**Northeastern University**

**Department of Civil and Environmental Engineering**

Instructor’s Assessment

CIVE 4566 Design for Sustainable Transportation: European and U.S. Perspectives

**Semester / Year:** Summer 2 / 2012 **Instructor: Furth Date: 8/30/2012**

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:*  none.
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. | No significant change, except for choosing some different field trips and assignments. All worked well. |
| 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. | Things went very well. | That was the main theme of comments. |
| 2. | For design project, introduce students to the site before going abroad | Great idea! |
| 3. | Clarify expectations | I should make revising the design project something built into the schedule for after the program “ends”. I should have a few more small, early assignments that provide feedback. |

**3. Student questionnaire summary**

*Omit – does not apply.*

**4. Grade Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper** | **Topic** | **Average score** (0 to 100) | **% students with adequate achievement** | **Comment on any item with poor achievement** |
| Paper 1 | Delft wiki |  | 100 |  |
| Paper 2 | Den Bosch wiki |  | 100 |  |
| Paper 3 | Bikeway design wiki |  | 100 |  |
| Paper 4 | Design project |  | 100 |  |
| Paper 5 |  |  |  |  |

**5. Here are the topics listed on your syllabus.** For each, give an assessmentof student ability to apply knowledge and to identify, formulate, and solve problems. “Basis for assessment” should be “Grade Summary, #xxx” where xxx is the listed question that examines that topic. If the topic is not covered in the grade summary, state the basis of your assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **% Students attaining** | **Basis for assessment** | **Comments** |
| 1. Urban planning for sustainable transportation | 80% | Papers 1,2,3 |  |
| 1. Bikeway planning and design | 95% | papers 3 and 4 |  |
| 1. High quality transit systems | 40% | paper 1 | Only students assigned transit topics got to the point of attainment |
| 1. Safety in urban street design | 90% | four papers |  |
| 1. Comparison of European and American practices | 95% | papers 3 and 4 |  |

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

How well did students achieve the following learning outcomes?

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **% Students attaining** | **Basis for this rating** | **Comments?** |
| An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability | 100% | design projects |  |
| The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context | 100% | papers 1-3 |  |
| Knowledge of historical and contemporary issues | 100% | classroom discussion and all four papers |  |

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

|  |  |
| --- | --- |
| 1. | Choose design projects in advance and include pre-trip site visits. Also visit some systems to critique such as Green Line, bike lanes, office locations, shopping locations. |
| 2. | Include more transportation planning facts such as mode share for different kinds of development, both in the US and in NL |
| 3. | Strengthen transit part of the course; include transit planning exercise |
| 4. | Create one or two more short, early assignments |
| 5. | Strengthen transit part of the course. Observe priority near fire station. Study schedule with timed transfers. Study speed differences. |
| 6. | Give more lectures yourself |
| 7. | Break up Delft tour into several days |
| 8. | Choose US systems to contrast such as Green Line, slow buses, bike lanes, office locations, shopping locations. Maybe visit some in advance. Have students compare, describe how it could be improved. |
|  |  |