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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *Ogden College of Science and Engineering* | | *School of Engineering and Applied Sciences* |
| *Civil Engineering, 534, 534P* | | |
| *Dr. Shane M. Palmquist* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under Assessment Cycle) | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:**  Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | | | |
| **Instrument 1** | Apply rubric to solution examples from selected course exams in the curriculum. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions. | | | |
| **Instrument 1** | Apply rubric to laboratory and project reports from selected courses. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:**  Ability to communicate effectively with a range of audiences. | | | |
| **Instrument 1** | Apply rubrics to artifacts such as engineering reports as well as technical posters and presentations. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| The assessment cyle plan of student performance under Student Learning Outcomes 1, 2 and 3 is acceptable according to rubric-based evaluation of student work. In addition, graduates are completing relevant courses with satisfactyory to good grades in the their engineering course work, and students have a positive perception of skills learned. Program assessment indicates the curriculum for Civil Engineering prepares graduates with the abilities and skills needed to be successful practicing engineers. The WKU Civil Engineering Program will continue to prepare graduates with the same Student Learning Outcome activities and measures of all accrediting bodies as needed. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | Upon graduation, our students have the ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | | | | |
| **Measurement Instrument 1** | A scoring rubric (attached on next page) specifically structured to directly assess the attributes stated in the outcome is applied to final exam questions in CE 382 Structural Analysis, CE 342 Fluid Mechanics, and CE 332 Transportation Engineering, which capture key aspects of civil engineering students’ study. The rubric assesses four (4) main attributes of problem solving. The selected courses have, at a minimum, EM 222 Statics as pre-requisites and utilize those specific skills in the solution of engineering problems. Furthermore, EM 222 has pre/co-requisites of MATH 137 Calculus I and PHYS 255 University Physics I as pre-requisites. These CE courses are usually taken in the junior or senior year and students have by then developed strong analytical skills and have experience applying math and science concepts in earlier design course projects and in earlier engineering science courses. | | | | |
| **Criteria for Student Success** | Numerical results from applying the rubric to student work should reach a minimum threshold value of 3.0 on a 4.0 scale for senior level work. Scores of sophomore and/or junior level work may be somewhat lower, which can be used to track student development in the curriculum. | | | | |
| **Program Success Target for this Measurement** | | Cohort Average of 3.0 on a 4.0 scale | **Percent of Program Achieving Target** | Cohort Average of 3.3 | |
| **Methods** | The final exam solutions from each student in the course is reviewed separately from course grading. Select questions are identified and the outcome rubric applied to assess achievement. Values from each student are recorded, and a class average is determined. This approach captures every student graduating in the assessment year, and students who are rising to senior status. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: The assessment of student performance under Outcome 1 is acceptable according to rubric-based direct evaluation of student work. Graduates are completing relevant courses with satisfactory grades in the curriculum assuring that CE graduates have the ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. The WKU Civil Engineering Program will continue to prepare graduates with the same curriculum content, and monitor this student learning outcome with these measures. Programmatic adjustments are not needed at this time.  **Conclusions**: The assessment worked well. Follow-up is not needed at this time.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The civil engineering faculty will continue with program assessment on an annual basis. The accrediting agency, ABET, requires continual improvement through systematic assessment of student learning outcomes. | | | | | |

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| **Student Learning Outcome 1:** Upon graduation, our students have the ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | | | | |
|  | **Capstone** | **Milestones** | | **Benchmark** |
|  | **4** | **3** | **2** | **1** |
| **Calculation**  (Quantitative Literacy VALUE Rubric) | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.  Calculations are also presented elegantly (clearly, concisely, etc.) | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. | Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. | Calculations are attempted but are both unsuccessful and are not comprehensive. |
| **Define Problem**  (Problem Solving VALUE Rubric) | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. | Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. | Demonstrates a limited ability in identifying a problem statement or related contextual factors. |
| **Identify Strategies**  (Problem Solving VALUE Rubric) | Identifies and applies one or more approaches for solving the problem within a specific context. | Identifies and applies one or more approaches for solving the problem that generally applies within the specific context. | Identifies and applies one or more approaches for solving the problem that narrowly applies within a specific context. | Does not identify and apply one or more approaches for solving the problem within a specific context. |
| **Solving Problems** | Obtains the correct solution in a manner that addresses the problem statement | Has minor errors, but nearly obtains the correct solution in a manner that addresses the problem statement. | Has significant errors that results in an incorrect solution but still somewhat addresses the problem statement. | Has significant erros that results in an incorrect solution and does not apply or address the problem statement. |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program Student Learning Outcome** | Upon graduation, our students have the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions. | | | | |
| **Measurement Instrument 1** | Program faculty apply a scoring rubric (attached on the next page), specifically structured to directly assess the attributes stated in the outcome, to selected student work from ENGR 490 Senior Project I and ENGR 491 Senior Project II. These courses capture the many aspects of experimentation, analyzing and interpreting data, and the use of engineering judgement that are undertaken to prepare the students to be capable engineers. The rubric assesses five (5) main attributes. The selected courses have engineering science pre-requisites and utilize those specific skills in the creation of feasible engineering designs. | | | | |
| **Criteria for Student Success** | Numerical results from applying the rubric to student work should reach a threshold value of 3.0 on a 4.0 scale for senior level work. Scores of sophomore and/or junior level work may be somewhat lower, which can be used to track student development in the curriculum. | | | | |
| **Program Success Target for this Measurement** | | Score of 3.0 out of 4.0 | **Percent of Program Achieving Target** | Score 3.1 out of 4.0 | |
| **Methods** | The engineering design reports from each team in the course is reviewed separately from course grading. The outcome rubric is applied to assess achievement. Values from each report are recorded, and a class average is determined. This approach captures every student graduating in the assessment year, and students who are rising to senior status. As such, ENGR490/ENGR491 results give a representation of the graduating cohort through this capstone experience. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: The assessment of student performance under Outcome 2 is acceptable according to rubric-based direct evaluation of student work. Graduates are completing these courses with satisfactory grades assuring that CE graduates have the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions. The WKU Civil Engineering Program will continue to prepare graduates with the same curriculum content, and monitor this student learning outcome with these measures. Programmatic adjustments are not needed at this time.  **Conclusions**: The assessment was successful. Follow-up is not needed at this time.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The civil engineering faculty will continue with program assessment on an annual basis. The accrediting agency, ABET, requires continual improvement through systematic assessment of student learning outcomes. | | | | | |

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| Student Learning Outcome 2: Upon graduation, our students have the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | | | | |
|  | **Capstone** | **Milestones** | | **Benchmark** |
|  | **4** | **3** | **2** | **1** |
| Design Process (Inquiry and Analysis VALUE Rubric) | All elements of the methodology or  theoretical framework are skillfully  developed. Appropriate methodology or  theoretical frameworks may be  synthesized from across disciplines or  from relevant subdisciplines. | Critical elements of the methodology or  theoretical framework are appropriately  developed, however, more subtle  elements are ignored or unaccounted  for. | Critical elements of the methodology or  theoretical framework are missing,  incorrectly developed, or unfocused. | Inquiry design demonstrates a  misunderstanding of the methodology  or theoretical framework. |
| Conclusions (Inquiry and Analysis VALUE Rubric) | States a conclusion that is a logical  extrapolation from the inquiry findings. | States a conclusion focused solely on the  inquiry findings. The conclusion arises  specifically from and responds  specifically to the inquiry findings. | States a general conclusion that, because  it is so general, also applies beyond the  scope of the inquiry findings. | States an ambiguous, illogical, or  unsupportable conclusion from inquiry  findings. |
| Compliance with Standards | Test performed in full compliance with applicable standard | Test performed in general compliance with standard with only minor procedural error that does not completely invalidate the result | Test performed in general compliance with standard, but a procedural error resulted in faulty results | Test not performed in compliance with standard and results invalid |
| Application of Results | Results of experiment applied completely and accurately to the situation | Results applied generally/conceptually correct with only a minor error | Results applied generally/conceptually correct with a few errors | Results not applied correctly to the situation |
| Designing an experiment or experimental procedure | Students select and/or design all appropriate test(s) or process(es) to the situation at hand. | Students generally select and/or design the appropriate test(s) or process (es) to the situation at hand. | Students select or design some appropriate tests or processes, with a notable error or omission. | Students select or design some appropriate tests or processes, with significant errors or omissions. |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | Graduates of the civil engineering program should show an ability to communicate effectively with a range of audiences. | | | | |
| **Measurement Instrument 1** | Program faculty apply scoring rubrics (attached on the next page) specifically structured to directly assess five (5) major attributes supporting the outcome, to selected student work from ENGR 490 Senior Project. This course captures the many aspects of engineering communication that prepare the students to be effective communicators. The rubrics assess the written, graphical and visual aspects of communication. The selected courses have students create artifacts, which represent those specific skills. | | | | |
| **Criteria for Student Success** | Numerical results from applying the rubric to student work should reach a threshold value of 3.0 on a 4.0 scale for senior level work. | | | | |
| **Program Success Target for this Measurement** | | Score of 3.0 out of 4.0 | **Percent of Program Achieving Target** | Score of 3.2 out of 4.0 | |
| **Methods** | The written engineering reports from each team in the course is reviewed separately from course grading. The outcome rubric is applied to assess achievement. Values from each engineering report are recorded, and a class average is determined. This approach captures every student graduating in the assessment year. As such, ENGR490/ENGR491 results give a representation of the graduating cohort through this capstone experience. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: The assessment of student performance under Outcome 3 is acceptable according to rubric-based direct evaluation of student work. Graduates are completing relevant courses which produce assessable communication artifacts with in the CE curriculum assuring that CE graduates have the ability to communicate effectively with a range of audiences. The WKU Civil Engineering Program will continue to prepare graduates with the same curriculum content, and monitor this student learning outcome with these measures. Programmatic adjustments are not needed at this time.  **Conclusions**: The assessment worked as planned. Additional follow-up is not needed at this time.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The civil engineering faculty will continue with program assessment on an annual basis. The accrediting agency, ABET, requires continual improvement through systematic assessment of student learning outcomes. | | | | | |

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| Student Learning Outcome 3: Upon graduation, our students have the ability to communicate effectively with a range of audiences. | | | | |
| Written Communication | **Capstone** | **Milestones** | | **Benchmark** |
|  | **4** | **3** | **2** | **1** |
| **Context of and Purpose for Writing**  **(Written Communication VALUE Rubric)** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development (Written Communication VALUE Rubric)** | Uses appropriate, relevant, and  compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and  compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Control of Syntax and Mechanics**  **(Written Communication VALUE Rubric)** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
| **Interpretation**  **(Quantitative Literacy VALUE Rubric)** | Provides accurate explanations of information presented in mathematical forms. Makes  appropriate inferences based on that information. | Provides accurate explanations of information presented in mathematical forms. *For instance,* *accurately explains the trend data shown in a graph.* | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to  computations or units. | Attempts to explain information presented in mathematical forms, but draws incorrect  conclusions about what the information means. |
| **Content** | Technical/Professional information at an appropriate level for course, Key concepts and terms explained clearly. Research and/or analysis of topic clearly evident Reader gains significant new knowledge and insight | Technical/Professional information at an appropriate level for course, some concepts not completely clarified, research and/or analysis of topic generally evident. Reader gains some new knowledge and insight. | Technical/Professional information at a marginal level for course, many concepts unclear or not discussed. Reader gains little new knowledge or insight | Technical/Professional information unacceptable for course, most concepts unclear or not discussed, reader gains no new knowledge or insight |

**\*\*\* Below is the Curriculum Map for the program (below and on the next page after this page).**

## Civil Engineering Curriculum Map

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| **Course** | **Civil Engineering Programmatic Outcomes** | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **1st Semester** |  |  |  |  |  |  |  |
| CE 160 Principles of Surveying | X |  |  | X | X |  | X |
| CE 161 Principles of Surveying Lab | X | X | X |  | X | X | X |
| AS 163 Architectural Drafting |  |  | X |  |  |  | X |
| MATH 136 Calculus I | X |  |  |  |  |  | X |
| GEOL 111 The Earth | X |  |  |  |  |  |  |
| GEOL 113 The Earth Lab |  |  |  |  |  | X |  |
| **2nd Semester** |  |  |  |  |  |  |  |
| CE 176 CE Freshman Design | X | X | X | X | X |  | X |
| ENG 100 College Writing |  |  |  |  |  |  |  |
| MATH 137 Calculus II | X |  |  |  |  |  | X |
| PHYS 255 University Physics I | X |  |  |  |  | X |  |
| PHYS 256 University Physics I Lab | X |  |  |  |  | X |  |
| COMM 145 Public Speaking |  |  |  |  |  |  |  |
| **3rd Semester** |  |  |  |  |  |  |  |
| CE 303 Construction Management |  |  |  |  |  |  |  |
| EM 222 Statics | X |  |  |  |  |  |  |
| MATH 237 Multivariable Calculus | X |  |  |  |  |  | X |
| CHEM 120 College Chemistry I | X |  |  |  |  | X |  |
| CHEM 121 College Chemistry Lab | X |  |  |  |  |  | X |
| **4th Semester** |  |  |  |  |  |  |  |
| EM 303 Deformable Solids | X |  |  |  |  |  |  |
| MATH 331 Differential Equations | X |  |  |  |  |  | X |
| HIST 101 or 102 World History |  |  |  |  |  |  |  |
| ENG 200 Introduction to Literature |  |  |  |  |  |  |  |
| CE 316 Construction Equipment & Methods | X | X |  |  |  | X |  |
| CE 332 Transportation Engineering | X | X |  | X |  |  | X |
| **5th Semester** |  |  |  |  |  |  |  |
| CE 382 Structural Analysis | X |  | X |  |  |  | X |
| EM 313 Dynamics | X |  |  |  |  |  |  |
| CE 342 Thermal Fluid Science | X |  |  |  |  | X | X |
| CE 370 Materials of Construction | X |  | X | X |  |  | X |
| CE 371 Construction Materials Lab | X |  | X |  | X | X | X |
| Writing in Discipline Elective |  |  |  |  |  |  |  |
| **6th Semester** |  |  |  |  |  |  |  |
| Arts & Humanities Elective |  |  |  |  |  |  |  |
| STAT 301 Probability & Statistics | X |  |  |  |  | X |  |
| CE 461 Hydrology | X | X | X | X | X | X | X |
| CE 383 Structural Steel Design | X |  | X | X |  |  | X |
| CE Technical Elective |  |  |  |  |  |  |  |
| **7th Semester** |  |  |  |  |  |  |  |
| CE Technical Elective |  |  |  |  |  |  |  |
| CE 410 Soil Mechanics | X | X | X | X |  |  | X |
| CE 411 Soil Mechanics Lab | X | X | X | X |  | X | X |
| ENGR 490 Senior Project I |  | X | X | X | X | X | X |
| Social & Behavior Science Elective |  |  |  |  |  |  |  |
| Systems Elective |  |  |  |  |  |  |  |
| **8th Semester** |  |  |  |  |  |  |  |
| CE Technical Elective |  |  |  |  |  |  |  |
| ENGR 491 Senior Project II |  | X | X | X | X | X | X |
| CE 412 Foundation Engineering | X | X | X | X |  | X | X |
| Local to Global |  |  |  |  |  |  |  |
| Social and Cultural |  |  |  |  |  |  |  |