



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: MS in Civil Engineering

2. College/School: College of Engineering & Science

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

In course assessment: Coursework: Primarily lecture and lab courses. Evaluation of performance: Most lecture courses have home assignments, projects and multiple exams. Some courses have oral presentation. Additionally, students may take Master Thesis (optional). Evaluation of performance: All assignments are graded to provide a composite grad. Lab courses rely upon lab reports and sometimes quizzes.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Outcome#1 Technical Competence (Ability to analyze and design complex engineering system or components)

Outcome#2 Research Skill (ability to independently investigate an engineering topics and make conclusions about its effect on design)

Outcome#3 Effective communication (ability to present and document engineering solution)

"Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
	V. Professionalism
Yes	VI. Lifelong Learning



6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Students are having tough time in Engr 5200 class initially due to mechanical engineering related case studies. The instructor will try to include civil engineering related problems. To help our graduate student to pass Professional engineering exam, a new course CIVE 5100 with zero credit will be introduced. This class will assist them in preparing for the PE part I exam.

Attachment(s):

None