

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

MS Civil Engineering

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Oral communication: Students will understand the preparation and presentation competencies necessary for oral communication set in the context of presenting their culminating requirement (thesis or project) to peers and faculty.

Overall Disciplinary Knowledge: Set in the context of the final presentation for their culminating requirement, students can explain difficult concepts clearly, and answer questions from peers and faculty.

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Oral Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

Students should graduate from the MS program with an ability to present complex technical concepts and ideas to their peers and faculty in the context of a formal presentation for their culminating requirement (thesis or project). This includes being able to *devise* an organized presentation, *demonstrate* appropriate content knowledge, *deliver* content effectively, and *develop* effective visual materials.

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 PDF (rubric used for F16) and attached Word document (modified rubric after 16-17 AY based on feedback/revision by departmet).



RubricF16_Redacted.pdf
1.35 MB



CE500 Presentation Rubric.docx
16.78 KB

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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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?

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:

At the end of each semester, we ask our graduating MS students who are submitting their thesis or project (CE 500) to prepare and deliver a 20 minute presentation (10 minutes of questions) to the faculty and other graduate students in the program. The faculty each receive a rubric for each student and complete it will each student presents.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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:

Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The direct measure was the scoring of a public presentation by each graduate student who finished in fall 2016. Each student selects between three plans - A, B or C - described below. Using the uniform rubric developed by the department, and asking the faculty who attend the presentations to score each student, allows the department to assess the oral communication PLO (along with others).

PLAN A

Master's Thesis (3-6 units) Approval by the faculty thesis advisor and by a second faculty or an expert in the area of study is required. The thesis must comply with University standards for format and is filed in the University Library. The Master's Thesis should be the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering



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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

Q332 MS CIVIL ENG

The direct measure was the scoring of a public presentation by each graduate student who finished in fall 2016. Each student selects between three plans - A, B or C - described below. Using the uniform rubric developed by the department, and asking the faculty who attend the presentations to score each student, allows the department to assess the oral communication PLO (along with others).

PLAN A

Master's Thesis (3-6 units) Approval by the faculty thesis advisor and by a second faculty or an expert in the area of study is required. The thesis must comply with University standards for format and is filed in the University Library. The Master's Thesis should be the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyze the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. The work should be associated with engineering research or innovation. No more than 3 units may be awarded for a topic directly related to a topic studied of CE 299. **A public presentation is required.**

PLAN B

Master's Project (3-6 units) Approval by the faculty thesis advisor and by a second faculty or an expert in the area of study is required. A Master's Project should be a significant undertaking appropriate to the engineering profession. It evidences originality and independent thinking, appropriate form and organization, and rationale. It is described and summarized in a written report that includes a discussion of the project's significance, objectives, methodology and a conclusion or recommendation. The work should be associated with practical engineering applications. The report must comply with University standards for format and will be filed in the University Library. No more than 3 units may be awarded for a topic directly related to a topic studied for CE 299. **A public presentation is required.**

PLAN C

Directed Study (3 units) and Comprehensive Examination (0 units). Approval of one faculty member is required for Directed Study. The comprehensive examination is administered by a committee of three faculty members.

☐ 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?

3

Q3.5.1.

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

Between 10 and 15 depending...

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.)?

Plans A and B were selected from the total group of students finishing their MS degree.

Q3.6.1.

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

Plans A and B were selected from the total group of students finishing their MS degree.

Q3.6.2.

How many students were in the class or program?

In fall 2016, 10 students were finishing their degree.

Q3.6.3.

How many samples of student work did you evaluated?

5 (students finishing Plan A or B)

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:

 No file attached No file attached**Q3.7.2.****If** surveys were used, how was the sample size **decided**?**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?

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:

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(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 in **Q2.1**:

See attached. For each category (organization, content knowledge, delivery, and visual materials), a line is drawn at 2.5, the expected minimum standard for students finishing the program. The faculty felt that a student who could not quite score a 3.0 has met the minimum standard, but it had to be above the 2.0 standards.

From the findings, the average scores shown on the bar chart are:

Organization: 3.2 out of 4.0

Content: 3.2 out of 4.0

Delivery: 3.1 out of 4.0

Visual materials: 3.0 out of 4.0


 CE500 PostProcessF16.pdf
69.53 KB


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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?

Yes, the students seem to be performing above the minimum expected program standard.

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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.

We will distribute the (now modified) rubric to the students in CE500 at the beginning of the semester, with a narrative explaining the minimum standard expected for the oral communication PLO. This issue was raised at a department meeting that the students, and some faculty, do not know what the expectations are for the presentations. This assessment process will continue for each graduating class of MS students, so we hope that by providing the students with a clearer understanding of expectations will improve performance.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify: **Q5.2.1.**

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

MS report was submitted in fall 2016 for the MS program, but did not receive feedback from it, perhaps because it was late.


Q5.3.To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?


	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3.1.Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:
(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:

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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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:


a.


b.

c.

Q8. Please attach any additional files here:
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 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:

RubricF16_Redacted.pdf

CE500 Presentation Rubric.docx

CE500 PostProcessF16.pdf

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

MS Civil Engineering

Q10.

Report Author(s):

Benjamin Fell

Q10.1.

Department Chair/Program Director:

Benjamin Fell

Q10.2.

Assessment Coordinator:

Benjamin Fell

Q11.

Department/Division/Program of Academic Unit

Civil Engineering

Q12.

College:

College of Engineering and Computer Science

Q13.

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

715 undergraduate (BS)

74 graduate (MS) - program
being evaluated

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

1

Q15.1. List all the names:

Bachelor of Science in Civil Engineering

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q16. Number of **master's degree programs** the academic unit has?

1

Q16.1. List all the names:

Master of Science in Civil Engineering

Q16.2. How many concentrations appear on the diploma for this master's program?

5

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Environmental Engineering

Geotechnical Engineering

Structural Engineering

Transportation Engineering

Water Resources Engineering

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your assessment plan ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)Please **obtain** and **attach** your latest **assessment plan**:**Assessment Plan.docx**
14.87 KB**Q20.**Has your program developed a **curriculum map**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

Q20.1.Please **obtain** and **attach** your latest **curriculum map**:

No file attached

Q21.Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

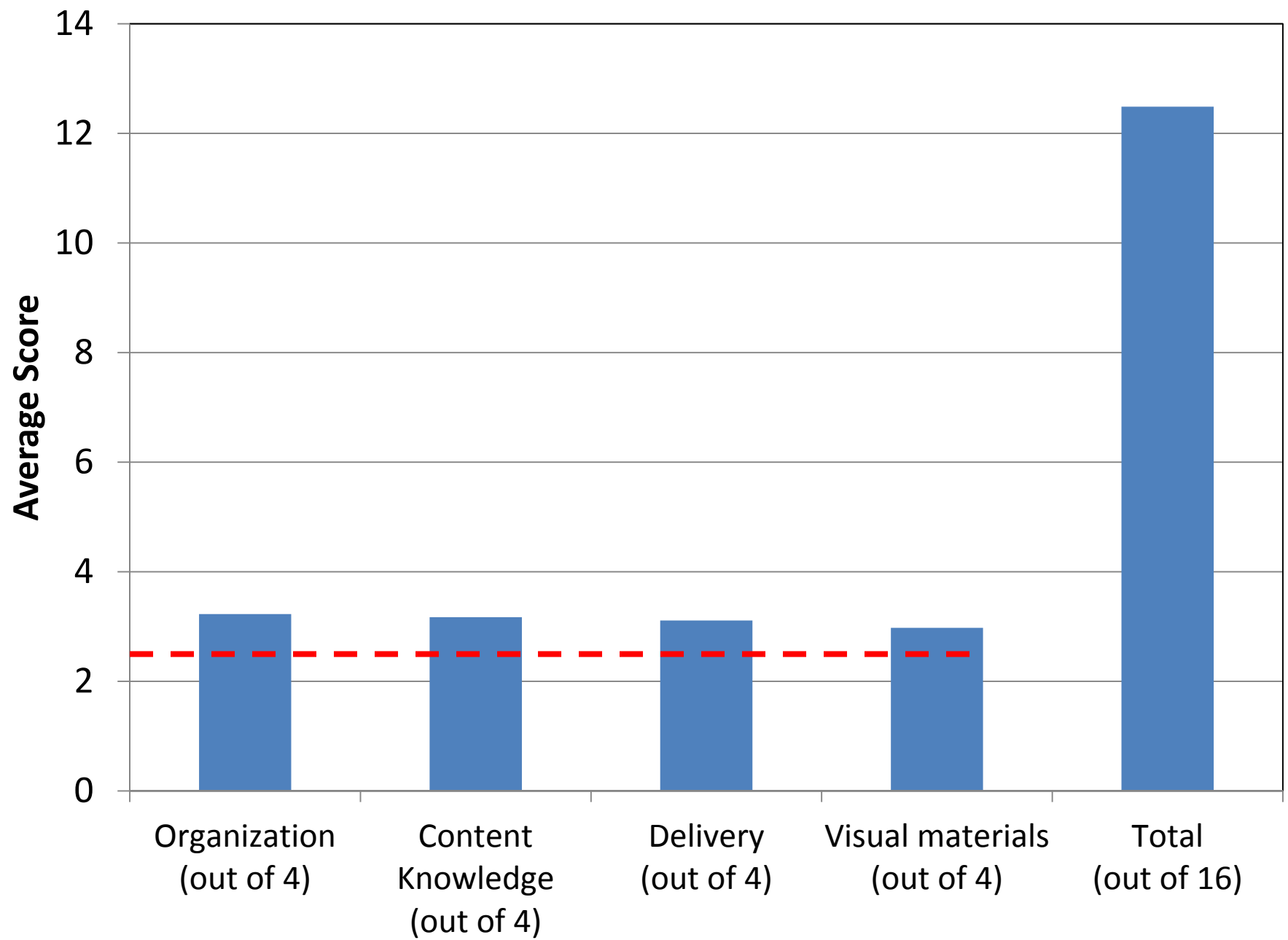
Q22.

Does your program have a capstone class?

- ☒ 1. Yes, indicate:
- ☐ 2. No
- ☐ 3. Don't know

Q22.1.Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know



Civil Engineering MS Culminating Requirement Presentation Review

Student Name: [REDACTED]

CE500 Plan (circle one): A B C

Performance Indicator	Assessment Score			
	4	3	2	1
Organization Score = <u>4</u>	<input type="checkbox"/> Speaker gave audience an engaging introduction of him/herself and the topic. <input type="checkbox"/> Speaker presented information in a simple, well-organized, logical sequence. <input type="checkbox"/> Speaker clearly and briefly synthesized the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker gave audience proper conclusion/ending to the presentation.	<input type="checkbox"/> Speaker gave adequate introduction of him/herself and the topic. <input type="checkbox"/> Speaker presented information in a fairly organized sequence, but could have been better organized. <input type="checkbox"/> Speaker synthesized the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker gave adequate conclusion/ending to the presentation.	<input type="checkbox"/> Speaker gave awkward or rough introduction of him/herself and the topic. <input type="checkbox"/> Speaker presented information in a weakly organized sequence and could have been better organized. <input type="checkbox"/> Speaker failed to synthesize the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker lacked proper conclusion/ending to the presentation.	<input type="checkbox"/> Speaker failed to introduce him/herself and the topic. <input type="checkbox"/> Information lacked coherent logical sequence. <input type="checkbox"/> Speaker failed to synthesize the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker omitted a conclusion/ending to the presentation.
Content Knowledge Score = <u>4</u>	<input type="checkbox"/> Speaker demonstrated strong knowledge of subject and provided concise explanations of the entire issue. <input type="checkbox"/> Presentation contained no factual errors or errors in logic. <input type="checkbox"/> Speaker used appropriate technical terms and explained technical jargon, when necessary. <input type="checkbox"/> Speaker answered all questions intelligently and accurately.	<input type="checkbox"/> Speaker demonstrated good knowledge of subject and provided good explanations of the issues. <input type="checkbox"/> Presentation contained a few factual errors or errors in logic. <input type="checkbox"/> Speaker used few appropriate technical terms and explained technical jargon, when necessary. <input type="checkbox"/> Speaker was able to answer most questions accurately.	<input type="checkbox"/> Speaker demonstrated weak knowledge of subject and failed to synthesize the issues. <input type="checkbox"/> Presentation contained multiple factual errors or errors in logic. <input type="checkbox"/> Speaker used few appropriate technical terms but failed to explain technical jargon, when necessary. <input type="checkbox"/> Speaker was unable to answer most questions accurately.	<input type="checkbox"/> Speaker failed to demonstrate knowledge of subject and failed to provide concise explanations of the issue(s). <input type="checkbox"/> Presentation contained numerous factual errors or errors in logic. <input type="checkbox"/> Speaker failed to use or misused appropriate technical terms and technical jargon. <input type="checkbox"/> Speaker failed to answer questions.
Delivery Score = <u>2</u>	<input type="checkbox"/> Speaker appeared to be at ease with content and spoke clearly. <input type="checkbox"/> Speaker maintained eye contact with the entire audience. <input type="checkbox"/> Speaker demonstrated attentive posture and engaging body language. <input type="checkbox"/> Speaker used a clear, distinct voice. <input type="checkbox"/> Speaker demonstrated appropriate attire and appearance.	<input type="checkbox"/> Speaker appeared to be at ease with content and spoke fairly clearly. <input type="checkbox"/> Speaker maintained eye contact with most of the audience. <input type="checkbox"/> Speaker demonstrated neutral posture and body language. <input type="checkbox"/> Speaker had adequate voice projection. <input type="checkbox"/> Speaker has one issue related to attire and appearance.	<input type="checkbox"/> Speaker appeared uncomfortable with content and sounded uneasy. <input type="checkbox"/> Speaker maintained eye contact with a small portion of audience. <input type="checkbox"/> Speaker demonstrated passive posture or closed body language. <input type="checkbox"/> Speaker lacked clear or distinct voice. <input type="checkbox"/> Speaker has multiple issues related to attire and appearance.	<input type="checkbox"/> Speaker appeared uncomfortable with content and had difficulty speaking clearly. <input type="checkbox"/> Speaker failed to maintain eye contact with the entire audience. <input type="checkbox"/> Speaker demonstrated negative posture and distracting body language. <input type="checkbox"/> Speaker spoke too quietly to hear. <input type="checkbox"/> Speaker had inappropriate attire or appearance.
Visual materials Score = <u>1</u>	<input type="checkbox"/> Visual materials are unclear in content and visual presentation; materials not integrated well with presentation	<input type="checkbox"/> Visual materials are mostly clear in content and visual presentation; materials regularly referenced by speaker	<input type="checkbox"/> Visual materials are mostly clear in content and visual presentation with some exceptions; materials consistently referenced by speaker	<input type="checkbox"/> Visual materials are clear in content and visual presentation; materials integrated seamlessly into presentation
Total Score = <u>11</u> /16				

Civil Engineering MS Culminating Requirement Presentation Review

Student Name: [REDACTED]

CE500 Plan (circle one): A B C

Performance Indicator	Assessment Score			
	4	3	2	1
Organization Score = <u>3</u>	<input type="checkbox"/> Speaker gave audience an engaging introduction of him/herself and the topic. <input type="checkbox"/> Speaker presented information in a simple, well-organized, logical sequence. <input type="checkbox"/> Speaker clearly and briefly synthesized the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker gave audience proper conclusion/ending to the presentation.	<input type="checkbox"/> Speaker gave adequate introduction of him/herself and the topic. <input type="checkbox"/> Speaker presented information in a fairly organized sequence, but could have been better organized. <input type="checkbox"/> Speaker synthesized the <u>article</u> <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker gave adequate conclusion/ending to the presentation.	<input type="checkbox"/> Speaker gave awkward or rough introduction of him/herself and the topic. <input type="checkbox"/> Speaker presented information in a weakly organized sequence and could have been better organized. <input type="checkbox"/> Speaker failed to synthesize the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker lacked proper conclusion/ending to the presentation.	<input type="checkbox"/> Speaker failed to introduce him/herself and the topic. <input type="checkbox"/> Information lacked coherent logical sequence. <input type="checkbox"/> Speaker failed to synthesize the article <i>without the use of notes</i> in the allotted time. <input type="checkbox"/> Speaker omitted a conclusion/ending to the presentation.
Content Knowledge Score = <u>4</u>	<input type="checkbox"/> Speaker demonstrated strong knowledge of subject and provided concise explanations of the entire issue. <input type="checkbox"/> Presentation contained no factual errors or errors in logic. <input type="checkbox"/> Speaker used appropriate technical terms and explained technical jargon, when necessary. <input type="checkbox"/> Speaker answered all questions intelligently and accurately.	<input type="checkbox"/> Speaker demonstrated good knowledge of subject and provided good explanations of the issues. <input type="checkbox"/> Presentation contained a few factual errors or errors in logic. <input type="checkbox"/> Speaker used few appropriate technical terms and explained technical jargon, when necessary. <input type="checkbox"/> Speaker was able to answer most questions accurately.	<input type="checkbox"/> Speaker demonstrated weak knowledge of subject and failed to synthesize the issues. <input type="checkbox"/> Presentation contained multiple factual errors or errors in logic. <input type="checkbox"/> Speaker used few appropriate technical terms but failed to explained technical jargon, when necessary. <input type="checkbox"/> Speaker was unable to answer most questions accurately.	<input type="checkbox"/> Speaker failed to demonstrate knowledge of subject and failed to provide concise explanations of the issue(s). <input type="checkbox"/> Presentation contained numerous factual errors or errors in logic. <input type="checkbox"/> Speaker failed to use or misused appropriate technical terms and technical jargon. <input type="checkbox"/> Speaker failed to answer questions.
Delivery Score = <u>3</u>	<input type="checkbox"/> Speaker appeared to be at comfortable with content and spoke clearly. <input type="checkbox"/> Speaker maintained eye contact with the entire audience. <input type="checkbox"/> Speaker demonstrated attentive posture and engaging body language. <input type="checkbox"/> Speaker used a clear, distinct voice. <input type="checkbox"/> Speaker demonstrated appropriate attire and appearance.	<input type="checkbox"/> Speaker appeared to be at ease with content and spoke fairly clearly. <input type="checkbox"/> Speaker maintained eye contact with most of the audience. <input type="checkbox"/> Speaker demonstrated neutral posture and body language. <input type="checkbox"/> Speaker had adequate voice projection. <input type="checkbox"/> Speaker has one issue related to attire and appearance.	<input type="checkbox"/> Speaker appeared uncomfortable with content and sounded uneasy. <input type="checkbox"/> Speaker maintaining eye contact with a small portion of audience. <input type="checkbox"/> Speaker demonstrated passive posture or closed body language. <input type="checkbox"/> Speaker lacked clear or distinct voice. <input type="checkbox"/> Speaker has multiple issues related to attire and appearance.	<input type="checkbox"/> Speaker appeared uncomfortable with content and had difficulty speaking clearly. <input type="checkbox"/> Speaker failed to maintain eye contact with the entire audience. <input type="checkbox"/> Speaker demonstrated negative posture and distracting body language. <input type="checkbox"/> Speaker spoke too quietly to hear. <input type="checkbox"/> Speaker had inappropriate attire or appearance.
Visual materials Score = <u>2.5</u>	<input type="checkbox"/> Visual materials are unclear in content and visual presentation; materials not integrated well with presentation	<input type="checkbox"/> Visual materials are mostly clear in content and visual presentation; materials regularly referenced by speaker	<input type="checkbox"/> Visual materials are mostly clear in content and visual presentation with some exceptions; materials consistently referenced by speaker	<input type="checkbox"/> Visual materials are clear in content and visual presentation; materials integrated seamlessly into presentation
Total Score = <u>12.5</u> /16				

Activity	AY16/17	AY17/18	AY18/19	AY19/20	AY20/21
Direct measures	Oral communication	Inquiry and analysis	Written communication	Critical thinking	Professionalism
Focus Group	Spring 2017 – Environmental	Spring 2018 – Water Resources	Spring 2019 – Structural	Spring 2020 – Transportation	Spring 2021 – Geotechnical
Graduate Survey		Fall 2017		Fall 2019	
Alumni Survey			Fall 2018		Fall 2020

Civil Engineering MS Culminating Requirement Presentation Review

Student Name: _____

CE500 Plan (circle one): A B C

Performance Indicator	Assessment Score			
	1	2	3	4
<i>Devise an organized presentation</i> Score = _____	Lacked overall (global) organization and lacked detailed-level organization	Organization was mostly appropriate, but presentation of details lacked clarity	Organization was appropriate, but presentation of details lacked clarity	Presentation organization in a clear and consistent that was appropriate for subject matter
<i>Apply appropriate language</i> Score = _____	Language is ambiguous, incorrect terminology, confusing, does not consider audience	Language is often ambiguous, mostly correct terminology, clear, misses audience	Language is mostly unambiguous, correct terminology, enhance presentation, considers audience	Language is unambiguous, correct for subject matter, enhance presentation, and appropriate for audience
<i>Demonstrate appropriate content knowledge</i> Score = _____	Failed to demonstrate knowledge of subject and failed to provide concise explanations of the issue(s). Multiple factual errors in presentation or in answering questions.	Speaker demonstrated weak knowledge of subject and failed to synthesize the issues. Presentation or answers to questions contained several factual errors or errors in logic	Speaker demonstrated adequate knowledge of subject and provided good explanations of the issues, but presentation or answers to questions contained a few factual errors or errors in logic.	Speaker demonstrated strong knowledge of subject and provided concise explanations of the entire issue.
<i>Deliver content effectively</i> Score = _____	Mannerisms, smoothness, pace and tone detract from the understandability of the presentation, speaker appears uncomfortable	Mannerisms, smoothness, pace and tone make the presentation understandable, and speaker appears tentative	Mannerisms, smoothness, pace and tone make the presentation interesting, and speaker appears comfortable	Mannerisms, smoothness, pace and tone make presentation compelling, speaker appears polished and confident
<i>Develop visual materials which effectively support oral delivery (e.g., slides)</i> Score = _____	Visual materials are unclear in content and visual presentation; materials not integrated well with presentation	Visual materials are mostly clear in content and visual presentation; materials regularly referenced by speaker	Visual materials are mostly clear in content and visual presentation with some exceptions; materials consistently referenced by speaker	Visual materials are clear in content and visual presentation; materials integrated seamlessly into presentation
Total Score = _____/20				