**Northeastern University**

**Department of Civil and Environmental Engineering**

Instructor’s Assessment

CIVE 3000 Professional Issues in Engineering

**Semester / Year: Spring** Fall / 2013 **Instructor: Tillman, R. & Saulnier, D. Date:** 5/21/13

Expectations regarding this course assessment:

1. Before the start of the course, review the most recent instructor assessment for recommendations on how to improve the course.
2. Grade summaries will be based on student papers, which may have grades for different aspects.
3. *Questions to be asked on the in-class evaluation:*  Listed in item 3 below.
4. This assessment form is based on the set of topics and learning outcomes listed in the course syllabus. Do not change this part of the syllabus without action from the discipline group. If there is a change, notify the Undergraduate Studies Committee so that this form can be modified.
5. Complete the form and save it as a Word document with filename like this: IAssess\_3000 \_2013\_Fall

**1. What course improvements did you make? How successful were they? Relate them to recommendations made in previous course assessments.** *Expand the table as necessary.*

|  |  |
| --- | --- |
| 1. | Added a leadership component to the course. |
| 2. |  |
| 3. |  |

**2. Your response to student comments and/or TRACE evaluation:** *Respond to serious criticisms and suggestions. Expand table as necessary.*

|  |  |  |
| --- | --- | --- |
|  | **Student Comment** | **Your Comment(s)** |
| 1. | None of note. |  |
| 2. |  |  |
| 3. |  |  |

**3. Student questionnaire summary**

*Omit – does not apply.*

**4. Grade Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper 1** | **Topic** | **Average score** (0 to 100) | **% students with adequate achievement** | **Comment on any item with poor achievement** |
| Memo 1 | Professional Ethics | 17.6 | 100 |  |
| Memo 2 | Negotiating Strengths & Weaknesses | 19.5 | 100 |  |
|  | In-class case studies | 57.1 | 100 |  |

**5. Here are the topics listed on your syllabus.** Based on your grade summaries, report the fraction of students that showed ability to apply knowledge. In the column “Basis for assessment” report the particular item(s) in the grade summary that support this assessment; or if the topic is not covered in the grade summary, state the basis of your assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic**  | **Percentage of students showing ability to apply knowledge**  | **Basis for assessment** | **Comments** |
| 1. *Philosophical concepts and history of normative ethical theories*
 | 100 | Class discussions & in-class case studies |  |
| 1. *Moral development theory*
 | 100 | Class discussions & in-class case studies |  |
| 1. *McCuen’s model of professional ethical development*
 | 100 | Class discussions & in-class case studies |  |
| 1. *Development of civil engineering codes of ethics*
 | 100 | Class discussions |  |
| 1. *Core ethical concepts in codes of ethics*
 | 100 | Class discussion & in-class case studies |  |
| 1. *Whistle-blowing*
 | 100 | Class discussion & in-class case studies |  |
| 1. *Application of ethical codes to engineering decisions*
 | 100 | Class discussions, in-class case studies & memo #1 |  |
| 1. *Value decision making – problem identification and underlying value conflict*
 | 100 | Class discussions, in-class case studies & memo #1 |  |
| 1. *MBTI to identify management styles and conflict resolution*
 | 98 | MBTI exercise |  |
| 1. *Professional registration*
 | 100 | Class discussions & in-class case studies |  |

**6. Assessment of Program-Level Outcomes not Covered in Topic Assessment**

What percentage of students achieved the following learning outcomes?

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Percentage of students showing ability to apply knowledge** | **Basis for this rating**  | **Comments?** |
| An understanding of professional and ethical responsibility | 100 | Class discussions, in-class case studies & memo #1 |  |
| An ability to communicate effectively in writing | 100 | Memo # 1 |  |
| The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context | 100 | Class discussions, in-class case studies & memo #1 |  |
| A recognition of the need to engage in life-long learning | 100 | Class discussions, in-class case studies |  |
| Knowledge of historical and contemporary issues  | 100 | Class discussions about readings |  |
| An ability to use career management skills | 100 | Class discussions, in-class case studies & memo #2 |  |

**7. Recommendations for improving this course.** Expand the table as needed.

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |