2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BS Civil Engineering

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- ☑ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☑ 3. Written Communication
- ☑ 4. Oral Communication
- ☑ 5. Quantitative Literacy
- ☑ 6. Inquiry and Analysis
- ☑ 7. Creative Thinking
- ☐ 8. Reading
- ☑ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☑ 13. Ethical Reasoning
- ☑ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☑ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

a.
b.
c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The program's student learning outcomes are shown in below and are identical to ABET's student outcomes. These outcomes are available on the Department's website at http://www.ecs.csus.edu/ce/assessment.html.

Sacramento State Civil Engineering Student Learning Outcomes

(a) An ability to apply knowledge of mathematics, science, and engineering
(b) An ability to design and conduct experiments, as well as to analyze and interpret data
(c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) An ability to function on multidisciplinary teams
(e) An ability to identify, formulate, and solve engineering problems
(f) An understanding of professional and ethical responsibility
(g) An ability to communicate effectively
(h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) A recognition of the need for, and an ability to engage in life-long learning
(j) A knowledge of contemporary issues

(k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

- "Critical thinking" is addressed in LO a, b, c, e and k
- "Written and oral communication" is addressed by LO g
- "Quantitative literacy" is addressed in LO a, b, c, e and k
- "Inquiry and analysis" is addressed in LO a, b, c, e and k
- "Creative thinking" is addressed in LO b, c, and e
- "Ethical reasoning" is addressed in LO f
- "Foundations and Skills for Lifelong Learning" is addressed in LO i
- "Overall competencies in the Major/Discipline is addressed by all of the LOs

In connecting the Program's Learning Outcomes with the Sacramento State Baccalaureate Learning Goals:

- "Competencies in the Discipline" is addressed by all of the LOs
- "Knowledge of Human Cultures and the Physical and Natural World" is addressed by LO j and k
- "Intellectual and Practical Skills" is addressed by LO a, b, c, e, g and k
- "Personal and Social Responsibility" is addressed by LO h and j
- "Integrative Learning" is addressed by LO h, i and j

In comparing the Program's Learning Outcomes with the mission of Sacramento State:

"As California's capital university, we transform lives by preparing students for leadership, service, and success."

Our students graduate from the program prepared for a career as a civil engineer, arguably the most service-focused of all engineering majors considering the projects under the umbrella of civil engineering (bridges, dams, treatment facilities, roads, buildings, etc.).

In terms of leadership and success, many of our alumni rise to prominent leadership roles in local and state agencies, and in the private sector. Examples include:

- Steve Balbierz, PE - Vice President, Wood Rodgers, Inc. (retired)
- Orin Bennett, PE - President, Bennett Engineering Services
- Andre Boutros, PE - Executive Director, California Transportation Commission (CTC)
- Bill Busath, PE - Director of Utilities, City of Sacramento
- Pamela Creedon, PE - Executive Officer, Central Valley Water Quality Control Board
- Tony Frayji, PE - President, Frayji Design Group, Inc.
- Eddie Kho, PE, LEED AP - President/CEO, Morton Pitalo, Inc.
- Rick Land, PE - Chief Deputy Director, California Dept. of Transportation (Caltrans)
- Kathy Marks, PE - Vice President, Carollo Engineers
- H. Kit Miyamoto, PE, SE - President, Miyamoto International, Inc.
- Marco Palilla, PE, PMP - Associate Vice President, HDR, Inc.
- Michael Penrose, PE - Director, Sacramento Country Dept. of Transportation (SacDOT)
- Ruben Robles, PE - Director of Operations, Sac. Regional County Sanitation District
- Mark Rodgers, PE - Co-Founder/President, Wood Rodgers, Inc.
- Raphael Torres, PE - Deputy Director, California Dept. of Water Resources (DWR)
- Ed Winkler, PE - Vice President, CH2M Hill

Q1.2.1.
Do you have rubrics for your PLOs?
- ◉ 1. Yes, for all PLOs
- ○ 2. Yes, but for some PLOs
- ○ 3. No rubrics for PLOs
- ○ 4. N/A
- ○ 5. Other, specify:

Q1.3.
Are your PLOs closely aligned with the mission of the university?
- ◉ 1. Yes

○ 2. No

○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

◉ 1. Yes

○ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

○ 1. Yes

○ 2. No, but I know what the DQP is

◉ 3. No, I don't know what the DQP is

○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Team Work

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

A required course in our program is CE190 (Senior Project). Students are grouped into teams of 4 or 5 students to accompliahs a design of a civil engineering system. All students during the civil engineering senior design project are asked to evaluate the ability of their peers to function on multidisciplinary teams. On a scale of 1-3 where 1 = Not Met, 2 = Partially Met, and 3 = Met, students are asked to evaluate their peers in the following three skills:

- Communicate effectively with team members
- Fulfill their roles and duties by completing tasks on time
- Foster a constructive team climate

These three questions were then mapped to a rubric that was created for this LO.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached

📎 RubricForTeamwork.pdf
24.75 KB

📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☑	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☑	☐	☐	5. On the academic unit website or in newsletters
☑	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

CE190 (Senior Project) through a student survey at the end of the semester.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ⦿ 1. Yes
- ◯ 2. No (skip to **Q3.7**)
- ◯ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☑ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☑ 8. Other, specify: specific assignment: survey

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

In the attached document is a sample survey that is distributed to each student in the senior project class. Each student "grades" every other student in the group relative to their performance as a team member in the group.

📎 **CE 190TeamSurvey.docx**
15.6 KB   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

- ◯ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ◯ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ◯ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ⦿ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ◯ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ◯ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ◯ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [_____] (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

4

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

1

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Every student in the graduating class of the fall semester participated. So, sampling was not employed.

Q3.6.1.
How did you **decide** how many samples of student work to review?

Q3.6.2.
How many students were in the class or program?

55

Q3.6.3.
How many samples of student work did you evaluated?

55

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

- ⦿ 1. Yes
- ◯ 2. No
- ◯ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

- ◯ 1. Yes
- ◯ 2. No (skip to **Q3.8**)
- ◯ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☑ 3. College/department/program student surveys or focus groups
- ☑ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify: [   ]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

Senior Survey: A sample of 29 students (54% of the Spring 2015 senior class) was assessed. Seventy-nine percent (79%) of students reported their "ability to function on a multi-disciplinary team" as exceptional or more than adequate; ninety-three percent (93%) of students ranked their ability as exceptional, more than adequate, or adequate.

Five-year Alumni Survey: A sample of 493 students (22% of graduates) was assessed. Eighty-seven percent (87%) of alumni reported that their major (Civil Engineering) helped them with "participating and contributing positively to a team" either considerably or sufficiently; ninety-three percent (93%) reported that the major had helped them considerably, sufficiently, or somewhat.

📎 **No file attached**   📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

All seniors and alumni were sent the survey

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

See Q3.7.1.1.

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

◯ 1. Yes
◉ 2. No (skip to **Q3.8.2**)
◯ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [_____]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

[   ]

| 📎 No file attached | 📎 No file attached |

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

See attached summarizing direct and independent measures. Scores are normalized with respect to the maximum score in for each measure, and a red line is placed at 75%.

| 📎 LO(d)Results.docx 20.17 KB | 📎 No file attached |

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Overall direct measure meets target.

Faculty will spend more time in core civil engineering courses to assist students, focusing particularly on performance indicator: 1. Communicates effectively with team members.

Rubric will be reviewed and revised, if necessary, prior to next direct assessment.

| 📎 No file attached | 📎 No file attached |

Q4.3.
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

◉ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Faculty will spend more time in core civil engineering courses to assist students, focusing particularly on performance indicator: 1. Communicates effectively with team members.

Rubric will be reviewed and revised, if necessary, prior to next direct assessment.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	◉	○	○
2. Modifying curriculum	○	○	○	◉	○
3. Improving advising and mentoring					

	1	2	3	4	5
	○	○	○	●	○
4. Revising learning outcomes/goals	○	○	●	○	○
5. Revising rubrics and/or expectations	○	●	○	○	○
6. Developing/updating assessment plan	○	●	○	○	○
7. Annual assessment reports	●	○	○	○	○
8. Program review	●	○	○	○	○
9. Prospective student and family information	○	○	○	●	○
10. Alumni communication	○	○	○	●	○
11. WSCUC accreditation (regional accreditation)	○	●	○	○	○
12. Program accreditation	●	○	○	○	○
13. External accountability reporting requirement	●	○	○	○	○
14. Trustee/Governing Board deliberations	○	○	○	●	○
15. Strategic planning	○	○	○	●	○
16. Institutional benchmarking	○	○	○	●	○
17. Academic policy development or modifications	○	○	○	●	○
18. Institutional improvement	○	○	○	●	○
19. Resource allocation and budgeting	○	○	○	●	○
20. New faculty hiring	○	○	○	●	○
21. Professional development for faculty and staff	○	○	○	●	○
22. Recruitment of new students	○	○	○	●	○

23. Other, specify: [_____]

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

Self-study report for external ABET accredidation

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

📎 No file attached   📎 No file attached

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☑ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

a. _____

b. _____

c. _____

Q8. Please attach any additional files here:

| 📎 No file attached | 📎 No file attached | 📎 No file attached | 📎 No file attached |

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

LO(d)results.docx

CE190TeamSurvey.docx

RubricForTeamwork.pdf

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BS Civil Engineering

P1.1.
Program/Concentration Name(s): [by department]

Civil Engineering BS

P2.
Report Author(s):

Ben Fell

P2.1.
Department Chair/Program Director:

Ben Fell

P2.2.
Assessment Coordinator:

None

P3.
Department/Division/Program of Academic Unit

Civil Engineering

P4.
College:

College of Engineering and Computer Science

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

678

P6.
Program Type:

- ⦿ 1. Undergraduate baccalaureate major
- ◯ 2. Credential
- ◯ 3. Master's Degree
- ◯ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ◯ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

1

P7.1. List all the names:

Bachelor of Science in Civil Engineering

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of **master's degree programs** the academic unit has?

1

P8.1. List all the names:

Master of Science in Civil Engineering

P8.2. How many concentrations appear on the diploma for this master's program?

5

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	○	○	◉	○	○	○
P11.1. last updated?	○	○	○	○	◉	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **AssessmentPlan.docx
60.69 KB**

P12.
Has your program developed a **curriculum map?**

◉ 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 PLOCurriculumMapping.docx
86.22 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

◉ 1. Yes

○ 2. No

○ 3. Don't know

P14.

Does your program have a capstone class?

○ 1. Yes, indicate: CE190: Senior project

○ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

○ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Performance Indicator	4 - Exemplary (Outstanding)	3.5	3 - Satisfactory (Proficient)	2.5	2 - Developing (Apprentice)	1.5	1 - Unsatisfactory (Novice)
Performance Indicator: Communicate effectively with team members	Ensures effective communication with all team members in all situations, attends all the required meetings, coordinates activities amongst group members and helps proactively to resolve conflicts between team members if required.		Ensures effective communication with all team members, attends all the meetings, coordinates activities between the group members to some extent.		Communicates with the team members often but unavailable at times to coordinate activities, misses some of the team meetings.		Keeps in touch with the group but misses tea meetings, does not communicate effectively to ensure smooth working of the group activities, becomes a hindrance to effective working of the group.
Performance Indicator: Fulfill their roles and duties by completing tasks on time	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.		Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.		Completes all assigned tasks by deadline; work accomplished advances the project.		Completes all assigned tasks by deadline.
Performance Indicator: Fosters Constructive Team Climate	Consistently does at all of the team building techniques listed below.		Consistently does three of the team building techniques listed below.		Consistently does two of the team building techniques listed below.		Consistently does one of the team building techniques listed below.

CE 190
Senior Design Project
Department of Civil Engineering
California State University, Sacramento

Fall 2015

Team Name

XXXXX

Team Member Name:

John Doe

Teammate Evaluation - Team Member
Criteria

C Criteria	Met Partially Met Not Met	Justification	Alignment with ABET rubric for Learning Outcome d (**this column added for assessment report to show alignment**)
1. Attends all scheduled group & group/client meetings	Met	"XXXX"	
2. Produces a fair share of final product	Met	"XXXX"	= "Fulfill their roles and duties by completing tasks on time"
3. Works cooperatively with others	Met	"XXXX"	= "Communicate effectively with team members"
4. Participate in setting appropriate goals & schedules	Met	"XXXX"	
B Criteria			
Independently contributes creativity to final products	Met	"XXXX"	= "Foster constructive team climate"
A Criteria			
Makes a significant, independent & creative contribution to final products above portion of the work that is individually responsibility	Met	"XXXX"	

Learning Outcome (d) Results
"An ability to function on multi-disciplinary teams"

Measurement tool 1: Direct measure from student assignment (peer evaluation)

- Indicator 1: Communicates effectively with team members
- Indicator 2: Fulfills their roles and duties by completing tasks on time
- Indicator 3: Fosters constructive team climate

Indicator 1 – 73%; Indicator 2 – 75%; Indicator 3 – 78%; Overall – 75%

Measurement tool 2: (Indirect) Senior Survey
Measurement tool 3: (Indirect) Alumni Survey

Overall (averaged) results from all measurement tools:
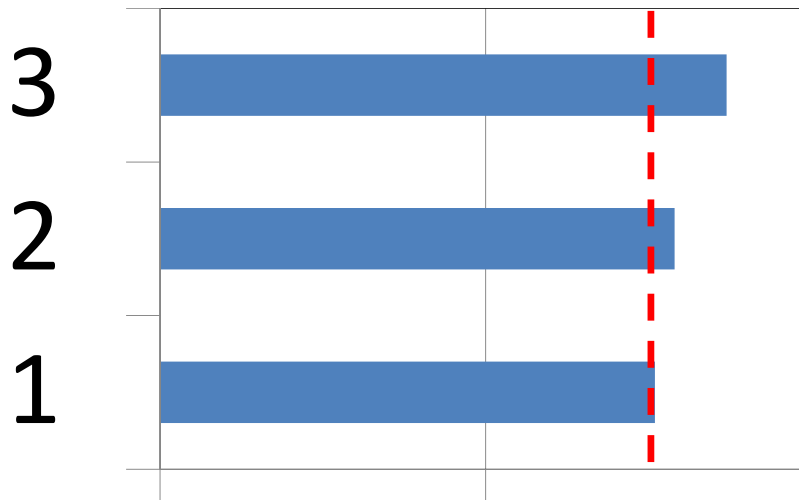
**Red line placed at 75% average score

ABET Outcomes		YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6	
		F-15	S-16		F-16	S-17		F-17	S-18		F-18	S-19		F-19	S-20		F-20	S-21
a, c, j		■						■						■			**Self-Study Report due July 1, 2019**	
b, e, f		■						■						■				
b ,f, k		■						■						■				
a, e		■						■						■				
c, e, k			■						■						■			
c, d, g, i			■						■						■			

■ = collect data

Assessment Activity	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20
Graduating Senior Survey	X	X	X	X	X
Exit Interview of Graduating Seniors	X	X	X	X	X
Sampling Students' Work at Course Level	X	X	X	X	X
Senior Projects Reports and Presentations	X	X	X	X	X
Sampling Student Work at Program Level	X	X	X	X	X
FE/EIT Results Evaluation*	X	X	X	X	X
Writing Assessment	X	X	X	X	X
Alumni Survey					X

ABET Learning Outcome	Lower Division					Upper Division																		Overall
	CE1	CE4	CE9	E30	E45	E110	E112	E115	E124	E132	E140	CE100	CE101	CE113	CE135	CE137	CE146	CE147	CE161	CE170	CE171A	CE190	Design Elective	
(a)	-	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	-	M	M	D	D	M	M	M
(b)	-	-	I	-	D	D	-	I	-	I	-	I	I	M	M	D	-	D	-	D	D	M	M	M
(c)	-	-	-	I	-	-	I	-	D	-	-	-	-	-	D	D	-	D	-	D	D	M	M	M
(d)	-	-	I	-	I	D	-	-	-	-	-	I	-	D	-	D	I	-	-	-	-	M	-	M
(e)	-	-	I	I	I	D	D	I	D	D	I	I	D	D	D	D	I	M	M	M	M	M	M	M
(f)	I	-	-	I	I	D	-	-	D	-	-	I	-	I	-	-	M	I	-	D	D	D	-	M
(g)	I	-	I	I	I	-	-	-	-	-	-	I	I	D	D	-	D	M	I	D	D	M	-	M
(h)	I	-	-	-	-	-	I	I	-	-	D	D	-	I	-	D	D	D	I	D	D	M	-	M
(i)	-	-	-	I	I	I	I	-	D	-	-	I	I	D	-	I	I	I	D	-	I	D	M	M
(j)	I	-	I	I	-	-	-	I	-	-	-	D	I	I	-	-	D	D	D	D	D	M	-	M
(k)	I	I	I	I	D	-	I	I	D	D	-	D	D	D	M	I	-	M	D	M	D	M	M	M

I = Introduced, D = Developed and Practiced with feedback, M = Demonstrated as Mastery level appropriate for graduation