

Civil Engineering - Master of Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated

version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

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Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:**Other or None of these (explain)**

Submission

Submitter & Collaborator Names**Submitter Email**

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs

Student Learning Outcomes Assessment Feedback (narrative)

The committee appreciates your inclusion of the 2016 SLOA. The program might consider revising the outcomes to include more “action” words for each of the assessment actions completed by students. Also, an explanation of how these assessments are evaluated consistently, such as rubrics would be helpful as well.
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

It appears that there is no discussion around Student Success data trends that have been noticed by the MS program. Attention to the trends seen around student success can tell a great deal about the overall quality of student learning as well as intellectual involvement. Student success trends have a great impact on choices the program makes for student retention, and changes that will contribute to effective delivery of what students expect and need.
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High-Impact Practices Feedback

All programs have the opportunity and need for high impact learning practices. High impact practices are important for all programs at all levels to consider. Programs that intentionally include high impact practices within their coursework find that not only do the practices connect learning to real-life experiences, they tend to be effective because students are taking time to complete purposeful or sustainable tasks. Because students are working with real-life experiences, high impact practices can contribute to the learning around diversity through contact with people who work within different values. When students and faculty work together within high-impact practices, students receive frequent formal and informal feedback that tends to be effective because the students are able to reflect between what they have learned and experienced.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Master of Science in Civil Engineering
College of Engineering and Mines

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: - To provide the highest level of graduate education. This will include competency in a Civil Engineering specialization as well as a highly focused training on an individual subject within their specialization. - To provide an environment encouraging research for engineers at the MS level. We see integration of research and teaching as critical to our mission. - To impart a desire for lifelong learning so that engineers from the UAF department of Civil and Environmental Engineering remain atop their field throughout their career. GOAL STATEMENT: - Prepare students to be effective professionals, researchers or faculty members to have leading roles in the field of civil and environmental engineering.	Student knowledge of fundamentals in the chosen technical discipline.	Project report, oral defense, written/oral comprehensive exam and body of graduate work evaluated according to standard rubric.	Graduate committee evaluation at time of graduation and department comprehensive exam given every semester by department faculty
	Technical rigor of the student's research and quality of student project report	Project report and body of graduate work evaluated according to standard rubric	Graduate committee evaluation at time of graduation
	An ability to communicate technical topics effectively in oral form.	Oral defense evaluated according to standard rubric	Graduate committee evaluation at time of graduation
	Ability to clearly and professionally present technical subject matter in written format.	Project report and body of graduate work evaluated according to standard rubric	Graduate committee evaluation at time of graduation
	Students attain degree in a reasonable timeframe.	Time to complete MS CE degree.	Department tracks time for student to graduate