

Outcome 6. Students have an understanding of professional and ethical responsibility.

The faculty assessment is performed with respect to the Performance Indicators for the students in the specific courses that have been identified to assess this outcome.

Course	Performance indicators
MinE 306, 331, 471, 480	Exhibits knowledge of professional code of ethics
	Evaluated situations using ethical principles.
	Demonstrates ethical behavior among peers and faculty.
	Exhibits punctuality and personal responsibility.
	Displays professionalism and collegiality when interacting with colleagues and instructors.

Tools used: Scheduled course assessments by faculty, student course assessments, and senior exit survey.

Data Collection: The data for the course assessments by the faculty are collected on a planned multi-year schedule. The individual faculty select specific class activities in the specific courses upon which to perform the assessment. The faculty may choose to assess student performance in: homework, examinations, projects, presentations, etc.

Frequency of data collection: The faculty course assessments are performed on a planned tri-annual schedule for each outcome. The student course assessments are collected for every course, for every semester that the course is offered. The senior exit surveys are given to the seniors at the end of their final term.

Data Analysis: The collected data are analyzed in the academic year they are obtained, and in longitudinal analyses after that.

Closing the loop: The faculty outcome assessments, student outcome assessments and senior exit surveys are reviewed on both a term and annual basis with the faculty and visiting committee. As needed, the courses and curriculum are revised to update and improve student outcomes. Metrics for successful fulfillment of the outcome in course assessments are determined by the individual faculty for that course, in conjunction with the outcome grading rubric and their individual grading technique.

Performance criteria and metrics:

- a) The student performance assessments provide the rating of student performance on a scale of 1 to 5 for each Performance Indicator. A score of 5 indicates “Exceeds Expectations” of performance, a score of 3 indicates “Meets Expectations” of performance, and a score of 1 indicates “Unsatisfactory” performance.
- b) The student course assessments rate each of the 13 outcomes on a scale of 1 to 4: 1 indicates “little or none” contribution, 2 indicates “low” contribution, 3 indicates “medium” contribution, and 4 indicates “high” contribution.
- c) The senior exit surveys are given to the seniors at the end of their final term. The survey contains questions that ask the students to rate their abilities in each of the 13 Mining Engineering outcome areas. These student abilities are rated on a scale of 1 to 5, with a score of 5 indicates the highest level of ability while 1 indicates the lowest.

Assessment Tool:

Scheduled Course Assessment by Faculty

Grading Rubric for Ethical & Professional Responsibility (Outcome 6)

Performance Indicators	1	3	5
	Unsatisfactory	Meets Expectations	Exceeds Expectations
Exhibits Knowledge of Professional Code of Ethics.	Student is not aware of any code for ethical behavior.	Student is aware that ethical codes exist, but is not familiar with content or structure of specific codes.	Student has a deep appreciation for specific ethical codes, such as the SME Code of Ethics or the NSPE Code of Ethics. Student can cite specific canons and outline the hierarchy of ethical responsibility for engineers.
Evaluates Situations Using Ethical Principles.	Student uses a personal value system to support actions to the exclusion of ethical standards. Student is strongly influenced by internal bias and subjectivity.	Student confuses personal and professional ethics. Student evaluates situations objectively, but uses a personal value system rather than an ethical code to resolve conflicts.	Student understands the role of both personal and professional ethics in decision making. Student resolves conflicts using facts and a professional code of ethics.
Demonstrates Ethical Behavior Among Peers and Faculty	Student does not understand the need for ethical behavior. Student has intentionally engaged in academic dishonesty, such as cheating, falsification, or plagiarism.	Student understands the need for ethical behavior but is overcome by competing interests. Student has unintentionally engaged in academic dishonesty.	Student models ethical behavior among faculty and peers. Student understands and abides by ethical codes and the WVU student code of conduct. Student disdains all elements of academic dishonesty.
Exhibits Punctuality and Personal Responsibility.	Student is frequently absent or late to class. Student's tardiness often disturbs classmates. Student does not honor scheduled outside meetings with instructors or colleagues. Student blames others for personal issues.	Student is occasionally absent from class without reason. Student attempts to justify tardiness or absences after the event.	Student is punctual and professional. Student attends class regularly and honors outside meetings. Student provides advance notice of time conflicts. Student accepts responsibility for actions and decisions.
Displays Professionalism and Collegiality when Interacting with Colleagues and Instructors.	Student is not aware of professional expectations. Student's dialogue (written and verbal) with instructors is informal and unprofessional. Student's interaction with colleagues is condescending and disrespectful.	Student understands professional expectations, but lacks the skill or desire to exhibit them regularly. Student has occasional lapses in professionalism and respect when dealing with colleagues and instructors.	Student understands and exhibits professional responsibility. Student is respectful and collegial when dealing with colleagues and instructors.

Assessment Tool:

Student Course Assessment

**Department of Mining Engineering
Student Course Assessment
MinE _____**

_____ **Semester, 20** _____

Students: Please rate the level of this course’s contribution to your educational development with regard to the following educational objectives. Rate the course as: 1) little or none, 2) low, 3) medium, or 4) high. Fill in the rating on the line provided. Space is provided for comments.

This course contributed to my educational objectives to...	Rating			
	1	2	3	4
“This course’s contribution was _____ to my educational development.”				
1. become well prepared in the application of mathematics, science, and engineering				
2. become well prepared to design and conduct experiments, as well as to analyze and interpret data				
3. become well prepared to design a system, component, or process to meet desired needs.				
4. become functional on multidisciplinary teams				
5. identify, formulate, and solve engineering problems.				
6. have an understanding of professional and ethical responsibility.				
7. communicate effectively.				
8. have the broad education necessary to understand the impact of engineering solutions in a global and societal context.				
9. have a recognition of the need for, and a desire to engage in life-long learning.				
10. have a knowledge of contemporary issues.				
11. use the techniques, skills, and modern engineering tools necessary for engineering practice.				
12. understand the importance of economics, environmental, health, and safety issues in the operations of modern mines.				
13. learn independently.				

Comments:

Assessment Tool:

Senior Exit Survey

College of Engineering and Mineral Resources
Department of Mining Engineering
Undergraduate Program

Outcomes Assessment

Assessment Questionnaire – MinE Graduating Seniors

As part of our educational objectives, we strive to continuously improve the quality and quantity of education we provide for our graduates. Therefore, the Department of Mining Engineering needs to gather information regarding the education received by WVU Mining Engineering students. As a WVU Mining Engineering graduating senior, you are in a unique position to provide critical feedback to the Department of Mining Engineering on the quality of your educational experience. Your feedback will be used to improve the future quality of education provided to WVU Mining Engineering students. All responses to this questionnaire are anonymous and will be held in the strictest of confidence. We sincerely thank you for your time and effort in this matter, and greatly appreciate your assistance.

WVU Mining Engineering Graduating Seniors Exit Survey (Confidential)

Semester (circle one): Fall Spring Summer Year: 20_____

1. From 1 to 5, rate your understanding of the following modern and classical Mining Engineering topics as a result of the BS MinE degree that you are about to obtain at WVU. A score of 5 indicates the highest ability and 1 the lowest.

Topics	Score
Mine Surveying	
Underground Mining Systems	
Computer Programming and CAD	
Mineral Property Evaluation	
Surface Mining Systems	
Mine Power Systems	
Rock Mechanics and Ground Control	
Mine and Safety Management	
Ventilation	
Coal and Mineral Processing	
Mine Design	

Comments:

2. Rate the abilities that you have obtained as a result of the BS MinE degree that you are about to complete at WVU. A score of 5 indicates the highest level of ability while 1 indicates the lowest.

Abilities	Score
Design and conduct experiments	
Analyze and interpret data	
Develop implementation strategies	
Shape recommendations	
Apply math, science, and engineering to solve problems	
Computer Usage	
Oral communication	
Written communication	
Ability to work individually	
Ability to work on teams	
Formulate and solve problems	
Ability to work on multi-disciplinary teams	
Design, implement and improve integrated systems	
Ability to work on systems that include people, materials, information, equipment and energy	
Develop and maintain Professional Ethics	
Health and Safety Considerations	
Impact of engineering solutions on individuals and the society	

Comments:

3. On a scale of one to 5, indicate the possibility of you pursuing life long learning in your career, for example, attending conferences, professional development workshops, or attaining a graduate degree. A score of 5 indicates highest possibility while 1 indicates the lowest.

Ability	Score
Pursuit of life long learning	

4. To which degree do you think you have obtained the professional characteristics expected of a successful Mining Engineer as a result of the BS MinE degree you are about to complete at WVU? Give your answer on a scale of 1 to 5. A score of 5 indicates highest level while 1 indicates the lowest level.

Ability	Score
Professional and Ethical characteristics expected of a successful Mining Engineer	

5. Summer / Co-op / Internship Employment

If you have had an internship in mining engineering, please specify the dates, the companies, the job positions, and the amount of experience and knowledge gained in that particular position on a scale of 1 to 5.

	Period 1	Period 2	Period 3	Period 4
Dates?				
Company?				
Position Held?				
Experience Gained	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Knowledge Gained	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

6. Placement Information

- Have current job, not changing Have current job, planning advancement
- Have job offer Actively looking for job
- Will continue with graduate school Will attend professional school (law, medicine)
- Other _____
(please specify)

If you have a job, please complete the following

- Employer: Private Industry Government Military
 Self-Employed Academia Service Industry
- Salary: < 40k 40k–49,999 50k-54,999 55k–59,999
 60k-64,999 65k- 69,999 70k-74,999 > 75k
- Duties: Training/Education Consulting Safety
 Mine Engineering Ergonomics R&D
 Sales/Marketing Operations Research Manufacturing
 Personnel Supervision Systems Analysis Environ./Quality Control
 Production Planning/Control
 Other _____
(please specify)
- Source of Job: On Campus Interviews/Recruiting Fairs Online/www
 WVU Career Services On my own
 Summer Job/Internship Networking
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Comments: