

Undergraduate Alumni Survey

Masters Txt Intro

This spring, the University Office of Evaluation and Educational Effectiveness is surveying ASU alumni who graduated 3 years ago.

Alumni are asked to complete this survey on their undergraduate and graduate experiences. **Since you completed both an undergraduate and graduate degree in that academic year, you will be asked to answer questions relating to both your undergraduate and graduate degree.**

The initial portion of the survey, with the exception of one question, relates to your undergraduate experiences; similar questions about your graduate experiences will follow. Items will specify if they refer to your undergraduate or graduate experiences.

Feedback you provide will be used to enhance our educational offerings and services for future students.

Your responses are confidential and no identifying information is shared with any party outside of ASU.

If you have questions, call us toll-free at 888-683-2786 or at 480-965-9223 in the Phoenix area.

Thank you for your feedback!

University Office of Evaluation and Educational Effectiveness
Box 875204
Tempe, AZ 85287-5204
Telephone: 480-965-9291
<http://uoeee.asu.edu/>
AlumniSurvey@asu.edu

Undergrad Txt Intro

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Employment Information

Are you currently...?

- Employed full-time (35 hours per week or more)
- Employed part-time (less than 35 hours per week)
- Not employed and looking for work
- Not employed and not looking for work (e.g., full time student, parent, volunteer)

Are you currently working more than one job?

- Yes
 No

How many hours per week are you currently working at your PRIMARY job?

- 1-5
 6-10
 11-15
 16-20
 21-25
 26-30
 31-35
 36-40
 40+

Since graduating from ASU, have you been employed?

- Yes
 No

Please indicate how long you have been searching for a job.

- Less than a month
 One to two months
 Three to five months
 Six to eight months
 More than eight months

Please indicate your reasons for not looking for work.

- I am continuing my education
 I am serving in a volunteer capacity or on a religious mission
 I am a full-time parent or caregiver
 Other, please specify:

As you are working more than one job, please answer the following questions as they relate to your **primary position**.

Employer and job information

Please tell us about your \${e://Field/V5}. When describing your job title and the name of your employer, please spell out any acronyms.

Position:

Company or organization name:

What $\{e://Field/V7\}$ the location (city, state, country) of your $\{e://Field/V5\}$?

Please choose the category below that best describes your professional field (i.e., the work you do, **NOT** your employer).

- | | |
|---|---|
| <input type="radio"/> Accounting | <input type="radio"/> Media / Journalism |
| <input type="radio"/> Architecture / Design / Planning | <input type="radio"/> Performing / Visual Arts |
| <input type="radio"/> Banking / Finance | <input type="radio"/> Publishing / Writing |
| <input type="radio"/> Communications / Public Relations / Advertising | <input type="radio"/> Research / Development |
| <input type="radio"/> Community / Protective Services / Social Services | <input type="radio"/> Sales / Marketing / Real Estate |
| <input type="radio"/> Education | <input type="radio"/> Science / Engineering |
| <input type="radio"/> Health | <input type="radio"/> Service Industry / Retail |
| <input type="radio"/> Office Administration / Human Resources | <input type="radio"/> Sports / Recreation |
| <input type="radio"/> Law / Legal Services | <input type="radio"/> Technology / Information Systems |
| <input type="radio"/> Manufacturing / Supply Chain Management | <input type="radio"/> Other, please specify: <input type="text"/> |

$\{e://Field/V10\}$ you self-employed?

- Yes
 No

$\{e://Field/V10\}$ you an owner or founder of the company or organization in which you $\{e://Field/V4owner\}$?

- Yes
 No

How would you categorize the type of company or organization for which you $\{e://Field/V4\}$?

- Educational institution
 Government agency: national, state, local, or foreign
 Private/For-Profit sector
 Non-profit
 Medical Institution
 Other, please specify:

Educational Institution

- Medical school or university affiliated hospital or medical center
 College or university (not medical school)
 Community college, junior college, or technical school
 Pre-K, elementary, secondary, or special focus school

Government Agency

- National government (US or foreign)
- State or local government
- Tribal government

About how many employees work at this company or organization?

- I am the only person working at this company or organization
- 2 - 9
- 10 - 99
- 100 - 499
- 500 - 999
- 1,000 - 2,499
- 2,500 plus

How long has this company or organization been in existence?

- Less than 2 years
- 2 - 5 years
- 6 - 10 years
- More than 10 years

Is this position...

- An internship
- A post-doc
- Temporary (i.e., designed by the employer to be less than one year)
- None of the above

How closely $\{e://Field/V7\}$ this job related to the undergraduate field you studied at ASU?

Closely related

Somewhat related

Not at all related

How closely $\{e://Field/V7\}$ this job related to the graduate field you studied at ASU?

Closely related

Somewhat related

Not at all related

How satisfied $\{e://Field/V8\}$ you in this job?

Very satisfied

Satisfied

Dissatisfied

Very dissatisfied

How long $\{e://Field/V9\}$ employed at this company or organization?

Less than 1 year

1 - 2 years

3 - 5 years

6 - 9 years

10 years or more

How long $\{e://Field/V9\}$ employed in this position?

Less than 1 year

1 - 2 years

3 - 5 years

6 - 9 years

10 years or more

#{e://Field/V10} you in a leadership position in your **#{e://Field/V10a}** job (e.g., supervising projects or staff)?

- Yes
 No

Did you participate in an internship with this company or organization (while at ASU)?

- Yes
 No

Since graduating, **#{e://Field/V12}** a promotion of increased technical, supervisory, or managerial responsibility **#{e://Field/V12a}**?

- Yes
 No

#{e://Field/V13} in professional development offered through your **#{e://Field/V13b}** employer?

- Yes
 No

Gross annual salary amount, *excluding* bonuses **#{e://Field/salary}**

Gross annual salary range, *excluding* bonuses **#{e://Field/salary}**

- | | |
|---|---|
| <input type="radio"/> \$0 - \$14,999 | <input type="radio"/> \$45,000 - \$59,999 |
| <input type="radio"/> \$15,000 - \$24,999 | <input type="radio"/> \$60,000 - \$79,999 |
| <input type="radio"/> \$25,000 - \$34,999 | <input type="radio"/> \$80,000 - \$99,999 |
| <input type="radio"/> \$35,000 - \$44,999 | <input type="radio"/> \$100,000 or more |

Please specify your gross annual salary range, *excluding* bonuses **#{e://Field/salary}**

- | | |
|---|---|
| <input type="radio"/> \$100,000 - \$119,999 | <input type="radio"/> \$220,000 - \$239,999 |
| <input type="radio"/> \$120,000 - \$139,999 | <input type="radio"/> \$240,000 - \$259,999 |
| <input type="radio"/> \$140,000 - \$159,999 | <input type="radio"/> \$260,000 - \$279,999 |
| <input type="radio"/> \$160,000 - \$179,999 | <input type="radio"/> \$280,000 - \$299,999 |
| <input type="radio"/> \$180,000 - \$199,999 | <input type="radio"/> \$300,000 or more |
| <input type="radio"/> \$200,000 - \$219,999 | |

Does this job have a commission structure?

- Yes
 No

Did this organization offer you a signing bonus?

- Yes
 No

Please indicate the amount of the bonus.

Does this organization offer performance based bonuses?

- Yes
 No

Please indicate the percentage of salary or amount of the bonus.

Earlier you indicated you currently work multiple jobs. Please provide your gross annual salary, *excluding* bonuses, **inclusive of all jobs**.

Looking for another job

Are you actively looking for another job?

- Yes
 No

In what professional field (i.e., the work you do, NOT your employer) are you looking for a job?

- | | |
|---|---|
| <input type="radio"/> Accounting | <input type="radio"/> Media / Journalism |
| <input type="radio"/> Architecture / Design / Planning | <input type="radio"/> Performing / Visual Arts |
| <input type="radio"/> Banking / Finance | <input type="radio"/> Publishing / Writing |
| <input type="radio"/> Communications / Public Relations / Advertising | <input type="radio"/> Research / Development |
| <input type="radio"/> Community / Protective Services / Social Services | <input type="radio"/> Sales / Marketing / Real Estate |
| <input type="radio"/> Education | <input type="radio"/> Science / Engineering |
| <input type="radio"/> Health | <input type="radio"/> Service Industry / Retail |
| <input type="radio"/> Office Administration / Human Resources | <input type="radio"/> Sports / Recreation |
| <input type="radio"/> Law / Legal Services | <input type="radio"/> Technology / Information Systems |
| <input type="radio"/> Manufacturing / Supply Chain Management | <input type="radio"/> Other, please specify: <input type="text"/> |

Please select the following organizations, if any, in which you are serving or have served.

- United States military/armed forces
 National Guard
 Teach for America
 Peace Corps
 AmeriCorps
 AmeriCorps NCCC
 AmeriCorps VISTA

- City Year
- Youth Build
- Other service organization, please specify:

Certificates and licenses

Have you earned or are you pursuing any certificates or licenses since earning your degree 3 years ago?

***Do not include regular degrees (e.g., bachelor's, master's, doctorate). You will have subsequent questions about your degrees after ASU.

- Yes
- No

Certificate and license information

Please list the certificates and licenses you have earned or are pursuing. Please spell out any acronyms.

1.
2.
3.
4.

Why did you pursue these certificates or licensures?

- Required for my profession
- Necessary for promotion in my field
- Entering a new professional field
- Personal interest
- Other, please specify:

Current student question

Are you **currently enrolled** in a degree program (e.g., bachelor, master, doctorate)?

***Do not include degrees you have already completed. There will be subsequent questions about your completed degrees.

- Yes
- No

Current school and program information

Please indicate the type of degree program.

- Associate (e.g., AA, AS)
- Bachelor (e.g., BA, BS)
- Master (e.g., MA, MS)
- Master of Business Administration (MBA)

- Doctorate (e.g., PhD, EdD, PsyD)
- Medical Doctorate (e.g., MD, OD, DVM, DDS, DNP)
- Juris Doctorate (JD)
- Other, please specify:

What is your current enrollment status?

- Part time
- Full time

School Information. Please spell out any acronyms.

Field of study:

School:

Expected completion year:

School location (city, state, country):

Subsequent Degrees

Have you earned any degrees since graduating from ASU 3 years ago?

- Yes
- No

Subsequent degree school and program information

Please indicate the type of degree program.

- Associate (e.g., AA, AS)
- Bachelor (e.g., BA, BS)
- Master (e.g., MA, MS)
- Master of Business Administration (MBA)
- Doctorate (e.g., PhD, EdD, PsyD)
- Medical Doctorate (e.g., MD, OD, DVM, DDS, DNP)
- Juris Doctorate (JD)
- Other, please specify

School Information. Please spell out any acronyms.

Field of study:

School:

Year degree was awarded:

School location (city, state, country):

ASU block

When thinking about your undergraduate years at ASU, how would you rate your overall experience?

Excellent	Good	Fair	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select the categories below that best describe the clubs/student organizations in which you participated when you were an undergraduate student at ASU.

- | | |
|---|--|
| <input type="checkbox"/> I did not participate in a club/student organization | <input type="checkbox"/> Fraternity/Sorority Life |
| <input type="checkbox"/> Academic | <input type="checkbox"/> Community Service/Public Interest |
| <input type="checkbox"/> Multicultural/Diversity | <input type="checkbox"/> Performing Arts/Cultural |
| <input type="checkbox"/> Sport/Recreation/Health/Wellness | <input type="checkbox"/> Religious/Spiritual |
| <input type="checkbox"/> Student Government | <input type="checkbox"/> Other, please specify: <input type="text"/> |
| <input type="checkbox"/> Entrepreneurship | |

Please list the names of the student clubs/organizations, if any, in which you participated while an undergraduate student at ASU:

1.
2.
3.
4.

Please select any ASU undergraduate experiences that have been especially valuable to you.

- | | |
|---|--|
| <input type="checkbox"/> Practicum, internship, field experience, co-op experience, or clinical assignment | <input type="checkbox"/> Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) |
| <input type="checkbox"/> Community service or volunteer work | <input type="checkbox"/> Study abroad |
| <input type="checkbox"/> A learning community, living in a residential college, or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> Group or team projects |
| <input type="checkbox"/> Work on a research project with a faculty member outside course or program requirements | <input type="checkbox"/> Campus activities (clubs, organizations, athletics) |
| <input type="checkbox"/> Conducting use-inspired research that addresses global and local challenges | <input type="checkbox"/> Working on projects with students from diverse fields of study |
| <input type="checkbox"/> Foreign language coursework | <input type="checkbox"/> Other, please specify: <input type="text"/> |
| <input type="checkbox"/> Independent study or self-designed major | |

During your undergraduate studies, how effectively do you think ASU prepared you for...?

	Very effectively	Effectively	Ineffectively	Very ineffectively
A job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very effectively	Effectively	Ineffectively	Very ineffectively
Graduate or professional study in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

While earning your undergraduate degree at ASU, did you participate in an internship (either for your current company, if applicable, or for another company)?

- Yes
- No

Did this internship lead to an offer of full-time employment with this organization?

- Yes
- No

Did you accept this offer?

- Yes
- No

All Engineering block

The next few questions are about your experience in an engineering program and will help with the university's reporting to the Accreditation Board for Engineering and Technology (ABET).

How strong was your ASU undergraduate engineering program in preparing you in each of the following areas?

	Very strong	Strong	Adequate	Weak	Very weak
Ability to apply knowledge of mathematics, science, and engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to design and conduct experiments, as well as to analyze and interpret data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to design a system, component, or process to meet desired needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to function on multi-disciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify, formulate, and solve engineering problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of professional and ethical responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate engineering concepts in writing (e.g. in reports, plans, technical memos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate effectively in presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand impact of engineering solutions in a global and societal context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your recognition of the need for, and ability to engage in lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of contemporary issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use techniques, skills, and modern tools necessary for engineering practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to respond to the technical needs of a diverse metropolitan community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aerospace Engineering

Aerospace Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The aerospace engineering undergraduate program has the following program objectives:

1. Our graduates will be employed as engineers or will be enrolled in (or have graduated from) engineering or professional graduate school.
2. Our graduates will be sought out to contribute to the design of solutions to complex engineering problems.
3. Our graduates will demonstrate professionalism and will hold positions of increasing responsibility within their organizations.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Since graduating, how often have you contributed to designing solutions to complex engineering problems?

Very often

Often

A few times

Not at all

Briefly describe an example project where you contributed to designing solutions to complex engineering problems.

Biomedical Engineering

Biomedical Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The biomedical engineering undergraduate program has the following program objectives:

We expect our graduates to:

1. Be productively employed, progressing in graduate study, or progressing in a health-professions program (including medical school), especially in human and animal medicine, biotechnology and related biology-based or medical device engineering fields.
2. Continue to develop technical knowledge, awareness and leadership abilities to address domestic or global issues in human health and biomedical engineering.
3. Ethically and responsibly contribute to society, drawing from an integrated, multidisciplinary biomedical engineering education, with particular emphasis on health-care outcomes and sustainability.

Do you believe that these are appropriate objectives for the program?

- Yes

- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives

How would you rate your program's preparation for interdisciplinary work in bioengineering fields?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Excellent | Good | Fair | Poor |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To what extent is your work related to the following topics?

	Very much	Quite a bit	Some	Very little	Not at all
Biotechnology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Animal medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary bioengineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent does your work focus on issues of sustainability and environmentalism?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very much | Quite a bit | Somewhat | Very little | Not at all |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often do you engage in projects to address domestic or global issues in human health and health care?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very often | Often | A few times | Not at all |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Chemical Engineering

Chemical Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The chemical engineering undergraduate program has the following program objectives:

1. Our graduates will possess the technical knowledge and skills required to solve real-world chemical engineering problems.
2. Our graduates will have made demonstrable progress toward a graduate degree or be considered for a technical promotion within three to five years of graduation.
3. Our graduates will demonstrate professionalism and will hold positions of increasing responsibility within their organizations.

Do you agree that these are appropriate objectives for the program?

- Yes
- No

Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

To what extent did your program help you develop the technical knowledge and skills necessary to solve real-world chemical engineering problems?

Very much

Quite a bit

Somewhat

Very little

Not at all

How important are your technical knowledge and skills to your job?

Very important

Important

Somewhat important

Not at all important

Have you been considered for a technical promotion (e.g., change in technical responsibilities or title such as Engineer Level II)?

Yes

No

Unsure

Have you received a technical promotion?

Yes

No

To what extent did your program help you develop knowledge of business relationships and good business practices?

Very much

Quite a bit

Somewhat

Very little

Not at all

How important are your business knowledge and skills to your job?

Very important

Important

Somewhat important

Not at all important

Have you been considered for a business promotion (e.g., change in managerial responsibilities such as becoming a project leader)?

Yes

No

Unsure

Have you received a business promotion?

Yes

No

Civil Engineering

Civil Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The civil engineering undergraduate program has the following program objectives:

1. Our graduates will be employed as engineers or will be enrolled in (or have graduated from) engineering or professional graduate school.
 2. Our graduates will provide engineering and program management services for civil infrastructure development that protect and enhance the environment while stewarding natural resources.
 3. Our graduates will demonstrate professionalism and will hold positions of increasing responsibility within their organizations.
-

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Have you contributed to the solution of engineering problems?

- Yes
- No

Please briefly describe the project and/or solution.

Have you designed engineering systems, components, or processes?

- Yes
- No

Please briefly describe the systems, components, or processes you designed.

Did you take the Fundamentals of Engineering (FE) exam?

- Yes

No

Did you pass the Fundamentals of Engineering (FE) exam?

Yes

No

Computer Science

Computer Science Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The computer science undergraduate program has the following program objectives:

The alumni of the B.S. degree in Computer Science will:

1. Have demonstrated the ability to tackle challenging computing problems using a comprehensive knowledge of computer science, while reflecting a commitment to quality, innovation, critical thinking, and continuous improvement.
2. Have demonstrated the ability of analyzing and solving complex technical problems from a broad perspective of computer science, including business, societal, and regulatory issues.
3. Have functioned as both a leader and collaborative team member within different environments.
4. Communicate effectively to all constituencies and uphold a commitment to professional and ethical conduct.
5. Be engaged in lifelong learning to maintain currency in an ever-changing field, to innovate, and to attain professional advancement.

Do you agree that these are appropriate objectives for the program?

Yes

No

Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

For each of the following areas, please rate both your **preparation** while in the Computer Science Program *and* the **importance** of the skills to your success post-graduation.

Ability to apply knowledge of computing and of mathematics appropriate to computer science.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very High	High	Average	Low	Very Low	Not Applicable
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to design, implement and evaluate a program to meet desired needs.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to function effectively on teams.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to function effectively when working with others from other disciplines.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of professional responsibilities in computing.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to communicate effectively in writing.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to communicate effectively in presentations.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding the impact of engineering solutions in a global, economic, environmental and societal context.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recognition of the need for and the ability to engage in lifelong learning.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to use current techniques, skills and tools necessary for computing practice.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to apply mathematical foundations, algorithmic principles and computer science theory in the modeling and design of software.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comprehension of the tradeoffs involved in design decisions.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to apply design and development principles in the construction of software systems of varying complexity.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to assume increasing responsibilities and career advancement.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Computer Systems Engineering

Computer Systems Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The computer systems engineering undergraduate program has the following program objectives:

We expect our alumni to exhibit one or more of the following:

1. Success in a chosen field as evidenced by continued employment and accomplishments.
2. Advancement as shown by promotion to a position of increased technical, supervisory or management responsibility.
3. Engagement in lifelong learning to maintain currency in an ever-changing field.
4. Graduation from a graduate or professional school degree program.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

For each of the following areas, please rate both your **preparation** while in the Computer Systems Engineering Program *and* the **importance** of the skills to your success post-graduation.

Ability to apply knowledge of mathematics, science, engineering and computer systems engineering to solve technical problems.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to design and conduct experiments, as well as to analyze and interpret data.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to design a computing solution to meet desired needs within realistic constraints.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to function effectively on teams.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to function effectively when working with others from other disciplines.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to analyze and solve computer systems problems.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of professional, ethical, legal, security and social issues and responsibilities in computing.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very High	High	Average	Low	Very Low	Not Applicable
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to communicate effectively in writing.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to communicate effectively in presentations.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding the impact of engineering solutions in a global, economic, environmental and societal context.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recognition of the need for and the ability to engage in lifelong learning.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to identify contemporary issues in computing and engineering.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to use modern engineering techniques, skills, and tools necessary for computer systems engineering practice.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recognition of the importance of innovation, critical thinking and continuous improvement.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation for assuming increasing responsibilities and career advancement.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Construction Engineering

Construction Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The construction engineering undergraduate program has the following program objectives:

Graduates of the program will:

1. Lead collaboration with professionals across the AEC community to improve the project delivery process.
 2. Ethically engage in professional practice.
 3. Demonstrate lifelong learning skills through certifications, professional development, and registration as appropriate for their employers.
 4. Address sustainably the needs of society through the built environment.
 5. Successfully balance technical aspects of engineering and practical applications of construction.
-

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Construction Management

Construction Management & Technology Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The construction management undergraduate program has the following program objectives:

The graduates of our program will be:

1. Lead collaboration with professionals across the Architectural/Engineering/Construction (AEC) community to improve the project delivery process.
 2. Ethically engage in professional practice.
 3. Demonstrate lifelong learning skills through certifications, professional development, technological innovation, and registration as appropriate for their employers.
 4. Sustainably address the needs of society through the built environment.
 5. Successfully balance technical aspects of applied construction science and practical applications of construction.
 6. Value diversity and be inclusive within the work environment.
-

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Electrical Engineering

Electrical Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The electrical engineering undergraduate program has the following program objectives:

We expect our alumni to exhibit one or more of the following:

1. Graduating from a graduate or professional school degree program
 2. Achieving success in a government, industrial, commercial, entrepreneurial or academic position as evidenced by continued employment and technical accomplishments
 3. Progressing in chosen career as shown by promotion to a position of increased technical, supervisory or management responsibility
-

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

In your job, which of the following technical accomplishments have you achieved? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Designed a simulation | <input type="checkbox"/> Conducted a critical review and analysis of literature |
| <input type="checkbox"/> Designed an experiment | <input type="checkbox"/> Submitted a patent application |
| <input type="checkbox"/> Designed a prototype building | <input type="checkbox"/> Coordinated a team effort on a large or complex project |

Engineering Management

Engineering Management Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The engineering management undergraduate program has the following program objectives:

The graduates of our program will be:

1. Leading multidisciplinary engineering teams through identifying, defining, planning, executing, controlling, managing risk, and closing of major engineering projects and problems that are reflected in their Industry

Focus Areas.

2. Acquiring new skills and training for lifelong learning through opportunities at their employer or through advanced study in graduate school or other special interest areas.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Environmental Engineering**Environmental Engineering Program**

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The environmental engineering undergraduate program has the following program objectives:

The educational objectives of the ASU Environmental Engineering program are to prepare its graduates such that three to five years after graduation they can:

1. Comprehend the scope of complex environmental problems and participate in developing solutions.
2. Establish a career based on technical competence, integrity, and passion.
3. Incorporate industry or educational experiences to advance the field and contribute to the well-being of society and the environment.
4. Work cooperatively and effectively with culturally diverse colleagues.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Information Technology**Information Technology Program**

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The information technology undergraduate program has the following program objectives:

1. As our graduates mature, they will hold positions of increasing responsibility and leadership within their respective IT organizations.
2. Our graduates will have made demonstrable progress toward a graduate degree or be considered for technical promotion within three to five years of graduation.
3. Our graduates will continually demonstrate professional ethical standards as they hold positions of increasing responsibility within their organizations.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Industrial Engineering

Industrial Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The industrial engineering undergraduate program has the following program objectives:

The graduates of the Industrial Engineering bachelor's program will be:

1. Developing, implementing and improving processes, operations and systems in industries that are reflected in the Career Focus Area of the program.
2. Acquiring new skills and training for lifelong learning through opportunities at their employer or through advanced study in graduate school or other special interest areas.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

For each of the following areas, please rate both your **preparation** while in the Industrial Engineering Program *and* the **importance** of the skills to your success post-graduation.

Understanding of the mathematics and physical, social, and computer sciences underlying Industrial Engineering.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to design and conduct experiments, as well as analyze and interpret data.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to design, develop, implement and improve systems of people, materials, information, capital, and energy so as to improve competitiveness.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to function on multi-disciplinary teams.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to model complex systems using appropriate analytical, computational and experimental practices.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to think, function and behave in a professional manner.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to communicate effectively (e.g. in reports, plans, technical memos, and presentations).

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of the impact of engineering solutions in a global, economic, environmental and societal context.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very High	High	Average	Low	Very Low	Not Applicable
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recognition of the need for, and an ability to engage in life-long learning.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of the processes used to deliver high quality, low cost and timely goods and services.

	Very High	High	Average	Low	Very Low	Not Applicable
Preparation level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Materials Engineering

Materials Science and Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The materials science and engineering undergraduate program has the following program objectives:

1. Our graduates will solve real-world materials engineering challenges within their organizations by applying the required technical knowledge and, skills, and critical thinking.
2. Our graduates will have made demonstrable progress toward a graduate degree or be considered for a technical promotion potentially within three to five years of graduation.
3. Our graduates will demonstrate professionalism, leadership, lifelong learning, professional development, and ability to work in teams, and will hold positions of increasing responsibility within their organizations.
4. Our graduates will demonstrate an ethical approach to their profession including consideration of economic, societal, cultural, and environmental impact.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Please select the areas below in which you have worked since graduating from ASU. Check all that apply.

- Research of materials
- Analysis of materials
- Development of materials
- Other, please specify:
- Processing of materials

Briefly describe an example project where you worked in the research, development, processing, or analysis of materials.

Mechanical Engineering

Mechanical Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The mechanical engineering undergraduate program has the following program objectives:

1. Our graduates will be employed as engineers or will be enrolled in (or have graduated from) engineering or professional graduate school.
2. Our graduates will be sought out to contribute to the design of solutions to complex engineering problems.
3. Our graduates will demonstrate professionalism and will hold positions of increasing responsibility within their organizations.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Since graduating, have you contributed to the design of solutions to complex engineering problems?

- Yes
- No

How did you become involved in contributing to these solutions?

- I was asked to contribute by a peer
- I volunteered
- I was asked to contribute by a supervisor
- Other, please specify:
- I was asked to contribute by a client

Manufacturing Engineering

Manufacturing Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The manufacturing engineering undergraduate program has the following program objectives:

1. Graduates will successfully transition into a broad range of career options, including industry, government, and graduate engineering and professional education.
 2. Graduates will be agile engineers: lifelong learners with a comprehensive set of skills appropriate to the needs of the dynamic global economy.
 3. Graduates will be capable of leadership in engineering and non-engineering settings.
 4. Graduates will have the skills and knowledge necessary to attain their desired levels of financial security, entrepreneurial success, and post-baccalaureate education while being well-rounded human beings that participate in a rich spectrum of human activities.
-

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Software Engineering

Software Engineering Program

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The software engineering undergraduate program has the following program objectives:

The program's goal is to provide a professionally guided education in software engineering that prepares graduates to transition into a broad range of career options: industry, government, computing graduate program, and professional education.

Within a few years of completion, graduates exhibit the following characteristics:

1. Demonstrates agility in solving software and system challenges with a comprehensive set of skills appropriate to the needs of the dynamic global computing-based society.
 2. Capable of diverse team and organizational leadership in computing project settings.
 3. Demonstrates ethical principles in the application of computing-based solutions to societal and organizational problems.
 4. Continually acquires skills and knowledge to support a professional pathway, including (but not limited to) communication, analytic, and technical skills.
-

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

Engineering

ABET engineering accreditation requires every program to identify program objectives which are broad statements describing what graduates are expected to attain within a few years of graduation. The engineering undergraduate program has the following program objectives:

1. Within 3-5 years after graduating, our alumni will have entered into a broad range of career paths including industry, government, nonprofit, entrepreneurship, and graduate and professional education.
2. Within 3-5 years after graduating, our alumni will progress in their chosen career as shown by increased technical, supervisory, and/or management responsibility.
3. Within 3-5 years after graduating, our alumni will contribute to solutions of complex problems by drawing from an integrated multi-disciplinary engineering education.

Do you agree that these are appropriate objectives for the program?

- Yes
- No
- Maybe

Please share comments and/or suggestions for changes or improvements of the program objectives.

ASU Experience block

To what extent has your overall undergraduate experience at ASU contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
Acquiring a broad general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring leadership and management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding ethical standards in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring an ability to adapt to changing technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very much	Quite a bit	Some	Very little
Acquiring an ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring an ability to work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and evaluating new opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating multiple perspectives when solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with the community to address global and local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and/or leading a new enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability (Addressing the balance between environmental, social, and economic concerns)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Final Block

Please describe any particular skills or areas of knowledge that were NOT covered in your undergraduate program that should have been covered.

What suggestions do you have for improving programs and services for undergraduate students?

Master's Block I

The following questions relate to your experiences at ASU while working on your graduate degree.

When thinking about your graduate years at ASU, how would you rate your overall experience?

Excellent
 Good
 Poor
 Very poor

Please select any ASU graduate experiences that have been especially valuable to you.

- Work with faculty on research projects
- Work with faculty on creative works or performances
- Present a paper, research, or creative work at a college, department, or program-sponsored event
- Present papers or creative works at regional or national meetings
- Teaching assistantship
- Research assistantship / fellowship
- Working on projects with students from diverse majors
- Publish or perform a creative work
- Co-author articles or co-present with a faculty member
- Receive assistance from your college / department / program in preparing for a job search
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Conducting use-inspired research that addresses global and local challenges
- Other, please specify:

During your graduate studies, how effectively do you think ASU prepared you for...?

	Very effectively	Effectively	Ineffectively	Very ineffectively
A job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Further study in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

While earning your graduate degree at ASU, did you participate in an internship?

- Yes
 No

Did this internship lead to an offer of full-time employment with this organization?

- Yes
 No

Did you accept this offer?

- Yes
 No

How many publications have you had since graduating three years ago?

- 0 3 6 - 10
 1 4 More than 10
 2 5

How many of these were in peer-reviewed journals?

- 0 3 6 - 10
 1 4 More than 10
 2 5

How many times have you presented at a local, regional, or national conference?

- 0 3 6 - 10
 1 4 More than 10
 2 5

To what extent has your graduate experience at ASU contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little	Not at all
Subject matter in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills and methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking and presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of computer applications in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very much	Quite a bit	Some	Very little	Not at all
Quantitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical standards in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing contacts with colleagues in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical skills needed in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt to changing technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership and management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performances, exhibitions, and other creative expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and evaluating new opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating multiple perspectives when solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with the community to address global and local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and/or leading a new enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability (Addressing the balance between environmental, social, and economic concerns)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Master's Block Final

Please describe any particular skills or areas of knowledge that were NOT covered in your graduate program that should have been covered.

What suggestions do you have for improving programs and services for graduate students?