

# **M.Eng. in Coastal and Oceanographic Engineering Academic Assessment Plan**

College of Engineering  
Dr. Robert J. Thieke  
rthie@ce.ufl.edu

*Office of the Provost*

*University of  
Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

## Table of Contents

Academic Assessment Plan for M.Eng. in Coastal and Oceanographic Engineering.....	3
A. Mission .....	3
B. Student Learning Outcomes and Assessment Measures .....	4
C. Research.....	5
D. Assessment Timeline.....	5
E. Assessment Cycle .....	6
F. Measurement Tools.....	6
G. Assessment Oversight.....	6
Appendix A: Master’s Final Comprehensive Examination/Thesis Defense Evaluation Rubric for Graduate SLO Assessment .....	7

# Academic Assessment Plan for M.Eng. in Coastal and Oceanographic Engineering

College of Engineering

## A. Mission

The Department of Civil and Coastal Engineering Mission Statement is as follows:

*The mission of the Department of Civil and Coastal Engineering is to deliver undergraduate and graduate degree programs that prepare Civil and Coastal engineers for successful careers in an increasingly global and interdisciplinary world, and to perform research that results in leading scientific contributions that have a direct impact on our ability to renew, secure, and broaden the capabilities of our nation's infrastructure, environment and homeland security.*

Furthermore, the objectives of the graduate programs in Civil and Coastal Engineering are to educate individuals who:

- Assume and/or advance to leadership roles in industry, government, and academia;
- Demonstrate in-depth knowledge and a high level of competence in a specialty area within Civil and Coastal Engineering;
- Serve their profession and communities through the dissemination of advanced knowledge in peer-reviewed journal articles, textbooks, patents, presentations at technical conferences, and service on technical committees; and,
- Become the educators of future generations of Civil and Coastal Engineers.

As a service-oriented profession, the Civil and Coastal Engineering mission statement above is completely consistent with the core elements of the University of Florida Mission Statement, namely, Teaching, Research and Service as shown below:

- *Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.*
- *Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.*
- *Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.*

The program mission is also aligned with the mission statement of the College of Engineering in the same three major areas:

*The College of Engineering fosters and provides world-class programs in engineering education, research and service to enhance the economic and social well-being of the citizens of Florida, the nation and the world.*

*Graduates of the College of Engineering at the University of Florida will exhibit the following in pursuit of their profession:*

- *Vision, as evidenced by an ability to use creative approaches to problems.*
- *Values, as evidenced by an understanding of the importance of employing strong professional ethics.*
- *Leadership, as evidenced by serving as a team/project leader with solid project management and planning skills, a mentor to less experienced staff, and a volunteer in the community*
- *Professional expertise, as evidenced by making meaningful contributions to technical engineering problem solving as both an individual contributor and in team situations, continually enhancing both technical and non-technical skills, applying professional expertise to increasingly complex problems/projects, and increasingly capable communications skills, both verbal and written*
- *Knowledge about the interaction of financial, societal, legal or cultural influences with science and technology*

## B. Student Learning Outcomes and Assessment Measures

Student Learning Outcome	SLO Type	Assessment Measure
1. An ability to identify, formulate and solve engineering problems in Coastal and Oceanographic Engineering.	Content Knowledge	Master’s comprehensive final examination or thesis defense as appropriate.
2. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice at an advanced level in Coastal and Oceanographic Engineering .	Skills	Master’s comprehensive final examination or thesis defense as appropriate.
3. Effectively communicate technical knowledge and information.	Professional Communication	Master’s comprehensive final examination or thesis defense as appropriate.

### C. Research

The Coastal and Oceanographic Engineering graduate program conducts cutting-edge research in the following major areas: 1) Coastal Hazards (including hurricane storm surge, sea level rise and oil spill impacts); 2) Coastal Ecosystem Restoration and Sustainability (including coastal eutrophication/hypoxia and extreme event effects on fisheries); 3) Coastal and Estuarine Dynamics (including asymmetric tidal mixing and stratification effects); 4) Coastal Ocean Observing and Prediction Systems; and 5) Applications of Cyber Infrastructure Systems (including storm surge and inundation forecasting linked to hurricane evacuation routing on available transportation networks).

Master of Engineering (M.Eng.) students are distinguished from Master of Science students in that the M.Eng. students must have a B.S. degree in engineering from an ABET-accredited undergraduate institution (Accreditation Board for Engineering and Technology). The research expectation for M.Eng. students in the Coastal and Oceanographic Engineering program is commensurate with the level of departmental support provided. Those students supported by the department via Teaching Assistant or Research Assistant positions are expected to prepare a Master’s thesis which represents a significant, independent contribution to one or more of the research areas enumerated above. Self-supported students participating in the coursework-only Master’s program are not required to complete a Master’s thesis or participate in research. Some self-supported students do elect to complete a Master’s thesis and many others contribute to the departmental research mission via independent study projects.

### D. Assessment Timeline

M.Eng. in Coastal and Oceanographic Engineering

College of Engineering

Assessment	Assessment 1
<b>SLOs</b>	
<b>Knowledge</b>	
SLO #1: An ability to identify, formulate, and solve engineering problems	Master’s comprehensive final examination or thesis defense as appropriate.
<b>Skills</b>	
SLO #2: An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice at an advanced level	Master’s comprehensive final examination or thesis defense as appropriate.
<b>Professional Behavior</b>	
SLO #3: Effectively communicate technical knowledge and information.	Master’s comprehensive final examination or thesis defense as appropriate.

## E. Assessment Cycle

Assessment Cycle for:

M.Eng. in Coastal and Oceanographic Engineering \_\_\_\_\_ College of Engineering \_\_\_\_\_

Analysis and Interpretation:

May-June

Program Modifications:

Completed by Oct. 1

Dissemination:

Completed by Dec. 1

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
SLO #1: An ability to identify, formulate, and solve engineering problems				X	X	X	X
<b>Skills</b>							
SLO #2: An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice at an advanced level				X	X	X	X
<b>Professional Behavior</b>							
SLO #3: Effectively communicate technical knowledge and information				X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. Assessment data were not collected in prior years via the Master's comprehensive examination but via grades obtained in key required courses.

## F. Measurement Tools

The primary tool for the measurement of the achievement of the SLOs is the comprehensive final examination for the M.Eng. degree (or M.Eng. thesis defense examination where appropriate). A faculty supervisory committee conducts the examination in the final semester of the student's term to degree (note that in some instances in the case of a coursework-only Master's degree, the student may only spend two semesters in the degree program). Separate assessments are made for each of the three specified student learning outcomes and the committee evaluates the student's performance according and completes the SLO assessment form according to the rubric provided (an example assessment form is provided in Appendix A).

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Robert J. Thieke	Department Head, CCE	rthie@ce.ufl.edu	392-9537
Dr. Kirk H. Hatfield	Director, ESSIE	khh@ce.ufl.edu	392-9537

# Appendix A: Master's Final Comprehensive Examination/Thesis Defense Evaluation Rubric for Graduate SLO Assessment

**Department of Civil and Coastal Engineering  
Graduate Student Learning Outcomes**

**Outcomes Assessment Form: Masters Students in Coastal and Oceanographic Engineering**

**Assessment Mechanism: Masters Final Examination / Masters Thesis Defense**

Semester: \_\_\_\_\_

Degree Program: \_\_\_\_\_ M.S. Coastal and Oceanographic Engineering  
(Check one)

\_\_\_\_\_ M. Eng. Coastal and Oceanographic Engineering

Graduate Student Learning Outcomes to be Assessed:

**Knowledge:** An ability **to identify, formulate, and solve engineering problems** in Coastal and Oceanographic Engineering.

**Skills:** An ability **to use** the techniques, skills, and modern engineering tools necessary for engineering practice at an advanced level in Coastal and Oceanographic Engineering.

**Professional Communication:** Effectively **communicate technical knowledge and information.**

Assessment Rubric: Likert scale 1 to 5 according to:  
 5 Outstanding achievement of outcome  
 4 Good achievement of outcome  
 3 Adequate achievement of outcome  
 2 Inadequate achievement of outcome  
 1 Failure to achieve outcome

Outcome Scores:

Committee Member	Knowledge	Skills	Professional Communication
<b>Total Score</b>			

