note it was indicated to me that this program intends to apply for ABET accreditation and should be using those standards and requirements as the foundation for their assessment if that is the case.

Melody L Wollan, PhD, SHRM-SCP
Associate Dean, Lumpkin College of
Business and Technology
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| Academic Program | Engineering Technology |
| Evaluation Point | Year 2 (AY 2020) of 4 |
| Program-level Accreditation | None |
| Academic Years in Reporting Cycle | AY19 - AY23 |
| Reviewer Name, Title | Melody Wollan, LCBT Associate Dean |

| A. Student Learning Outcomes (SLO) | | | |
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| Specific statements that articulate the discipline-specific content, skills, and/or dispositions students should gain or improve through engagement in the program | | | |
| <ul style="list-style-type: none"> SLO does not specify what group of students will achieve mastery of it, and/or at what point(s) in their progression through the program they will do so. SLO contains only imprecise verbs (e.g., “know,” “understand”), and thus is difficult to measure. SLO is too broad or vague to guide the assessment process. | <ul style="list-style-type: none"> SLO is clear about what group of students will achieve mastery of it (e.g., majors, students in the program), but not at what point in their progression through the program they will do so. SLO contains action verbs that reflect an inadequate depth of knowledge for the program. SLO contains a general description of the content knowledge, skills, and/or dispositions to be measured, but the description is not discipline-specific. | <ul style="list-style-type: none"> SLO is clear about what group of students will achieve mastery of it, and at what point in their progression through the program they will do so (e.g., “seniors,” “graduates”). SLO contains precise, measurable, and observable verbs that reflect an appropriate depth of knowledge for the program. SLO contains a discipline-specific description of the content knowledge, skills, and/or dispositions that students will demonstrate. | <ul style="list-style-type: none"> A reasonable number of SLOs are identified — enough to adequately accomplish the mission of the program while still being manageable to assess on an annual basis. Overall SLOs reflect appropriate level of expectation for the program type/level. Overall SLOs stated in student-centered terms, reflecting what students should know, do, and/or think as they engage in the program of study. |
| BEGINNING <input type="checkbox"/> | DEVELOPING <input type="checkbox"/> | ACCEPTABLE <input checked="" type="checkbox"/> | EXEMPLARY <input type="checkbox"/> |
| Comments: | <p>EGT has four SLOs according to the Excel file “egt assessment plan sp20”:</p> <ol style="list-style-type: none"> Demonstrate effective communication skills for the engineering technology industry using written, oral, and technological formats Analyze problems and apply engineering technology solutions utilizing quantitative reasoning and critical thinking skills Develop an awareness of ethical values and social responsibility in a multicultural environment Demonstrate functional and operational skills relevant to the engineering technology industry <p>There is also indication within LCBT and the School of Technology that EGT should be on a path to ABET accreditation. If that is the case, the criteria for ETAC (Engineering Technology Accreditation Commission) of ABET indicates that</p> | | |

there are five SLOs that are required, and if this is the case, your assessment plan should reflect these and other criteria required by ETAC and ABET:

- (1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline;
- (2) an ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
- (3) an ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- (4) an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
- (5) an ability to function effectively as a member as well as a leader on technical teams.

Source: <https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-technology-programs-2021-2022/>

B. Measurement Tools and Assignments

Description of the measurement tool and the associated assignment, how they align with the SLO, and their validity

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| <ul style="list-style-type: none"> • SLO is assessed with only indirect measure(s) (i.e., surveys). • No information is provided about how the measurement tool(s) and assignment(s) relate to the SLO. | <ul style="list-style-type: none"> • SLO is assessed with direct measure(s) (i.e., objective tests, rubrics). • General description is provided of the measurement tool(s) and assignment(s). • General information is provided about how the measurement tool(s) and assignment(s) relate to the SLO. | <ul style="list-style-type: none"> • Detailed description of measurement tool(s) and its alignment with the SLO is provided. This includes: <ul style="list-style-type: none"> ○ for an objective test measurement tool, individual questions are identified and valid to the SLO (or element of the SLO), and expected levels of mastery are indicated; ○ for an analytic rubric measurement tool, each trait is mapped to the SLO (or element of the SLO) and each level details expectations. • Detailed description of the assignment(s) and alignment with the SLO is provided. This includes: <ul style="list-style-type: none"> ○ for an objective test assignment, representative test items are described to indicate relevance to the SLO and the expected level of mastery; ○ for a performance-based assignment evaluated with an analytic rubric, the assignment prompt is described to indicate relevance to the SLO and the expected level of mastery. | <ul style="list-style-type: none"> • Direct measures may be supplemented with indirect measures. • Includes both formative and summative measures. • A description of the development process for the measurement tool(s) and assignment(s) is included to |
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| | | <ul style="list-style-type: none"> • Measurement tool(s) will provide a direct/observable result and are appropriate to the SLO and the level of mastery expected. • Assignment(s) are appropriate to the SLO and the level of mastery expected. | illustrate their appropriateness to the SLO. |
| BEGINNING <input type="checkbox"/> | DEVELOPING <input type="checkbox"/> | ACCEPTABLE <input checked="" type="checkbox"/> | |
| Assessment Methods: What type of assessment methods does the program use? | <input checked="" type="checkbox"/> Direct Measures Measures that require students to demonstrate knowledge and skills. Provide tangible, visible, and self-explanatory evidence of what students have and have not learned. Actual student behavior or work is measured or assessed | | <input checked="" type="checkbox"/> Indirect Measures Assessments that measure opinions or thoughts about student's knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. Do not measure students' performance directly |
| Measurement Tools: What type of measurement tools does the program use? | <input type="checkbox"/> Objective Test Measure that has right or wrong answers and can be quickly and unambiguously scored by anyone with an answer key. | <input checked="" type="checkbox"/> Analytic Rubrics Measures that are subjective for performance-based assignments. Resembles a grid with criteria for student project listed in the leftmost column and with all levels of performance listed across the top row. The cells within the center contain descriptions of what specified criteria look like for each level of performance. Each of the criteria is scored individually | <input checked="" type="checkbox"/> Surveys Measures for collecting data from a pre-defined group of respondents to gain information and insights on a topic of interest |
| | | | <input type="checkbox"/> Other Could include a holistic rubric (single scale with all criteria being considered together), or a checklist (only two performance levels possible and no descriptions included). |
| Comments: | <p>With the Year 2 report, an Excel file with 5 Rubrics and the Senior Exit Survey were supplied. These rubrics measure: Critical Thinking, Oral Presentation, Writing, Responsible Citizenship, and Technical Skills. Each rubric lists 4 – 6 criterion that appear to be appropriate components for their rubric. Each rubric has four levels (exemplary = 4, achieving = 3, developing = 2, and beginning = 1) with descriptions of the outcomes at each level (each cell). Most of the rubrics appear to be duplicate or modified from university, college, or other program developed rubrics which is a good starting point in using rubrics and conducting assessment. I am particularly pleased to see the development of scoring worksheets so that consistency in data collection for raw data (and for reporting the results) can take place. I did note that while there were 5 rubrics provided, there appears to be a 6th worksheet labeled 'Quantitative Reasoning' that does not have a corresponding rubric identified as the instrument "EGT Quantitative Reasoning Rubric".</p> <p>I would also note that you do not need a column summary of "averages" for your input tables/score sheets. What you will want to do to report your data is to take a count of the number of students that have obtained scores at your expectation standard. Any averages reported should be the calculation of the # of students scoring/# of students in the class. For assessment, the average scores are not terribly interpretable; having breakdowns in one or more groupings of performance scoring and comparing them to an expectation/standard is what you want to do year over year to identify trends, points of intervention and results after intervention.</p> | | |

C. Data Collection and Integrity

When measurement tools are applied, to whom, at what point in the program, and how the program ensures consistency across multiple administrations of the tools and assignments (reliability)

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| <ul style="list-style-type: none"> • It is unclear how the information provided relates to this assessment cycle. | <ul style="list-style-type: none"> • Information is provided about the data collection process in this cycle, but not enough to generate confidence in the findings (e.g., sample size is too small, student motivation conditions are inconsistent, rubric is not normed with raters, etc.) • Process will provide limited information for guiding instruction and curriculum. | <ul style="list-style-type: none"> • Enough information is provided about administration of the measurement tool and data collection process to generate confidence in the findings. This includes: <ul style="list-style-type: none"> ○ adequate student population targeted with an assignment and measurement tool; ○ sufficient sample size for statistically significant results (especially if different than the student population), with a rationale for representative sampling (if appropriate); ○ consistent student motivation conditions across multiple administrations of the assignment and measurement tool; • Process will provide useful information for guiding instruction and curriculum. | <ul style="list-style-type: none"> • Information provided demonstrates that data collection occurs throughout the curriculum and involves multiple faculty members. • Information is included about how data are collected and responsibility is shared among faculty members. • An ongoing, inclusive, systematic process is in place for collecting data to make decisions and improve learning within the program, appropriate to the program’s internal and external constituencies. |
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Comments: Because the program is at the earliest stages of planning for assessment, you will find that reporting results is going to take additional effort to determine exactly what you intend when you indicate that you are using “EGT Critical Thinking Rubric” (as an example). Does that mean you will use a composite score of all of the criteria listed within that rubric? Or will you report data by each criteria? Or some of the criteria? Likewise, indicating “EGT Senior Exit Survey” as the measurement is fine for your planning documents, but when you get to actually reporting the data in the EIU Template (Table) as required, you’ll need to more fully identify which questions, which aspects of the measures are you using? These should be chosen based on content-validity in alignment with your SLO and Learning Objectives.

D. Expectations and Results

SLO have clearly identified expectations that reflect size and maturity of the program. Clear and concise illustration/presentation of data collected. Includes narrative or table/figure with sample size, count, averages, percentages, and ranges as appropriate to the assessment tool

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| <ul style="list-style-type: none"> • No expectations are presented, or it is unclear how the expected results relate to the SLO. • No results are presented, or it is unclear how the results relate to the SLO. | <ul style="list-style-type: none"> • Expectations and results are presented and relate to the SLO, but a lack of specificity does not allow useful conclusions to be drawn. • Presentation is insufficiently detailed; only overall student scores or averages are presented. | <ul style="list-style-type: none"> • Expectations and results are presented by SLO. • Tables and graphs effectively communicate results, including sample size, count, averages, percentages, and ranges, as appropriate to the measurement tool. • For objective tests, results are presented according to items or groups of items connected to a SLO. • For rubrics, results are presented according to rubric trait and level, including counts and percentages. • Results include all applicable locations and/or delivery modes. | <ul style="list-style-type: none"> • Expectations and results are easily understood, as well as their implications. • Results are presented for all locations and/or delivery modes showing an equivalent level of rigor and detail. |
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Comments: At this time, no data has been collected, and no results are reported.

However, in your assessment planning document, you indicate that the expectation/desired level is “2.5” or “3” and nothing is listed for the Senior Survey items. These expectations need further refinement into statements that can be counted. For example, “50% of students will score 3.0 – 4.0 on the cumulative average of the rubric” (that would be each criterion is equally weighted, you would add the scores of each line of the rubric and divide by 4 to obtain an average score for that rubric or use the overall score/4 from your input/scoring table). You might also consider having multiple expectations – “25% of students in the formative measure will score 3.0 – 4.0 on the rubric average score”, 65% of students in the summative measure will score 3.0 – 4.0...” or you could have aspirational and average expectations: “20% of students will score 3.5 – 4.0...”, and 50% of students will score 3.0 – 4.0”. For the senior exit survey, you should be identifying the expected scores from specific items (and reporting by the specific items or if you have multiple items and turn them into a single content score, the groupings of items should be included in your report, labeled, and the label used in your expectation and in reporting data.

E. Discussion and Analysis

Explains the meaningfulness of the data presented (interpretation of results) with a clear, complete, and succinct analysis focusing on the interpretation of and reflection on the assessment data

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| <ul style="list-style-type: none"> No interpretation is attempted, or the interpretation does not relate to the SLO and/or the results. | <ul style="list-style-type: none"> Interpretation is attempted, relates to the SLO and/or results, but the interpretation is either: <ul style="list-style-type: none"> insufficient to support programmatic decisions, not aligned with the program's previous action plans, offering excuses for results rather than thoughtful interpretations leading to improvements in student learning. | <ul style="list-style-type: none"> Interpretation is aligned with the program's SLOs. Interpretation is explained in terms of the desired levels of student performance and is based on student achievement of those levels. Interpretation is justified through current disciplinary standards, previous results and/or benchmarks. Interpretation includes how courses, experiences, and/or the assessment process might have affected results. Interpretation indicates the appropriate collaboration and consensus of multiple internal stakeholders (e.g., program faculty, committees, staff, and/or students). Interpretation is detailed enough to justify programmatic decisions concerning changes in instruction and/or curriculum. | <ul style="list-style-type: none"> Interpretation directly addresses the program's SLOs and action plans. Interpretation addresses past trends in student performance, as appropriate. Strengths and weaknesses in student learning are easily identified. New findings are compared to past trends, as appropriate. Interpretation identifies possible areas of improvement, thus initiating future actions. |
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Comments: Due to the level of maturity of the program and this being the first attempt at an assessment plan, no interpretation, discussion, or analysis was conducted in the Year 2 report.

F. Use of Assessment Results for Program Improvement

Strategies planned and/or in progress for program improvement; actions designed to improve instruction and curriculum; rationale for action is based on data and analysis of results

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| <ul style="list-style-type: none"> No actions proposed for the next cycle. Proposed actions are not based on the data captured through the assessment process. Proposed actions are unrelated to the improvement of the educational program, and therefore student learning. | <ul style="list-style-type: none"> The connection between proposed actions, results/discussion, and/or SLOs is not clear. Proposed actions are too broad or vague to guide the improvement of the educational program and student learning. Proposed actions do not demonstrate evidence of input from more than one person. Proposed actions pertain only to assessment plan changes (process/measure only). | <ul style="list-style-type: none"> Proposed actions are directly connected to the SLOs. Proposed actions are data-driven, directly related to the results/discussion. Proposed actions focus on the improvement of the educational program and student learning. If modifications are made to the assessment process, they are data-driven. Proposed actions contain a process for evaluating their effectiveness. Proposed actions demonstrate evidence of input from multiple internal stakeholders. Carryover actions from the previous cycle are noted. If a SLO is not addressed by any proposed actions, justification is given for maintenance of ongoing curriculum and instruction. | <ul style="list-style-type: none"> Proposed actions are specifically detailed, including who will be responsible for implementation, approximate dates of implementation, and notes about where in the curriculum and in what specific classes they will occur. |
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Comments: Due to the level of maturity of the program and this being the first attempt at an assessment plan, no interpretation, discussion, or analysis was conducted in the Year 2 report.

G. Faculty Engagement in Assessment

Faculty engagement individually and collectively in the assessment process such as review of the outcomes data, revisions and updates to assessment plan, and reaffirmation of SLOs.

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| <ul style="list-style-type: none">• Assessment is done primarily by program coordinator/assistant chair.• Data is primarily collected in capstone activities. | <ul style="list-style-type: none">• The assessment reporting and analytical processes are conducted by the program coordinator or assistant chair with data being collected by faculty.• Faculty review outcomes and resulting data at least once per year. | <ul style="list-style-type: none">• The program has an organized systematic plan in which all faculty participate in at least one stage of assessment.• Analysis of results informs faculty decision-making related to curricular and program improvements.• Faculty review outcomes and resulting data at least once per year collectively, but those discussions influence other program discussions made throughout the year. | <ul style="list-style-type: none">• Program faculty are highly engaged throughout the assessment process as demonstrated at all stages.• Faculty recommend interventions and participate in revising assessment activities for continuous program improvement. |
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| Comments: | The required Year 2 template was not utilized for this report and as such, question 3 was not answered indicating meetings, involved faculty, or actions taken for the program's assessment. Therefore, I've labeled this criterion as "Not Reported" |
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DRAFT: Engineering Technology Assessment Plan

| Learning Outcomes | Learning Objectives | Undergraduate | Measures | Data | Desired Level |
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| Demonstrate effective communication skills for the engineering technology industry using written, oral, and technological formats | Write critically and effectively in the discipline of digital media technology by developing an argument and evaluating evidence, issues, ideas, and problems from | W | EIU EWP Ratings | | At EIU average |
| | Present information using a technological tools, engage in discussion of digital media concepts, explain the ideas of others, and express their own ideas with clarity. | W | EGT 3414: Project Management in | | 2.5 |
| | | S | EIU Speaking Ratings | | At EIU average |
| | | S | EGT 4704: Engineering Technology Capstone | | 2.5 |
| | | NA | EGT Senior Exit Survey | | |
| Analyze problems and apply engineering technology solutions utilizing quantitative reasoning and critical thinking skills | Produce, analyze, interpret, and evaluate estimating and costing systems used in digital media | Q | EGT 4843: Statistical Quality and Reliability | | 2.5 |
| | Apply critical thinking skills to interpret digital media trends. | C | EGT 4943: Manufacturing | | 2.5 |
| | Apply critical thinking skills to design and manage digital media production environments. | C | EGT 3703: Machine Design | | 2.5 |
| | Create and justify cost effective digital media campaigns using various technological tools. | Q | EGT 1303: Engineering Technology | | 2.5 |
| | | NA | EGT Senior Exit Survey | | |
| Develop an awareness of ethical values and social responsibility in a multicultural environment | Interact sensitively and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences in digital media studio and professional | R | EGT 2773: Safety for Engineering Technology | | 2.5 |
| | Implement values and systems in production environments that will lead to positive outcomes in digital media environments and a society responsive to | R | EGT 4753: Lean Manufacturing | | 2.5 |
| | | NA | Senior Exit Survey | | |
| Demonstrate functional and operational skills relevant to the engineering technology industry | Apply digital media knowledge and technical skills in the content areas of digital media technology. | NA | EGT 1323: Computers for Engineering Technology -- Project | | 3 |
| | | | EGT 3663: CNC and Rapid Prototyping -- | | 3 |
| | | | EGT 2324: Electricity and Electronic Controls - Final project | | 3 |
| | | | EGT 3763: Automation and Data Capture -- | | 3 |
| | | | EGT 3063: 3D Modeling - Projects | | 3 |
| | | | EGT Senior Exit Survey | | |
| * F or D = Formative or Summative Measures | | | | | |
| * I or D = Indirect or Direct Measures | | | | | |
| ** Assessment plan, data, and rubrics are to be evaluated by faculty twice during the academic year. | | | | | |

| Learning Outcomes | Learning Objectives | Instrument Used | Collected | F or S* | I or D* | When Collected |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------|---------|---------|------------------------|
| Demonstrate effective communication skills for the engineering technology industry using written, oral, and technological formats | Write critically and effectively in the discipline of digital media technology by developing an argument and | EW/P rating rubric | | S | D | Annually |
| | evaluating evidence, issues, ideas, and problems from | EGT Writing Rubric | Course Instructor | F | D | When course is offered |
| | Present information using a technological tools, engage | Primary Trait Rubric | CMN 1310G | F | D | Annually |
| | in discussion of digital media concepts, explain the | Primary Trait Rubric | Senior Seminar | S | D | Annually |
| | ideas of others, and express their own ideas with clarity. | EGT Oral Presentation Rubric | Course Instructor | S | D | When course is offered |
| | | EGT Senior Exit Survey | Program Coordinator | S | I | Each semester |
| Analyze problems and apply engineering technology solutions utilizing quantitative reasoning and critical thinking skills | Produce, analyze, interpret, and evaluate estimating and costing systems used in digital media | EGT Quantitative Reasoning Rubric | Course Instructor | F | D | When course is offered |
| | Apply critical thinking skills to interpret digital media trends. | EGT Critical Thinking Rubric | Course Instructor | S | D | When course is offered |
| | Apply critical thinking skills to design and manage digital media production environments. | EGT Critical Thinking Rubric | Course Instructor | S | D | When course is offered |
| | Create and justify cost effective digital media campaigns using various technological tools. | EGT Quantitative Reasoning Rubric | Course Instructor | S | D | When course is offered |
| | | EGT Senior Exit Survey | Program Coordinator | S | I | Each semester |
| Develop an awareness of ethical values and social responsibility in a multicultural environment | Interact sensitively and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences in digital media studio and professional | EGT Responsible citizenship Rubric | Course Instructor | S | I | When course is offered |
| | Implement values and systems in production environments that will lead to positive outcomes in digital media environments and a society responsive to | EGT Responsible citizenship Rubric | Course Instructor | S | I | When course is offered |
| | | Exit Survey | Program Coordinator | S | I | Each semester |
| Demonstrate functional and operational skills relevant to the engineering technology industry | Apply digital media knowledge and technical skills in the content areas of digital media technology. | EGT Technical Skills rubric | Course Instructor | F | D | When course is offered |
| | | EGT Technical Skills rubric | Course Instructor | F | D | When course is offered |
| | | EGT Technical Skills rubric | Course Instructor | F | D | When course is offered |
| | | EGT Technical Skills rubric | Course Instructor | F | D | When course is offered |
| | | EGT Technical Skills rubric | Course Instructor | F | D | When course is offered |
| | | EGT Senior Exit Survey | Program Coordinator | S | I | Each semester |

* F or D = Formative or Summative Measures

* I or D = Indirect or Direct Measures

** Assessment plan, data, and rubrics are to be evaluated by faculty twice during the academic year.