



Year 2: 2024-2025

1. Which PLO(s) to assess	6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (ILO 1 & 2)
2. Is it aligned with ILO	Yes ILO 1, 2
3. Sample (courses/# of students)	a- CIVE 330 – Strength of Materials
4. SLO from the course	a- Ability to analyze materials testing data and calculate the mechanical properties of construction materials. b- Assess the mechanical properties of materials based on laboratory data.

9. <i>Ways of reporting (how, to who)</i>	The results (quantitative) will be reported by faculty to the department chair via completion of the course Faculty Self-Assessment form.
10. <i>Ways of closing the loop</i>	Interaction between chair, faculty and industrial advisory board

### Year 3: 2025-2026

1. <i>Which PLO(s) to assess</i>	2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. <b>(ILO 1 &amp; 5)</b>
2. <i>Is aligned with an ILO</i>	Yes, ILO 1, 5
3. <i>Sample (courses/# of students)</i>	a- CIVE 430 – Environmental Engineering and Sustainability , 20-30
4. <i>SLO from the course</i>	a- Understand the interaction between civil engineering projects, environmental issues and sustainability;
5. <i>Assessment indicators</i>	Class assignment;
6. <i>Assessment instrument</i>	Program rubric
7. <i>Time (which semester(s))</i>	a-Fall 2025
8. <i>Responsible person(s)</i>	a-TBD
9. <i>Ways of reporting (how, to who)</i>	The results (quantitative) will be reported by faculty to the department chair via completion of the course Faculty Self-Assessment form.
10. <i>Ways of closing the loop</i>	Interaction between chair, faculty and industrial advisory board

### Year 4: 2026-2027

1. <i>Which PLO(s) to assess</i>	1. An ability to identify, formulate, and solve
----------------------------------	---

<i>2. Is it aligned with ILO</i>	Yes, ILO 1
<i>3. Sample (courses/# of students)</i>	e-CIVE 435 Highway and Pavement Design
<i>4. SLO from the course</i>	Apply engineering principles to design rigid and flexible pavements
<i>5. Assessment indicators</i>	e-Homework
<i>6. Assessment Instrument</i>	Program rubric
<i>7. Time (which semester(s))</i>	e-Fall/Spring
<i>8. Responsible person(s)</i>	e- Engineering Faculty
<i>9. Ways of reporting (how, to who)</i>	The homework scores for the “Rigid pavement design homework: ESALs” based will be reported by faculty to the department chair via completion of the course Faculty Self-Assessment form.

**Year 5: 2027-2028**

1. Which PLO(s) to assess	3. An ability to communicate effectively with a range of audiences. <b>(ILO 2)</b>
2. Is it aligned to ILO	Yes, ILO 2
3. Sample (courses/# of students)	c-CIVE 440 - Construction Engineering (3)
4. SLO from the course	Evaluate a request for proposals (RFP) and present the technical results confidently and persuasively in multiple modalities -Assess ethical implications associated with engineering practice
5. Assessment indicators	c-Final group project (Long Construction Engineering Design Group Project and Presentation Analyze novel situations and identify engineering skills and standards that are most applicable)
6. Assessment instrument	Final group project rubric
7. Time (which semester(s))	c-Fall/Spring
8. Responsible person(s)	c- Engineering Faculty
9. Ways of reporting (how, to who)	The results (qualitative and quantitative) will be reported by faculty to the department chair via completion of the course Faculty Self-Assessment form.
10. Ways of closing the loop	Interaction between chair, faculty and industrial advisory board