



Cleveland State University

**Department of
Engineering Technology
Fenn College of Engineering**

Annual Report

Program Assessment

*Bachelor of Science – Electrical Engineering Technology
– Mechanical Engineering Technology*

Academic Year 2004-2005

| | | |
|-----------|--|-----------|
| 1. | BACKGROUND INFORMATION..... | 1 |
| | 1.1 DEGREE TITLES..... | 1 |
| | 1.2 PROGRAM MODES..... | 1 |
| | 1.3 CONTACT INFORMATION..... | 1 |
| | 1.4 STUDENTS..... | 1 |
| | 1.5 DEPARTMENT EDUCATIONAL GOALS/OBJECTIVES..... | 2 |
| | 1.5.1 DEPT/PROGRAM GOALS AND OBJECTIVES..... | 2 |
| | 1.5.2 STUDENT ACADEMIC ACHIEVEMENT OBJECTIVES..... | 4 |
| 2. | SELF-ASSESSMENT PROCESS..... | 5 |
| | 2.1 OVERVIEW..... | 5 |
| | 2.1.1 SELF-ASSESSMENT REQUIREMENTS..... | 5 |
| | 2.1.2 NCA ACCREDITATION..... | 5 |
| | 2.1.3 TAC/ABET ACCREDITATION..... | 5 |
| | 2.2 ASSESSMENT METHODS, DOCUMENTS, TOOLS..... | 8 |
| | 2.2.1 SURVEY FORMS..... | 8 |
| | 2.2.2 DATA SURVEY TIME SCHEDULE..... | 9 |
| | 2.3 ASSESSMENT METHODS..... | 10 |
| | 2.4 ASSESSMENT CRITERIA FOR MEETING OBJECTIVES AND OUTCOMES..... | 11 |
| | 2.5 ASSESSMENT PROCESS EVALUATION..... | 11 |
| | 2.6 CONTINUAL PROGRAM IMPROVEMENT..... | 12 |
| 3. | HISTORY OF SIGNIFICANT CHANGES IMPLEMENTED..... | 13 |

1. Background Information

1.1 Degree Titles

The program assessment below pertains to both the Bachelor of Science in both Electronics Engineering Technology (BSEET) and the Bachelor of Science in Mechanical Engineering Technology (BSMET).

1.2. Program Modes

The two degree programs are offered as the third and fourth year only for study toward the bachelor's degree. Junior level entry into the program requires the completion of an Associate of Applied Science degree (AAS) from a Community College, University or Technical Institute.

1.3 Contact Information

Paul X. Bellini
Interim Chairman
Department of Engineering Technology
Cleveland State University
Cleveland, OH 44115
Phone: (216) 687-6899
Fax: (216)-687-9280
Email: p.bellini@csuohio.edu

1.4 Students

The Fenn College of Engineering has a well-known reputation for providing hands-on education to its students towards preparing them for productive employment as practicing engineers. The Bachelor of Science in Engineering Technology degree program is designed with the primary purpose of producing Baccalaureate level Engineering Technologists for employment in industry. They possess an advanced level of hands-on practical knowledge, heavy in laboratory skills, making them immediately 'useful and productive in the employment arena.

The Engineering Technology Department offers two degree programs, leading to a Bachelor of Science in Electronic Engineering Technology or a Bachelor of Science in Mechanical Engineering Technology. These are upper-level-only baccalaureate degree programs. Students must first earn an Associate of Applied Science degree in electronic or mechanical engineering technology from an accredited college, university or technical institute, before transferring to CSU to complete the upper-division courses in the program. Most of the student body is currently gamefully employed in the engineering industry as full-time employees with AAS degrees. This program provides a path for furthering education and career opportunities with the completion of the Bachelor of Science degree. The academic program is designed as a traditional night program only to accommodate this part-time student

clientel. The program can be completed in two years if the student chooses to pursue it on a full-time basis. As a student body, students are more mature and highly value the education they receive. Faculty are well aware of the students abilities and their social obligations. They work very closely to help the students without sacrificing the quality of the education delivered.

When students apply to the program, their previous academic work is reviewed by the Chairman to insure the AAS degree requirement is satisfied. Each student upon entering the program is assigned a curriculum advisor usually the department chair.

Students continue to be advised by their Advisor, on a semester-basis, throughout their tenure at CSU. The advising week (towards the end of each semester) is widely announced throughout the college. The students can register for classes only after they consult with their advisor and after obtaining his/her signature.

1.5 Department Educational Goals/Objectives

1.5.1 Dept/Program Goals and Objectives

The following goals and objectives have been identified by the department faculty:

Goal 1. The primary goal of the Engineering Technology programs is to provide a path for Associate of Applied Science Degree graduates in furthering their educational and career opportunities. The goals that follow are the means to this end.

Goal 2. To exceed the minimum requirements of the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET).

Objective A: Continue the implementation of the newly restructured Electronic and Mechanical Technology programs, especially in the area of laboratory development.

Objective B: Continue improvement of the Engineering Technology laboratories by obtaining further educational support equipment and course-related software, completing the installation of the motion control equipment obtained through National Science Foundation (NSF) equipment funding, and pursuing additional instrumentation grants from federal, state, and local industry sources.

Objective C: Utilize input from industrial advisory committees in order to keep our programs current. (Industrial advisory committees are comprised of representatives from key industries in the Greater Cleveland area who are actively involved in engineering technology practices).

Goal 3. To provide a high-quality laboratory-intensive curricula for the Electronics and Mechanical Technology programs that balances theory and application.

Objective A: Complete the phase in of the new Electronic and Mechanical Technology programs which began in the Fall Quarter, 1993. Both programs now include separate lecture and laboratory courses.

Objective B: Utilize graduate feedback and evaluation (from the Graduate Questionnaire) to refine the newly restructured Electronic and Mechanical Technology programs. The first graduates are expected at the conclusion of Spring Quarter, 1995.

Goal 4. To support innovative and effective teaching methodologies.

Objective A: Establish new multi-media techniques for classroom presentations.

Objective B: Provide opportunities for faculty to attend short courses, educational seminars and conferences.

Objective C: Provide faculty release time for curriculum enhancement/development.

Objective D: Utilize industrial advisory committee and alumni feedback in evaluating program quality, faculty performance and instructional effectiveness.

Goal 5. To provide interdisciplinary opportunities for students and faculty within the Department, College and University.

Objective A: Continue to provide new courses (utilizing the latest technology) appropriate for undergraduates and post-graduates in many engineering, science and technology disciplines, as well as those from local industry. The first of this type is a programmable logic controller (PLC) class scheduled for Winter Quarter, 1995.

Objective B: Establish additional minors in Engineering Technology with University departments whose student could benefit from practical engineering technology courses and laboratories (i.e. Physics, Chemistry, Biology, etc) similar to the current minor requirements completed by the Computer and Information Science students.

Objective C: Promote interdisciplinary projects for students and interdisciplinary projects and research for faculty.

Goal 6. To expand and modify the basic curriculum composition of the Electronic and Mechanical Technology programs in direct correlation with the current and projected future needs of industry.

Objective A: Expand the involvement of Departmental committees to discuss program changes to concur with the needs of local industry.

Objective B: Work closely with the industrial advisory committees to identify current and future educational needs of regional industry.

1.5.2 Student Academic Achievement Objectives

Goal 1. Students obtain a more in-depth knowledge of the basic principles learned at the Associate Degree level.

Goal 2. Students improve their problem-solving thought processes.

Goal 3. Students learn to apply their problem solving abilities in real-world industrial applications.

Goal 4. Students learn to use advanced hardware and software tools currently in use in their respective industrial areas.

2. Self-Assessment Process Engineering Technology Programs

2.1 Overview

2.1.1 Self Assessment Requirements

The Engineering Technology Program must conduct self-assessment procedures for two accreditation bodies, the North Central Association of Colleges and **Schools** (NCA) accreditation for the entire University and the TAC/ABET National Accreditation of the Engineering Technology Program.

2.1.2 NCA Accreditation

The Engineering Technology Program must submit annual assessment reports for all undergraduate programs within the department.

The relevant activities identified for all programs within the University are:

- Surveys (exit interviews, alumni survey, employers survey, best students, student survey, and entrance survey)
- Performance measures (internal exam, external exam, presentation/project, student portfolio, and program portfolio)
- Judgment assessments (faculty judgments, external judgments of students, external judgment of program, and student self-assessment)
- Courses (course grade, program grade analysis, GPA required, and special courses)
- Other (pre/post test and teaching evaluation)

The report must also include:

- A listing of salient finding from the recent academic year
- A listing of persons who received those findings and could make informed program decisions based at least in part on the findings
- A listing of any program/curricular modifications in any way connected to the assessment data

The TAC/ABET assessment requirements for the Engineering Technology Program more than satisfy the NCA requirements. Therefore, the TAC/ABET assessment process, described in detail in this report, will also be used to meet the NCA assessment requirements.

2.1.3 TAC/ABET Accreditation

The new TAC/ABET accreditation criteria for technology programs has moved away from “bean counting” – counting credit hours for designated categories – and now

seeks to evaluate engineering technology programs based upon the particular goals and objectives of each university, college and department. The new Basic Level Accreditation Criteria are:

1. Program Educational Objectives
2. Program Outcomes
3. Assessment and Evaluation
4. Program Characteristics
5. Faculty
6. Facilities
7. Institutional and External Support
8. Program Criteria

Criteria 1, 2 and 3 above, form the essential elements for the NCA assessment review.

- **Criterion 1: Program Educational Objectives**

Program Educational Objectives describe the career and professional accomplishments that the program is preparing graduates to achieve during the first few years following graduation.

The specific objectives of the Engineering Technology program are consistent with the program mission statements and guiding principles of the college and the university. These objectives are listed in Table 1 and are extracted from Section 1.5.

Table 1: Engineering Technology Objectives

The objectives are to produce graduates who:

1. have demonstrated proficiency in written, graphical and oral engineering communication
2. are prepared to help meet regional needs of business, industry, government and the engineering profession
3. are prepared to apply the principles of Engineering Technology
4. understand the principles of ethical behavior and the society-serving role of practicing engineers
5. are capable of identifying, formulating and solving a wide range of engineering problems
6. are capable of designing and conducting experiments, plus analyzing and interpreting data related to engineering problem solving
7. are capable of designing a system, component or process to meet desired specifications related to major technology areas
8. are capable of functioning as part of a multi-disciplinary group
9. are motivated to continue their professional growth through graduate education and/or professional development

- **Criterion 2: Program Outcomes**

Program outcomes are statements that describe what units of knowledge or skill students are expected to acquire from the program to prepare them to achieve the program educational objectives. These are typically demonstrated by the student and measured by the program at the time of graduation.

Table 2 Engineering Technology Outcomes

An engineering technology program must demonstrate that graduates have:

- a. an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines,
- b. an ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology,
- c. an ability to conduct, analyze and interpret experiments and apply experimental results to improve processes,
- d. an ability to apply creativity in the design of systems, components or processes appropriate to program objectives,
- e. an ability to function effectively on teams,
- f. an ability to identify, analyze and solve technical problems,
- g. an ability to communicate effectively,
- h. a recognition of the need for, and an ability to engage in lifelong learning,
- i. an ability to understand professional, ethical and social responsibilities,
- j. a respect for diversity and a knowledge of contemporary professional, societal and global issues, and
- k. a commitment to quality, timeliness, and continuous improvement.

- **Criterion 3: Assessment and Evaluation**

The program must utilize multiple assessment measures in a process that provides documented results to demonstrate that the program objectives and outcomes are being met.

Assessment measures typically consist of, but are not limited to, student portfolios, student performance in project work and activity-based learning; results of integrated curricular experiences; relevant nationally-normed examinations; results of surveys to assess graduate and employer satisfaction with employment, career development, career mobility, and job title; and preparation for continuing education.

The program must demonstrate that the results of the assessment of program objectives and outcomes are being used to improve and further develop the program in accordance with a documented process.

An “assessment process” must be in place to document and demonstrate that the program graduates have met the stated “program outcomes”.

2.2 Assessment Measurements

2.2.1 Survey Forms – All forms are shown in Appendix I

Several assessment methods have been adopted to provide indicators of every program outcome and objective. Several survey documents have been developed to augment the process. These include:

Senior Exit Survey. The seniors are interviewed by the department chairperson shortly before they graduate, and they complete a survey (see appendix) to document their opinions. The response scale ranges **from** excellent to satisfactory to poor. (Form 1)

Faculty Course Reflections & Evaluations. Faculty self-evaluate each course taught at the end of the semester, rating the level of contribution for each of the outcomes and objectives stated for that course. (Form 2)

Fundamentals of Engineering (FE) Exam Performance by Seniors. Seniors are strongly encouraged to take the Fundamentals of Engineering (FE) Exam prior to graduation. The percentage of students passing the FE exam (compared to the number of students taking the exam) is used as a metric.

Senior Design Course Performance. All students must complete the course survey form to graduate. (Form 3)

Survey of Employers of Graduates. A survey (see appendix) is taken every other year to solicit feedback from the employers of our graduates to review their preparation at CSU for the profession. (Form 4)

Survey of Alumni. A survey (see appendix) is taken every other year to solicit feedback from program alumni regarding their preparation at CSU for the profession, as well as their progress as professionals. (Form 5)

Visiting Committee. This committee is comprised of approximately 12 professionals from all aspects of engineering technology. They meet annually, and they have met and discussed the ABET outcomes and objectives and the CSU program. Their input is in the form of comments and recommendations recorded as meeting notes. This input will be discussed for each of the relevant outcomes and objectives individually.

2.2.2 Data Survey Time Schedule

The schedule for conducting each of these assessment measurements is outlined in Table 3 below:

| |
|--|
| <p>Table 3: <u>Schedule of Assessment Measurement</u></p> <ol style="list-style-type: none">1. Senior Exit Survey – 1 per year near the end of the Spring Semester2. FE Performance – scores become available 1 per year during the summer3. Senior Design Performance – evaluated by project advisors 1 per year near the end of the Spring Semester4. Alumni Surveys – conducted every odd-numbered year during the Fall Semester5. Employers Surveys – conducted every even-numbered year during the Fall Semester6. Visiting Committee input – meetings conducted 1 per year during the Spring Semester, meeting minutes documented. |
|--|

2.3 Assessment Methods

Data acquired using the survey forms of Section 2.2 must be correlated in order to demonstrate that the program objectives and outcomes **are** being met.

Table 4 presents a layout of each program objective and outcome identifying the specific document from which pertinent data is extracted to meet the above requirements.

| Current Assessment Methods | Program Objectives | | | | | | | | | Program Outcomes | | | | | | | | | | |
|---|--------------------|---|---|---|---|---|---|---|---|------------------|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | a | b | c | d | e | f | g | h | i | j | k |
| Senior Exit Survey | | | | | | | | | | X | X | X | X | X | X | | | | | |
| Faculty Course Reflection & Evaluations | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| FE Performance by Seniors | | | | | | | | | | X | X | X | X | | X | | | | | |
| Senior Design Performance | | | | | | | | | | X | X | X | X | | X | X | | | | |
| Curriculum/Students Academic Records | | | | | | | | | | X | X | X | X | | X | X | | X | X | |
| Order of the Engineer Induction | | | | | | | | | | | | | | | | X | | | | |
| ESEP & ? ap Student Group Activities | | | | | | | | | | | | | | | | | X | X | X | X |
| Engineering Design Contests | | | | | | | | | | X | | | X | X | X | X | X | X | X | X |
| Survey of Employers of Graduates | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | |
| Survey of Alumni | X | X | X | | | | X | | X | | | | | | | | | | | |
| External Advisory Committee Input | X | X | X | X | X | X | X | X | X | | | X | X | X | X | X | X | X | X | X |

2.4 Assessment Criteria for Meeting Objectives and Outcomes

A set of criteria is established to provide more objective indicators so that each assessment tool either indicates that the program has met the objective and outcome or reveals **an** issue or issues that must be addressed by the Department to continually improve the program. Table 5 lists the assessment criteria for meeting outcomes and objectives.

| <u>Current Assessment Methods</u> | <u>Criteria for Meeting Outcomes</u> |
|--|--|
| Senior Exit Survey | the mean score for each question must be at least satisfactory |
| Faculty Course Reflection & Evaluations | at least 95% of the evaluations per year must indicate met outcomes |
| FE performance by seniors | at least 50% of students taking the exam pass it |
| Senior Capstone Design Performance | at least 80% of projects are rated satisfactory or better by evaluators |
| Order of the Engineer Induction | at least 30% of the graduating class join the Order of the Engineer |
| ESEP & Student Group Activities | at least 1 student groups are active during the year |
| Survey of employers of graduates | the mean score of "B" for each question |
| Survey of Alumni | the mean score of "Good" for each question |
| External Advisory Committee Input | meets at least once per year |

2.5 'Assessment Process Evaluation

The assessment process is administered, information is collected, and results are compiled in an annual report. The annual report is presented and discussed at the first faculty meeting of each year. Recommendation for curriculum changes are made by the department faculty and are sent to the College Undergraduate Affairs Committee (UAC) for adoption and implementation.

2.6 Continual Program Improvement

The overall assessment process guarantees at least the minimum threshold for program accreditation. However, a process of continuous program improvements must **be** pursued during the present academic year. Regular faculty meetings are scheduled to discuss opportunities and approaches for improvement of th program. Faculty subcommittees are assigned to specific tasks to recommend curriculum modifications which are brought before the faculty for discussion, modification, approval and implementation. Input from all constituent groups including faculty, students, alumni, employers, and the visiting committee will be incorporated in all curriculum modifications.

3. History and Significant Changes Implemented

The Engineering Technology Department has not proactively participated in a detailed process of self assessment on a continuous basis in the recent past. The last TAC-ABET National Review of its program and curriculum took place in 2001 under the “old review process” that did not include objectives outcomes and self-assessment. All future TAC-ABET reviews will follow the new required process which parallels the new NCA review process.

A *summary* of the data collection over the last few years is listed below:

1. Academic Year – Senior Exit Survey

| | |
|----------------|------------------------------|
| '02-'03 | EET (4), MET (4), Other (2) |
| '03-'04 | EET (6), MET (2), Other (2) |
| '04-'05 | In Process EET (2), MET (11) |

2. Academic Year – Employer Survey

'02-'03 (Fall) 11 Survey forms completed and returned by employers

To date, the results of these survey data have not been actively utilized in a formal assessment process as defined **and** outlined in Section 2 of this Annual Report.

What is most urgently needed at this stage, is that the department adopt the self-assessment process, either the one identified in Section 2 or a modified process defined by near-term extensive, faculty planning and input. Once the new process is in place, the faculty must commit the necessary energy and enthusiasm to insure that procedures are followed through so that the annual reports meet with the highest level of success.

APPENDIX I

Survey Forms

| | |
|--------|----------------------------------|
| Form 1 | Senior Exit Survey |
| Form 2 | Faculty Course Reflection |
| Form 3 | Senior Design Course |
| Form 4 | Employer Survey |
| Form 5 | Alumni Survey |

Form 1: Senior Exit Survey

Department of Engineering Technology
Fenn College of Engineering
 CLEVELAND STATE UNIVERSITY

Purpose of this Survey:

As a recent graduate of the Department of Engineering Technology, the quality of your education is important to our faculty and staff. The matter of most importance to our program is our commitment to excellence in teaching and quality and respectful service to each and every student. We ask that you complete this survey with all sincerity and return it in the enclosed postage-paid envelope. You may include your name, but it is not necessary. All responses will be kept confidential. Please answer the following questions.

| | Excellent | Satisfactory | Poor |
|--|--------------------------|--------------------------|--------------------------|
| Quality of full-time Engineering Technology faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of part-time Engineering Technology faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge gained of fundamental technical principles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge gained of the fundamental principles in my discipline of engineering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability gained to analyze existing systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability gained to writing well | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability gained in my mathematics as a problem-solving tool | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability gained in using computers as problem-solving tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability gained in my laboratory equipment in my discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability gained to effectively communicate orally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were you able to talk to faculty members during office hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall service provided by Engineering Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What do you wish you had in your engineering program that you did not get? (you may use reverse side))

Please feel free to add additional comments on the opposite side of this questionnaire or on a separate page. You may include comments on how the Engineering Technology program at CSU could be improved.

_____ **EET or MET (circle one)**
 Name (optional)

Thank you for your time. Please mail back questionnaire in postage-paid envelope.

Form 2: **Faculty Course Reflection** Form

ABET Course Evaluations by Instructor

MET 320 Advanced Mechanics of Materials Instructor:

Semester:

Year:

Please evaluate the level to which you believe each objective & outcome was met by **this** course during this semester, using the following scale:

(1) no contribution; (2) weak contribution; (3) moderate contribution; **(4)** strong contribution; **(5)** very strong contribution

| Objective | # |
|---|-------|
| 1. have demonstrated proficiency in written, graphical and oral engineering communication | _____ |
| 2. are prepared to help meet regional needs of business, industry, government and the engineering profession | _____ |
| 3. are prepared to apply the principles of Engineering Technology | _____ |
| 4. understanding the principles of ethical behavior and the society-serving role of practicing engineers | _____ |
| 5. are capable of identifying, formulating and solving a wide range of engineering problems | _____ |
| 6. are capable of designing and conducting experiments, plus analyzing and interpreting data related to engineering problem solving | _____ |
| 7. are capable of designing a system, component or process to meet desired specifications related to major technology areas | _____ |
| 8. are capable of functioning as part of a multi-disciplinary group | _____ |
| 9. are motivated to continue their professional growth through graduate education and/or professional development | _____ |

Outcome

- a. an appropriate mastery of the knowledge, techniques, **skills** and modern tools of their disciplines _____
- f. an ability to identify, analyze and solve technical problems _____
- others? _____

Comments: please comment on objectives, outcomes, recommendations for changes, preparation of students by prerequisite topics, etc. on the back of this form

Signature: _____

Date: _____

Form 4: Employer Survey

Please attach your
business card
HERE

Engineering Technology Department
Fenn College of Engineering
Cleveland State University

Employer Survey

We are required to do follow-up on our graduates on a periodic basis. The information that you provide us on this form will help us prepare accreditation reports, improve our programs, and recruit new students. Your feedback is the most important input in our efforts to provide a quality education. Please rest assured that your responses will remain confidential, all responses will be compiled into statistical data without mention of any individuals.

Supervisor's Name: _____

Title/Position: _____

Company Name: _____

Address: _____ City/State/Zip: _____

E-mail Address: _____ Phone: _____

Name of our graduate who you supervise: _____

Job Title/Description: _____

How long has this individual been under your supervision? _____

Please rate your impressions of this individual in the following areas:

| Use the following grading scale: A = Very Good B = Good C = Fair D = Poor F = Very Poor | A | B | C | D | F |
|--|---|---|---|---|---|
| Overall educational preparation | | | | | |
| Technical knowledge | | | | | |
| Technical skill | | | | | |
| Work attitude | | | | | |
| Work quality | | | | | |
| Job mobility & potential progression | | | | | |

Strengths: _____

Weaknesses: _____

What improvements would you suggest in the educational program completed by this employee?

Please mail this completed form to us in the postage-paid return envelope.

Form 5: **Alumni Survey**
 Department of Engineering Technology
 Fenn College of Engineering
 Cleveland State University

Alumni Information Form
 (All information provided will remain confidential)

We are required to do follow-up surveys on our graduates on a periodic basis. The information that you provide on this form will help us prepare accreditation reports, improve our programs, and recruit new students. Your feedback is the most important input in our efforts to provide a quality educational program. Please rest assured that your responses will remain confidential; all responses will be compiled into statistical data without mention of any individuals.

Name: _____ Year Graduated _____

Home Address: _____ City/State/Zip: _____

E-mail Address: _____ Home Phone: _____

Employer Name: _____ Job Title: _____

Employer Address: _____ City/State/Zip _____

Email Address: _____ Work Phone: _____

Job Related Questions:

1. Did you change your place of employment after receiving your bachelor's degree? YES NO
2. Were you promoted after receiving your bachelor's degree? YES NO
3. Are you satisfied in general with your current employment situation? YES NO
4. How many hours do you work per week on the average? _____
5. Please indicate below your approximate annual salary range:

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| \$16 – 20K | \$21 – 25K | \$26 – 30K | \$31 – 35K | \$36 – 40K | \$41 – 45K |
| \$46 – 50K | \$51 – 55K | \$56 – 60K | \$61 – 65K | \$66 – 70K | Over \$71K |

6. We are required to survey employers on a periodic basis to determine their satisfaction with our ET program.

Would it be okay for us to survey your employer at some time in the future? YES NO

Your immediate supervisor's name: _____

Mail Stop: _____ City/State/Zip: _____

Reflecting on your overall educational experience at CSU, please grade each of the following:

| Item | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|------|------|------|-----------|
| 7. Quality of full-time Engineering Technology faculty | | | | | |
| 8. Quality of part-time Engineering Technology faculty | | | | | |
| 9. Overall service provided by the Engineering Technology Dept. | | | | | |
| 10. Quality of laboratories and equipment | | | | | |
| 11. Quality of academic advising received | | | | | |
| 12. Service provided by other University offices | | | | | |
| 13. Assistance of Career Services | | | | | |

Please Attach Your
Business
Card

**Engineering Technology Department
Fenn College of Engineering
Cleveland State University**

Graduate Questionnaire
(All information provided will remain confidential)

| 1 = worst, lowest, poor 5 = best, highest, excellent | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Satisfaction with your job | | | | | |
| Satisfaction with your starting salary after graduation | | | | | |
| Satisfaction with career mobility opportunities | | | | | |
| Satisfaction with your job title | | | | | |
| Overall satisfaction with the technical education you received in our BSET program | | | | | |

| |
|---|
| Have you been Promoted since your graduation? |
| Have you considered attending graduate school? If yes, which program and where? |
| Would you be interested in a Practice-Oriented Master of Science in Electronic & Computer Engineering Technology degree? |

Please list the five most important technical topics & skills that you believe should be included as part of a quality electronic technology education appropriate for your current position.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

We would like to keep you informed about short courses, workshops, new programs, etc.; but, in order to *this* we need to keep our database current. Give us a call, or send us an e-mail to update job or mailing address changes. **Please keep in touch; it's easier than ever now if you use e-mail us at: engrtech@csuohio.edu**