

Using pen or pencil, please fill in the appropriate box or circle with your response.

Part I. Personal Information

1. When you entered this institution were you:

- A first-time college student A transfer student from a two-year institution
 A transfer student from a four-year institution

2. What was your age when you entered this institution:

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3. Are you: Male Female

4. Are you a U.S. Citizen? Yes No [If "no," please go to Question 6]

5. If "Yes," with which of the following racial/ethnic groups do you closely identify? (Select all that apply.)

- White/European American American Indian/Alaskan Native
 Black/African American Hawaiian or Pacific Islander
 Hispanic or Latino Other (please specify): _____
 Asian

6. What is the highest level of formal schooling attained by your parents or guardian?

	<u>Mother</u>	<u>Father</u>	<u>Guardian</u>
High School Diploma, GED, or less	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some college (incl. Associate's degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Approximately what is your parents'/guardians' annual family income?

- Below \$20,000 \$90,001-\$110,000
 \$20,001-\$30,000 \$110,001-\$130,000
 \$30,001-\$50,000 \$130,001-\$150,000
 \$50,001-\$70,000 More than \$150,000
 \$70,001-\$90,000

8. Did you take the SAT or ACT tests? (Please select all that apply.)

- No. I did not take either exam.
 Yes, I took the SAT exams, and my scores were approximately:

SAT-Verbal

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 SAT-Math

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- Yes, I took the ACT exam, and my Composite Score was approximately:

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9. Knowing what you know now, how well prepared were you for basic science and math courses when you entered college?

- Not at all
 Slightly
 Moderately
 Very well prepared

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10. What was your approximate overall academic average in:

	High School	College
3.50-4.00 (A- to A)	<input type="radio"/>	<input type="radio"/>
3.00-3.49 (B to A-)	<input type="radio"/>	<input type="radio"/>
2.50-2.99 (B- to B)	<input type="radio"/>	<input type="radio"/>
2.00-2.49 (C to B-)	<input type="radio"/>	<input type="radio"/>
1.50-1.99 (C- to C)	<input type="radio"/>	<input type="radio"/>
Below 1.49 (Below C-)	<input type="radio"/>	<input type="radio"/>

11. As an undergraduate, were you (select all that apply):

- a. Enrolled primarily as a Full-time student Part-time student
- b. Employed primarily Not employed while taking classes
 On-campus, part-time while taking classes
 Off-campus, part-time while taking classes
 Full-time while taking classes

12. As an undergraduate, approximately how many months did you spend:

	None	1 - 4	5 - 8	9 - 12	More than 12 Months
As an intern or a co-op student in industry or an engineering firm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling internationally (not study abroad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved in student design project(s)/competition(s) beyond class requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

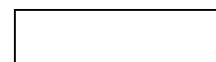
13. As an undergraduate, how active have you been in a student chapter of a professional society or engineering organization?

- Not at all Somewhat Moderately Highly

Part II. Your Undergraduate Engineering Experiences

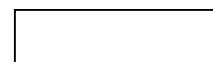
14. Thinking about your in-class and out-of-class experiences, please rate your ability to do the following:

	No Ability	Some Ability	Adequate Ability	More than Adequate Ability	High Ability
A. Technical Skills and Abilities:					
Apply knowledge of math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge of physical sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply discipline-specific engineering knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design an experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out an experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze evidence or data from an experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret results of an experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand essential aspects of the engineering design process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply systematic design procedures to open-ended problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design solutions to meet desired needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define key engineering problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate a range of solutions to an engineering problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



B. Professional Skills:

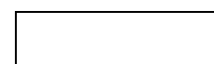
	No Ability	Some Ability	Adequate Ability	More than Adequate Ability	High Ability
Work in teams of people with a variety of skills and backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with others to accomplish team goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in teams where knowledge and ideas from multiple engineering disciplines must be applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work through ethical issues in engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider ethical issues when working on engineering problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct yourself professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the engineering code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand technical codes and standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convey ideas in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convey ideas verbally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convey ideas in formal presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convey ideas in graphs, figures, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the impact of engineering solutions in a global context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the impact of engineering solutions in a societal context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand contemporary issues (economic, environmental, political, societal, etc.) at the local, national, and world level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand that engineering decisions and contemporary issues can impact each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use knowledge of contemporary issues to make engineering decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply engineering techniques in engineering practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply engineering skills in engineering practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply engineering tools in engineering practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate engineering techniques, skills, and tools to solve real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply interpersonal skills in managing people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



C. Analytical/Thinking Skills:	No Ability	Some Ability	Adequate Ability	More than Adequate Ability	High Ability
Break down complex problems to simpler ones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply fundamentals to problems that I haven't seen before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify critical variables, information, and/or relationships involved in a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know when to use a formula, algorithm, or other rule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and understand organizing principles (laws, methods, rules, etc.) that underlie problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draw conclusions from evidence or premises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a course of action based on my understanding of a whole system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that a process or product meets a variety of technical and practical criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare and judge alternative outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop learning strategies that I can apply in my professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To what extent are you:	Not at All	Somewhat	Moderately	Highly
Motivated to acquire and apply new technologies and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to learn and apply new technologies and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take advantage of new opportunities to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How often did the following occur in the courses you took in your department?	Almost Never	Occasionally	Often	Almost Always
Assignments and class activities were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments, presentations, and learning activities were clearly related to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors made clear what was expected of students in the way of activities and effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worked cooperatively with other students on course assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students taught and learned from each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We worked in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I discussed ideas with my classmates (individuals or groups).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got feedback on my work or ideas from my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interacted with other students in the course outside of class .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We did things that required students to be active participants in the teaching and learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors gave me frequent feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors gave me detailed feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors guided students' learning activities rather than lecturing or demonstrating the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interacted with instructors as part of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interacted with instructors outside of class (including office hours, advising, socializing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17. How often did the following occur in your engineering major?

	Almost Never	Occasionally	Often	Almost Always
My engineering courses emphasized tolerance and respect for differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My engineering courses encouraged me to examine my beliefs and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My engineering friends and I discussed diversity issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my major, I observed the use of offensive words, behaviors, or gestures directed at students because of their identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was harassed or hassled by others in my major because of my identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither nor Disagree	Agree	Strongly Agree
The faculty in my department are committed to treating all students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department emphasizes the importance of diversity in the engineering workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know some students who feel like they don't fit in this department because of their identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus climate at this institution is generally one of openness and tolerance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III. Additional Information and Plans

19. How satisfied are you with your engineering program overall?

- Very dissatisfied
 Somewhat dissatisfied
 Neither satisfied nor dissatisfied
 Somewhat satisfied
 Very satisfied

20. What is your anticipated graduation date?

- Spring '04
 Summer '04
 Fall '04
 Other

21. What is the major field of your bachelor's degree?

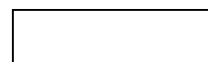
- Aerospace Engineering
 Electrical Engineering
 Chemical Engineering
 Industrial Engineering
 Civil Engineering
 Mechanical Engineering
 Computer Engineering
 Other (please specify): _____

22. Do you have a second major or minor?

- No
 Yes
 in engineering, science, or math
 outside of engineering (please specify): _____

23. By the end of this academic year, will you have taken the Fundamentals of Engineering (FE) Examination?

- Yes
 No
 (please go to #24)
a. If you have taken the FE, did you pass? Yes No
b. How important is it to you to do well on the exam?
 Not important
 Slightly important
 Moderately important
 Very important



24. What are your plans for the next year?

Continue undergraduate education:

- Full-time
- Part-time

Employment:

- In an engineering-related occupation full-time
- In an engineering-related occupation part-time
- Outside engineering full-time
- Outside engineering part-time

Graduate School:

- In an engineering discipline full-time
- In an engineering discipline part-time
- Outside engineering full-time
- Outside engineering part-time
- Other (please explain): _____

Thank you for your participation!

Please return your completed survey in the prepaid envelope provided.

