



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:** Ph.D. of 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).

The program has three outcomes: Technical Competence, Research Skills, and Effective Communication. Assessment is continuous at all time and individualized to each student.

Assessment of doctoral student work occurs through key academic milestones, including successful completion of coursework (based on homework, essays, projects, exams, and class presentations); passing the qualifying examinations; formal presentation and approval of the research proposal; and defense of the dissertation in a public forum.

Following the dissertation presentation and question-and-answer session, the committee may approve the work, require revisions to address identified gaps, or, in rare cases, determine that the work does not meet program standards. Throughout their tenure in the program, students are expected to demonstrate ongoing progress in their research, data analysis, and written and oral communication skills.

4. **Student Learning Outcomes & Benchmarks** -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.

The program has three Student Learning Outcomes (SLOs).

SLO 1: Technical Competence: Analyze and design a complex engineering system or component.

SLO 2: Research Skills: Independently investigate an engineering topic and make conclusions about its effect on designs

SLO 3: Effective Communication: Present engineering solutions.

SLO 1 is assessed through graduate-level coursework, including assignments, projects, examinations, and essays, as well as through qualifying examinations. For graduate-only courses, the benchmark is a minimum course grade of B (3.0). Students must maintain a cumulative GPA of at least 3.0; if this standard is not met at the end of a semester, a warning is issued indicating that a minimum grade of A is required in the following semester to restore the GPA to the required level. The qualifying examination consists of two components: a mathematics examination, with a benchmark of 70 percent (grade C), followed by a departmental examination, with a benchmark of 80 percent (grade B).



SLO 2 is assessed based on progress in research activities, satisfactory approval of the research proposal by the dissertation committee, and successful defense of the dissertation. Benchmarks for this outcome include a rating of "Satisfactory" and a final dissertation grade of at least B.

SLO 3 is assessed through research proposals, dissertation defenses, presentations at conferences, and dissemination of research through journal publications, conference proceedings, and poster presentations.

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

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	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):
2024-2025

7. Program Assessment Results -Briefly summarize the assessment results and how they relate to benchmark(s).

For SLO 1, 100% of the department's Ph.D. students successfully achieved the outcome and exceeded the established benchmarks.

For SLO 2, 25% of the students (1 out of 4) met the outcome by successfully defending the dissertation and earning a grade of A, exceeding the benchmark. An additional 25% (1 out of 4) had the doctoral proposal approved by the dissertation committee, while the remaining 50% (2 out of 4) are actively engaged in their research and have earned a "Satisfactory" grade each semester.

For SLO 3, 50% of the students (2 out of 4) met the outcome by successfully writing and presenting either a doctoral proposal or dissertation to their committee members. The remaining 50% (2 out of 4) are continuing their research and have not yet produced publications.
None of the students have presented at a conference.

8. Planned Actions and/or Actions Taken in Response to Assessment Results - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

Based on the assessment results, the department is exploring opportunities to secure funding to support student participation in conferences where they can present their research and engage in professional networking opportunities.



The time between the dissertation defense and the incorporation of committee feedback can be sometime long; therefore, the department is considering establishing a formal deadline for students to submit their final dissertation draft following the defense.

These areas will be addressed and strengthened in future course offerings through targeted instructional support and enhanced instructional strategies.