

UNIT REPORT

**Civil and Environmental
Engineering BS - Final Annual
Report**

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Program Goal 1 and Student Learning Outcomes

Progress: Completed

Define Goal:

These program goals were defined in terms of the professional and career accomplishments of program graduates at different points in time following their graduation from the CEE program at TTU.

Specific sets of program goals were established for 1-2 years and 5 years, along with one set of program goals that applies to all stages of the student's careers, as summarized as follows:

Program Goal 1: Within the first one to two years following graduation, CEE graduates should be:

Program Goal 2: About five years beyond graduation, CEE graduates should be

- participating effectively in design processes and developing civil engineering solutions within a team setting; and
- engaged in management and leadership roles for civil engineering projects and to assume positions of greater responsibility to the profession and public.

Intended Outcomes / Objectives:

Upon graduation, CEE students are expected to know and to able to:

- (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.

Assessment Tool 1: FE Exam

Goal/ Outcome/ Objective:

Excellent Average Rating • 3.00

Good 3.00 > Average Rating • 2.75

Satisfactory 2.75 > Average Rating • 2.50

Low 2.50 > Average Rating • 2.00

Unsatisfactory Average Rating < 2.00

Assessment Tool 5: Course Surveys

Goal/ Outcome/ Objective: All

Type of Tool: Survey

Frequency of Assessment: Each semester

Rationale:

Before identifying goals related to this Instructional Outcome Student Surveys, some background information is warranted. As was noted above, Instructional Outcome Surveys are administered to students in every undergraduate course. These surveys provide different types of data for use in different contexts. For example, in the context of continuous improvement of a particular course, poor performance on a particular question can indicate the need for the faculty to revise how a particular topic is covered. In the context of evaluating performance in a particular outcome, two data anare0.5(r)-1(o)6.0

Satisfactory 2.75 > Average Rating • 2.50

Low 2.50 > Average Rating • 2.00

Unsatisfactory Average Rating < 2.00

Assessment Tool 6: Average Course Grades

Type of Tool: Rubric

Frequency of Assessment: Each semester

Rationale:

The CEE department's goal for student course grades is for all students to gain enough knowledge and skill to earn a B or better in all courses. We recognize, however, that increasing demands on students such as the requirement to work while in school and the increase of non-traditional students with family responsibilities in addition to school can prevent students from always being able to earn such marks.

Based on this goal, the metric used to evaluate our program's success is

- Combined average grade point average (on a 4-point scale) in a particular courses for graduating seniors

Our level of attainment categories are defined in Table 4-4:

Table 4-4. Level of Attainment Categories for Average Course Grades

Excellent Combined GPA • 3.00

Good 3.00 > Combined GPA • 2.75

Satisfactory 2.75 > Combined GPA • 2.50

Low 2.50 > Combined GPA • 2.00

Unsatisfactory Combined GPA < 2.00

These categories match our goal and demonstrate our commitment to high standards. These high standards can be seen when comparing our goal to either the university requirement of a combined minimum GPA in-major of 2.0 to be eligible for

