

EDC 2.0 Review Executive Summary

In April 2018, the Mortenson Center completed a year-long comprehensive review of its Engineering for Developing Communities (EDC) program based on recent alumni and current student surveys, and meetings with a student consulting group, the Center's advisory board, and the leadership team. The assessment process was dynamic, with the Mortenson Center faculty and staff implementing changes as possible during the year-long activity. As with any program, constituents held differing views regarding the success or need for improvement of the EDC program, and the appropriate program outcomes. After compiling and reviewing the data, recurring themes included:

1. An apparent disconnect between:

- a) Some students' *expectations* of the program's purpose compared with the program's *stated* purpose and how the student experience differed [program purpose];
- b) Alumni's and professional mentors' opinions of what was most important for program graduates compared to what currently enrolled students believed that they would need to be successful in their development engineering careers [breadth vs depth]; and
- c) Expectations of student vs. faculty/staff responsibility for identifying and seeking out opportunities and resources [self-reliance vs. dependence].

2. The need to improve the program's social climate to:

- a) Increase interaction between students and faculty, and cohorts of students; and
- b) Repair the rift caused by the reaction to negative feedback presented during a listening session in spring 2017.

Nine recommendations were developed in direct response to the data collected. Those recommendations include:

1. Review, update, and present to students the current draft of the Body of Knowledge that was developed in 2009 to 2011 so expected program outcomes are clear to all.
2. Identify resources where students can search for skills development, career preparation, and other specialized academic topics that are beyond the expertise of the faculty with teaching obligations to the Mortenson Center.
3. Revise wording across the website to match updated program objectives
4. Identify feeder organizations and events where the Mortenson Center will recruit students on a regular basis
5. Identify *potential* feeders of professional master's students whose organizations would pay for their experienced engineers to complete a graduate program, with special focus on bringing in new students from developing communities.
6. Determine a financially viable method to offer partial-semester modules (worth one or two credits) on topics of interest to a sufficient number of EDC students so that individuals can tailor their learning based on their interests within the intersecting fields of Civil, Environmental (and potentially Architectural) engineering in a development context.
7. Maintain requirement for all Graduate Certificate in EDC students to complete an introductory course on global development theory and practice (SCD 1) and a field-practicum whether that is practitioner focused or research focused.
8. Initiate development of alternatives to the three-credit hour Sustainable Community Development 2 course to be offered starting in spring 2019.
9. Continue to expand opportunities for practitioner-focused or research-focused practicums.