Bachelor of Science in Mechanical Engineering (BSME)
2019/20 Program Assessment Report

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1. Introduction

This report documents the assessment activities undertaken within the Bachelor of Science in Mechanical Engineering (BSME) program at the Oregon Institute of Technology during the 2019-20 academic year. The BSME program is delivered at three campuses within the University – Klamath Falls, Portland-Metro (in Wilsonville) and Seattle. The MMET Department's other two degree programs (the Bachelor of Science in Mechanical Engineering Technology, BSMET and the Bachelor of Science in Manufacturing Engineering Technology, BSMFG) share a number of common courses with the BSME and thus faculty input from the staff on these programs is also considered when assessing the effectiveness of several Departmental courses.

As discussed in the 2018/19 report, data collection and reporting activities within the MMET Department were poorly coordinated and executed that year – predominantly due to a reorganization within the leadership structure. It was sincerely hoped that significant improvements could be made in the 2019/20 academic year.

The MMET Department did enjoy a strong start to the 2019/20 academic year – during the summer of 2019, the BSME Program Director coordinated with the respective Site Directors of the three campuses and developed a coherent and robust assessment strategy (Table 1) – utilizing two direct and one indirect assessment item. Unfortunately, like in past years, participation in assessment activities was limited at the Klamath Falls and Seattle campuses.

Table 1: 2019-20 BSME Assessment Schedule (as of October 2019)

Klamath Falls				Wilsonville				Seattle			
SLO/Course	**Term**	**Student Work**	**Who**	**SLO/Course**	**Term**	**Student Work**	**Who**	**SLO/Course**	**Term**	**Student Work**	**Who**
EAC-3: An ability to communicate effectively with a range of audiences											
MECH 437	W20		Moravec	MFG 314	S20	Lab report	Sun				
MECH 363	W20		Lee	ENGR 493	S20	Final rpt	Stover, Myers, Sun				
Sr Survey	S20	Online survey		Sr Survey	S20	Online survey		Sr Survey	S20	Online survey	
EAC-6: An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.											
MECH 363	W20		Lee	MFG 314	S20	Lab report	Sun				
				MECH 318	W20	Lab report	Paxton				
Sr Survey	S20	Online survey		Sr Survey	S20	Online survey		Sr Survey	S20	Online survey	
EAC-7: An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.											
				MECH323	F20	homework, exams, projects, Saber					
				ENGR 493	S20	Final rpt	Stover, Myers, Sun				
Sr Survey	S20	Online survey		Sr Survey	S20	Online survey		Sr Survey	S20	Online survey	

No data was received for MECH 323 (Fall 2020), MECH 437 or MECH 363 (Winter 2020). Data was received and analyzed for MECH 318 (Winter 2020). Similarly, no data was received for ENGR 493 (Spring 2020) from Prof Myers who left University suddenly at the end of the 2018/19 academic year. Profs Sun and Stover did provide data for their ENGR 493 classes (Spring 2020); Prof Stover's data is of limited value however since he did not have any BSME students in his class (and this report focusses specifically on the BSME degree). However, data from Prof Stover's class is included in this report as a matter of interest.

Likewise, the Senior Exit survey (an indirect assessment) received only a single response thus making it statistically unhelpful (Appendix C).

2. Program Mission and Educational Objectives

The mission statement of the Mechanical Engineering (ME) Program is in-line with and built upon the mission statements of both the Institution and the Department. The ME program's Mission Statement and Program Educational Objectives are stated as:

Mechanical Engineering Program Mission Statement

The Mechanical Engineering Program at Oregon Institute of Technology is an applied engineering program with a focus on hands-on, project-based learning. Its mission is to provide graduates the skills and knowledge for successful careers in mechanical engineering.

Program Educational Objectives (PEO)

The program expects graduates to achieve, within several years of graduation, the following objectives. Mechanical Engineering graduates will have:

- Demonstrated the ability to analyze, design and improve practical thermal and/or mechanical systems.
- Shown the ability to communicate effectively and work well on team-based engineering projects.
- Succeeded in entry-level mechanical engineering positions.
- Pursued continued professional development, including professional registration if desired.
- Successfully pursued engineering graduate studies and research if desired.

These PEO's were last reviewed during the 2015/16 academic year and urgently need to be reviewed to ensure their continued relevance. This review was planned for the 2019/20 academic year, however due to the global COVID-19 pandemic, did not occur. It is suggested that this PEO review be undertaken prior to the next ABET accreditation visit (in 2022).

3. Program Student Learning Outcomes (SLO)

Towards the end of 2017, ABET's Engineering Area Delegation (EAD) approved changes to criterion 3 Student Learning Outcomes (SLOs), applicable beginning the 2019/20 cycle. This remapped and consolidated the "old" 11 SLOs (a-k) into 7 "new" SLOs. Details of this remapping can be found in Appendix A.

In Fall 2018, it was decided by the Chair (Prof. Addison) and the BSME Program Director (Prof. Paxton) that it would be more pragmatic and beneficial if the MMET Department began using the updated SLOs during the 2018/19 academic year (despite these only being required the following year). Doing this would ensure that greatest amount of useful assessment data would be collected in preparation for the next ABET accreditation visit (during the 2021/22 academic year).

To better ensure consistency with the ABET EAC SLOs, Oregon Tech's BSME program has chosen to utilize the same SLOs:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

4. Three-Year Cycle for Assessment of Student Learning Outcomes

The BSME program is using a three-year assessment cycle for its SLOs, with the assessment cycle being the same for all three campuses (Table 2). The 2020/21 academic year is the last year of this cycle, and the 2021/22 assessment items will be the same as those for 2018/19.

Table 2: Three-year assessment cycle timetable

Assessment Criteria	18/19	19/20	20/21
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.			✓
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.			✓
3. an ability to communicate effectively with a range of audiences.		✓	
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	✓		
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	✓		
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.		✓	
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.		✓	

5. Assessment Activities Undertaken 2019/20

The MMET department attempted to conduct formal assessment of three SLOs (#3, #6, #7) during the 2019/20 academic year, as detailed in Table 2.

As discussed in the introduction, assessment activities were limited during the year and only the Portland-Metro campus participated in data collection and assessment process, despite two Klamath-Falls courses being nominated for inclusion.

The outcomes assessed during the 2019/20 academic year were:

- SLO 3: Graduates will have an ability to communicate effectively with a range of audiences.
- SLO 6: Graduates will have an ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions.
- SLO 7: Graduates will have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Direct assessments are evaluated using an outcome-specific rubrics developed by OIT MMET Department and/or other Faculty (Appendix B). The indirect assessment used is a “senior survey”, which all BSME students enrolled in the senior project sequence (ENGR491/492/493) are invited to participate in. The survey is sent out during the Spring term to each graduating senior.

The survey includes questions on how well the program prepared the student on each SLO. This survey data is reviewed by faculty to determine any strengths or weaknesses as perceived by students on this SLO. The survey is common for all campuses but can be sorted to give results for individual campuses, if required. In this survey, students are asked two types of questions: 1) how proficient they believe they are in a particular SLO, and 2) How much did Oregon Tech contribute to this proficiency?

However as discussed in the introduction, the survey conducted during the 2019/20 academic year received almost no responses, so is of little or no value.

Assessment Procedures

The following procedure is used by the MMET Department for determining which courses are to be used for assessment activities. For the 2019/20 report, it was decided to include notes to better try and identify areas of concern in the process, and potential ways to improve on these.

Table 3: Assessment Procedures

Action undertaken	Notes and comments
1) During summer, the BSME Program Director notifies the Site Directors (at all three campuses) of the SLOs that will be evaluated in the upcoming year. The BSME Program Director also consults with the Program Directors for the BSMET and BSMFG to determine whether any overlap in assessment activities is possible (preferred option)	- The MMET Department does not currently have a Program Director for the BSMET or BSMFG degrees. - Most Faculty are on 9-month contracts and have limited accessibility over summer.
2) The Site Directors, using their site-specific knowledge (eg. knowledge of timetabling, course offerings, adjunct availability etc.) consult with their local faculty and determine which courses and assessment type (homework/lab report/exam etc.) are to be used for each SLO. While campuses do not have to use the same course for a particular assessment, this can sometimes be advantageous and allows the Department to look at intra-campus differences in course offerings. As "local experts", Site Directors are given significant leeway in determining which courses would be most appropriate for their particular campus, although this can be overruled by the Program Director or Chair if necessary.	- This process seems robust, although it has been challenging to get the Seattle and Klamath Falls Site Directors to participate in this process.
3) Before the start of Fall term, the Site Directors notify the Program Director and Chair of the courses (and types of assessment) that will be undertaken by their site.	- This was very well done for the Portland-Metro campus. It is unclear if this was done for the other campuses, or how well.
4) The Program Director (in conjunction with the Chair and Site Directors) then manages the data collection process and assessment activities throughout the academic year.	- Faculty do not appear willing (or interested) in participating in assessment activities. This makes data collection extremely challenging!
5) During summer, the Program Director collates and analyzes the assessment data and authors the Program Assessment Report (ie. this document)	- As discussed in the first point, most Faculty (including Program Directors) are on 9-month contracts. Thus, it may be more realistic to re-phrase this action to "during the Fall term following the data collection…" instead of "during summer".

6. Assessment of SLO 3: Effective Communication

As described in Section 3, SLO 3 is stated as graduates "will have an ability to communicate effectively with a range of audiences".

Direct Assessment Activities

For the 2019/20 academic year, it was planned that faculty would assess SLO 3 in four separate courses: MECH 437 (Klamath Falls), MECH 363 (Klamath Falls), MFG 314 (Portland-Metro), and ENGR 493 (Portland-Metro). In total, three sets of data were recorded (one for MFG 314 and two for ENGR 493). No data was received for either MECH 437 or MECH 363.

Table 4: Assessment Results for SLO 3 using MFG 314 (Sun)

Prof. Sun, Spring 2020, Portland-Metro campus, n = 8

Assessment Criteria	1. Limited or No Proficiency (%)	2. Some Proficiency (%)	3. Proficiency (%)	4. High Proficiency (%)
1. Supports thesis adequately with detail and/or research, and documents support correctly and responsibly.	0	12.5	62.5	25
2. Organizes oral material effectively.	0	12.5	62.5	25
3. Presents appropriately for audience and purpose.	0	12.5	50	37.5
4. Speaks clearly and correctly, using Standard English.	0	12.5	37.5	50
5. Uses graphical/visual communication effectively.	0	12.5	37.5	50
6. Identifies and uses appropriate technical literature.	0	12.5	50	37.5

MFG 314 GD&T is a course undertaken by students across all three degrees (BSME, BSMET, BSMFG) typically at a Junior or Senior level. It is interesting that students are still not demonstrating a high level of ability to conduct and organize research effectively (points 1 and 2, table 4), despite being reasonable far through their degrees. It is possible that more focus may need to be placed on previous courses to ensure that students are able to better articulate the reasons for their design decisions.

Table 5: Assessment Results for SLO 3 using ENGR 493 (Stover)

Prof. Stover, Spring 2020, Portland-Metro campus, n = 2 students (1 group). Analysis by Prof. Paxton

Assessment Criteria	1. Limited or No Proficiency (%)	2. Some Proficiency (%)	3. Proficiency (%)	4. High Proficiency (%)
1. Clearly conveys purpose and main ideas.	0	0	0	100
2. Organizes written material effectively.	0	0	0	100
3. Supports main ideas adequately with detail and/or research.	0	0	100	0
4. Uses appropriate voice, word choice and sentence structure.	0	0	0	100
5. Uses Standard English.	0	0	0	100
6. Documents support correctly and responsibly.	0	0	0	100
7.Uses graphical/visual communication effectively.	0	0	0	100
8. Identifies and uses appropriate technical literature.	0	0	100	0

Table 6: Assessment Results for SLO 3 using ENGR 493 (Sun)

Prof. Sun, Spring 2020, Portland-Metro campus, n = 4 students (3 groups). Analysis by Prof. Paxton

Assessment Criteria	1. Limited or No Proficiency (%)	2. Some Proficiency (%)	3. Proficiency (%)	4. High Proficiency (%)
1. Clearly conveys purpose and main ideas.	0	0	0	100
2. Organizes written material effectively.	0	0	0	100
3. Supports main ideas adequately with detail and/or research.	0	0	67	33
4. Uses appropriate voice, word choice and sentence structure.	0	0	0	100
5. Uses Standard English.	0	0	0	100
6. Documents support correctly and responsibly.	0	0	0	100
7.Uses graphical/visual communication effectively.	0	0	0	100
8. Identifies and uses appropriate technical literature.	0	67	33	0

As with MFG 314 GD&T discussed at the start of this section, students appear to struggle to use appropriate technical literature to support their arguments. The slight lack of technical literature review is not surprising for Prof Stover's ENGR 493 class given that these students were BSMFG and not BSME (which is more technically rigorous). However, it is interesting that this trait appears to exist in students across all three degrees offered by the MMET Department.

To improve this, it is suggested that the importance of using technical literature to support an argument be better articulated in the lower-division courses.

This SLO was last assessed in 2016/17 (as SLO g: "an ability to communicate effectively"). Unfortunately, the 2016/17 report is not available to compare to the results from 2019/20.

Indirect Assessment Activities

For the 2019/20 academic year (as with past years), the student exit survey was used as the indirect assessment activity. The questions used on the survey are determined during the Fall term preceding the Spring term that the survey is sent out. However, as discussed previously in throughout this report, the 2019/20 survey received only a single response – the respondent answered "high proficiency" in all categories surveyed (please refer to Appendix C).

7. Assessment of SLO 6: Experimentation and Data Analysis

As described in Section 3, SLO 6 is stated as graduates "will have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions".

Direct Assessment Activities

For the 2019/20 academic year, it was planned that faculty would assess SLO 6 in three separate courses – MECH 363 (Klamath Falls), MFG 314 (Portland-Metro), and MECH 318 (Portland-Metro).

No data was received for MECH 363 or MFG 314. Data was collected for MECH 318, however this course includes students from several majors (BSME, BSMET, BSMFG, BSREE) and it is not possible to ascertain the individual capacities of the BSME students.

Table 7: Assessment Results for SLO 6 using MECH 318 (Lab 3 – Flow Measurement Techniques) (Paxton)

Prof. Paxton, Winter 2020, Portland-Metro campus, n = 20 students (in 6 teams)

Assessment Criteria	1. Limited or No Proficiency (%)	2. Some Proficiency (%)	3. Proficiency (%)	4. High Proficiency (%)
1. Ability to conduct standard tests and measurements	0	0	0	100
2. Ability to conduct experiments	0	0	0	100
3. Ability to analyze & interpret results/data	0	0	67	33
4. Ability to interpret results to improve processes	0	17	50	33

Students generally show how proficiency in conducting the various experiments. Likely this is a combination of relatively easy to use equipment (TecQuipment) and well-written lab handouts. Students continue to struggle to explain the deeper physical significance of the results, and more particularly how the experiment can be improved.

To address this, it is suggested that students again be reminded of the fact that data *interpretation* is more important than simple data *collection/reporting*.

This SLO was last assessed in 2016/17 (as SLO b: "an ability to design and conduct experiments, as well as to analyze and interpret data"). Unfortunately, as discussed previously, the 2016/17 report is not available to compare to the results from 2019/20.

Indirect Assessment Activities

For the 2019/20 academic year (as with past years), the student exit survey was used as the indirect assessment activity. The questions used on the survey are determined during the Fall term preceding the Spring term that the survey is sent out. However, as discussed previously in throughout this report, the 2019/20 survey received only a single response – the respondent answered "high proficiency" in all categories surveyed (please refer to Appendix C).

8 Assessment of SLO 7: Acquisition and Application of "New Knowledge"

For the 2019/20 academic year, it was planned that faculty would assess SLO 7 in two separate courses – MECH 323 (Portland-Metro) and ENGR 493 (Portland-Metro). No data was received for MECH 323. Prof Stover did provide data for his section of ENGR 493, although as discussed in the introduction this was for BSMFG students and not BSME students. However, it is included in this report for interest.

Table 8: Assessment Results for SLO 7 using ENGR 493 (Stover)

Prof. Stover, Spring 2020, Portland-Metro campus, n = 2 students (1 group). Analysis by Prof. Paxton

Assessment Criteria	1. Limited or No Proficiency (%)	2. Some Proficiency (%)	3. Proficiency (%)	4. High Proficiency (%)
1. Lifelong learning	0	0	0	100
2. Learning strategies	0	0	0	100
3. Professional development	*	*	*	*
4. Short and long-term career plans	*	*	*	*

* Not possible to assess with this type of assessment item (technical report)

Table 9: Assessment Results for SLO 7 using ENGR 493 (Sun)

Prof. Sun, Spring 2020, Portland-Metro campus, n = 4 students (3 groups). Analysis by Prof. Paxton

Assessment Criteria	1. Limited or No Proficiency (%)	2. Some Proficiency (%)	3. Proficiency (%)	4. High Proficiency (%)
1. Lifelong learning	0	0	0	100
2. Learning strategies	0	0	0	100
3. Professional development	*	*	*	*
4. Short and long-term career plans	*	*	*	*

* Not possible to assess with this type of assessment item (technical report)

Students appeared to have the ability to recognize different learning strategies and utilized them to successfully complete this project. They also appear to have understanding that the technology and choices made in the report are reflective of their current knowledge and understanding, and that these may need to be modified in the future (lifelong learning).

This SLO was last assessed in 2016/17 (as SLO i: "a recognition of the need for, and an ability to engage in life-long learning"). Unfortunately, as discussed previously, the 2016/17 report is not available to compare to the results from 2019/20.

Indirect Assessment Activities

For the 2019/20 academic year (as with past years), the student exit survey was used as the indirect assessment activity. The questions used on the survey are determined during the Fall term preceding the Spring term that the survey is sent out. However, as discussed previously in throughout this report, the 2019/20 survey received only a single response – the respondent answered "high proficiency" in all categories surveyed (please refer to Appendix C).

9. Conclusion

In short, assessment activities in the MMET Department in 2019/20 were abysmal. Changes in department leadership, a lack of general support for assessment activities, and the global pandemic all contributed to thwart assessment efforts by staff.

It is hoped that the 2020/21 assessment activities will be more comprehensive and wide-reaching.

Compounding these issues is the unavailability of the 2016/17 Assessment Report, meaning that comparisons could not be made with the 2018/19 data.

APPENDIX A: EAC SLOs Comparing "Old" And "New" Language

Current Language EAC Criteria effective 2017-18 and 2018-19 Cycles	New Language Approved by the EAD October 20, 2017 Applicable beginning in the 2019-20 cycle
Criterion 3. Student Outcomes The program must have documented student outcomes that prepare graduates to attain the program educational objectives. Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program.	Criterion 3. Student Outcomes The program must have documented student outcomes that support the program educational objectives. Attainment of these outcomes prepares graduates to enter the professional practice of engineering. Student outcomes are outcomes (1) through (7), plus any additional outcomes that may be articulated by the program.
(a) an ability to apply knowledge of mathematics, science, and engineering (e) an ability to identify, formulate, and solve engineering problems	1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
(b) an ability to design and conduct experiments, as well as to analyze and interpret data	6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability	2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
(d) an ability to function on multidisciplinary teams	5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
(f) an understanding of professional and ethical responsibility (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context (j) a knowledge of contemporary issues	4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
(g) an ability to communicate effectively	3. an ability to communicate effectively with a range of audiences
(i) a recognition of the need for, and an ability to engage in life-long learning	7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	Implied in 1, 2, and 6

APPENDIX B: Rubrics Used For Assessment

EAC SLO 03 An ability to communicate effectively with a range of audiences (Previously EAC SLO g: "An ability to communicate effectively")

OIT Public Speaking Rubric				
Performance Criteria	**No/Limited Proficiency (1)**	**Some Proficiency (2)**	**Proficiency (3)**	**High Proficiency (4)**
1. Supports thesis and documents support correctly and responsibly.	Few or no attributed sources. Supporting materials lack credibility and/or don't relate to thesis. Limited or no attempt to inform or persuade.	Some attributed sources used. Supporting materials are somewhat credible and/or don't clearly relate to thesis. Attempt to inform or persuade.	Adequate number of credible and appropriately attributed sources used. Supporting materials relate to thesis. Informs or persuades.	A variety of credible and appropriate sources used. Supporting materials relate in an exceptional way to a focused thesis. Informs or persuades.
2. Organizes oral material effectively.	Lacks organizational structure. Introduction and/or conclusion missing. No transitions used.	Organizational structure present but unclear with underdeveloped introduction and conclusion. Transitions are awkward.	Appropriate organizational pattern used and easy to follow with developed introduction and satisfying conclusion. Main points are smoothly connected with transitions.	Organizational pattern is compelling and moves audience through speech with ease. Introduction draws in the audience and conclusion is satisfying. Main points are smoothly connected with transitions.
3. Presents appropriately for audience and purpose.	No understanding of audience regarding topic or purpose of speech. Little enthusiasm and passion for topic. No regard for time constraints.	Some understanding of audience regarding topic or purpose of speech. Some enthusiasm and passion for topic. Some regard for time constraints.	Competent understanding of audience regarding topic and purpose. Enthusiasm and passion for topic. Speech given within time constraints.	Thorough understanding of audience regarding topic and purpose. Clear enthusiasm and passion for topic. Speech given within time constraints.
4. Speaks clearly and correctly, using Standard English.	No gestures or eye contact. Monotone voice or insufficient volume. Little poise. Reading of notes only. Abundant oral fillers and nonverbal distractions.	Some gestures and eye contact. Ineffective use of language and voice. Little poise. Heavy reliance on notes. Multiple oral fillers and nonverbal distractions.	Adequate use of gestures, eye contact, language, and voice. Poised with minor reliance on notes. Limited oral fillers and nonverbal distractions.	Effective use of gestures, eye contact, vivid language, and voice to add interest to speech. Poised with use of notes for reference only. No oral fillers and nonverbal distractions.
5. Uses graphical/visual communication effectively.	No visuals or poorly-designed and documented visuals that distract from speech or do not create interest. Limited reference to visuals or so much reference delivery is hindered.	Visuals present, but simply designed with limited use of documentation. Visuals are referred to but do not create interest. Visuals may interfere with delivery.	Well-designed and documented visuals that clarify speech and create interest. Visuals are referred to and sufficiently discussed, while not interfering with delivery.	Well-designed and documented visuals that clarify speech, create interest, and hold attention of the audience. Visuals are sufficiently discussed and effectively integrated into speech.
6. Identifies and uses appropriate technical literature.	Little or no identification and/or use of appropriate technical literature to support research and content.	Some identification and use of appropriate technical literature. Numerous principle points and/or technical aspects are unsupported.	The principle points and/or technical aspects are adequately supported by appropriate technical literature.	All facets of research and technical content is fully supported by appropriate technical literature.

OIT Essay Rubric				
Performance Criteria	**Limited Proficiency (1)**	**Some Proficiency (2)**	**Proficiency (3)**	**High Proficiency (4)**
1. Clearly conveys purpose and main ideas.	Writing has limited or no focus. Purpose and main ideas are unclear and require inference from reader.	Reader can discern the purpose and main ideas although they may be overly broad or simplistic.	Writing is clear and focused. Reader can easily understand the purpose and main ideas.	Purpose and main ideas are exceptionally focused, clear, and interesting.
2. Organizes written material effectively.	Order and structure are unclear. Introduction and conclusion are underdeveloped or missing.	Order and structure are overly formulaic. Introduction and conclusion may be underdeveloped or too obvious.	Order and structure are clear and easy to follow. Introduction draws in the reader and conclusion brings satisfying closure.	Order and structure are compelling and move the reader through the text easily. Introduction draws in the reader and conclusion brings satisfying closure.
3. Supports main ideas adequately with detail and/or research.	Development is minimal. Some supporting details may be irrelevant or repetitious.	Supporting details are relevant, but are limited or rather general. Support may be based on clichés, stereotypes, or questionable sources or evidence.	The main ideas are well developed by supporting details. When appropriate, use of outside sources provides credible support.	Main ideas are well developed by strong support and rich details. When appropriate, use of outside sources provides strong, credible support.
4. Uses appropriate voice, word choice, and sentence structure.	Voice is inappropriate for topic, purpose, or audience. Wording is incorrect or monotonous, detracting from impact. Sentences tend to be choppy, rambling, and awkward.	Voice is inconsistent for topic, purpose, and audience. Wording is quite ordinary, lacking interest, precision, and variety, and may rely on clichés. Sentences tend to be mechanical rather than fluid with an overuse of simple sentence structures.	Voice is generally appropriate for topic, purpose, and audience. Generally, wording conveys message in an interesting, precise, and natural way. Sentences are carefully crafted with variations in structure.	Voice is appropriate for topic, purpose, and audience. Wording is fresh and specific, with a striking and varied vocabulary. Sentences are highly crafted, with varied structure that makes reading easy and enjoyable.
5. Uses Standard English.	Numerous errors in usage, spelling, punctuation, and/or grammar. Errors sometime impede readability. Substantial editing needed.	Writing contains punctuation, spelling, and/or grammar errors, but they do not impede readability and are not extensive. Moderate need for editing.	Writing demonstrates control of standard writing conventions and uses them effectively to enhance communication. Few errors.	Writing demonstrates strong control of standard writing conventions and uses them well to enhance communication. Very few or no errors.
6. Documents support correctly and responsibly.	Documentation has major errors or is not present.	Documentation has frequent errors.	Documentation is correct except for a few errors.	Documentation is meticulous.
7. Uses graphical/visual communication effectively.	None, limited, or poorly designed visuals/graphics. None, limited, or poor integration with written content.	Some visuals/graphics, but simply designed. The Visuals/graphics are referenced, but with limited integration that does not add to the written content.	Well designed and documented visuals/graphics that are sufficiently referenced and integrated. Creates interest and supplements the written content.	Well designed and documented, visuals/graphics that are effectively referenced and integrated. Creates interest and enhances the written content.
8. Identifies and uses appropriate technical literature.	Little or no identification and/or use of appropriate technical literature to support research and content.	Some identification and use of appropriate technical literature. Numerous principle points and/or technical aspects are unsupported.	The principle points and/or technical aspects are adequately supported by appropriate technical literature.	All facets of research and technical content is fully supported by appropriate technical literature.

EAC SLO 6: An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (Previously EAC SLO b: "Graduates will have the ability to design and conduct experiments, as well as to analyze and interpret data").

Performance Criteria	(1) Limited or No Proficiency	(2) Some Proficiency	(3) Proficiency	(4) High Proficiency
6a) Ability to develop experiments	Has trouble identifying what parameters or physical phenomenon need to be measured	Can identify what physical parameters or phenomenon needs to be measured with some direction, but understanding of the reasons behind the choice are limited	Can identify what physical parameters or phenomenon that needs to be measured, but does not understand why.	Can identify what physical parameters or phenomenon needs to be measured. Understand the reasons behind the choices and can troubleshoot and provide alternative approaches as required.
6b) Ability to conduct experiments	Has trouble carrying out pre-defined experiments.	Able to conduct experiments with some direction.	Able to set up and carry through pre-defined experiments obtaining useful data.	Able to conduct experiments obtaining solid data appropriate to the investigation at hand.
6c) Ability to analyze and interpret data	Has difficulty analyzing experimental data. Presentation and reporting of results is confusing and hard to follow.	Able to analyze experimental data with general direction and guidance.	Ability to analyze experimental data. Can present and report results in an orderly and understandable manner.	Show ability to analyze experimental data independently extracting and presenting insightful results.
6d) Ability to use experimental judgement to draw conclusions	Has trouble applying experimental results as a basis for conclusions.	Able to use results as a basis for conclusions with significant guidance.	Can use results to support conclusions, but these conclusions are simplistic and limited.	Can use results to support detailed and insightful conclusions. Counter-arguments are examined and alternative hypotheses proposed.

EAC SLO 07: An ability to acquire and apply new knowledge as needed, using appropriate learning strategies (Previously EAC SLO i: "a recognition of the need for, and an ability to engage in life-long learning")

Performance Criteria	(1) Limited or No Proficiency	(2) Some Proficiency	(3) Proficiency	(4) High Proficiency
7a) Lifelong learning	Fails to identify the need for "lifelong learning" and/or omits discussion of their own learning and relevant examples.	Misses important elements ins discussing "lifelong learning" applying concepts to their own learning or providing a relevant example.	Defines the concept of "lifelong learning". Demonstrates self-awareness by accurately identifying strengths/weaknesses in their own ability to learn independently. Gives a relevant example.	Defines the concept of "lifelong learning" and its importance. Demonstrates self-awareness by accurately discussing strengths/weaknesses in their own ability to learn independently. Gives relevant example(s).
7b) Learning strategies	Is not aware of any learning strategies. Learning is random and haphazard	Is aware of different learning strategies, but fails to apply these in a meaningful or purposeful way.	Is aware of different learning strategies and is able to utilize them.	Is aware of different learning strategies and actively works to utilize them to gain additional knowledge. Maintains currency of different learning methods and/or systems.
7c) Professional development	Fails to identify professional development opportunities.	Discusses professional development opportunities that are either inappropriate or irrelevant.	Identifies appropriate professional development opportunities.	Identifies and thoroughly discusses appropriate professional development opportunities.
7d) Short and long term career plans	Vaguely describes career goals and/or does not include a plan to meet them.	Career goals after graduation do not include both long and short term plans and/or the plan is unrealistic.	Describes short and long term career goals after graduation. Includes realistic plan to meet these goals.	Describes short and long term career goals after graduation. Includes realistic, thorough, and thoughtful plan to meet these goals.

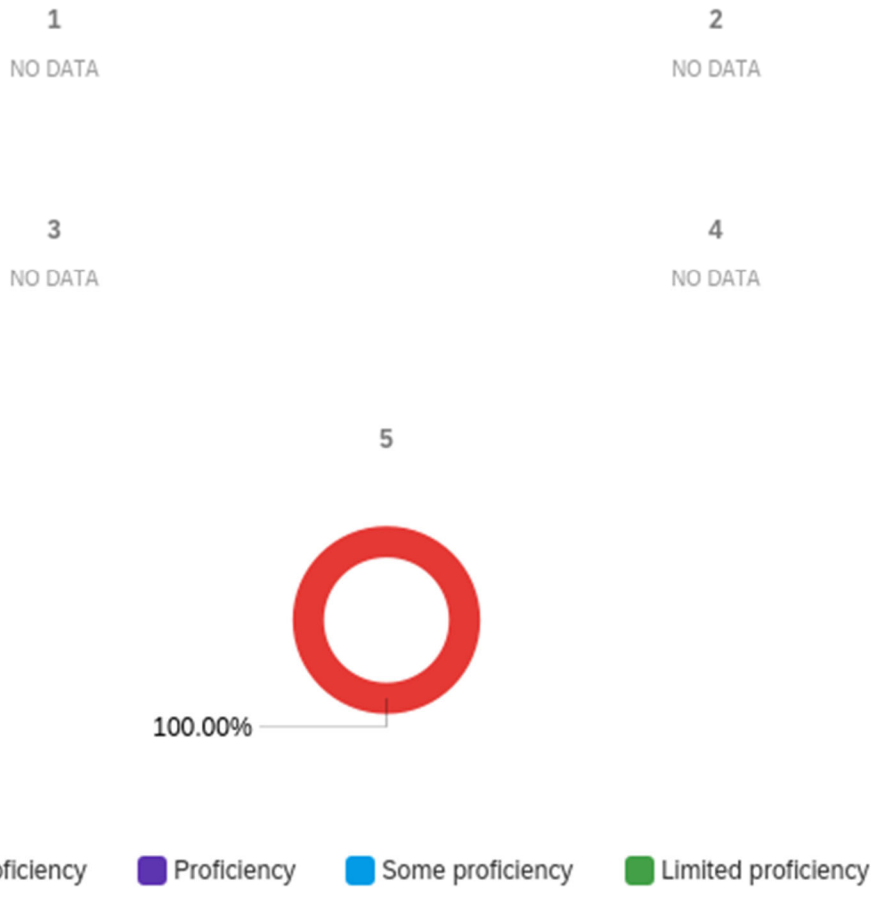
APPENDIX C: 2019/20 Senior Student "Exit Survey"

Program Report: BME – Mechanical Engineering B.S.

(2019-20) Student Exit Survey

August 25th 2020, 2:38 pm PDT

Q ESLO 1 - Oregon Tech Essential Student Learning Outcomes Please rate your proficiency in the following areas.



ESLO 1a. Communication: Writing effectively

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 1b. Communication: Speaking effectively

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 2. Inquiry & Analysis: Thinking critically and analytically

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 3. Ethical Reasoning: Making ethical judgements

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 4. Teamwork: Work effectively with groups and teams

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

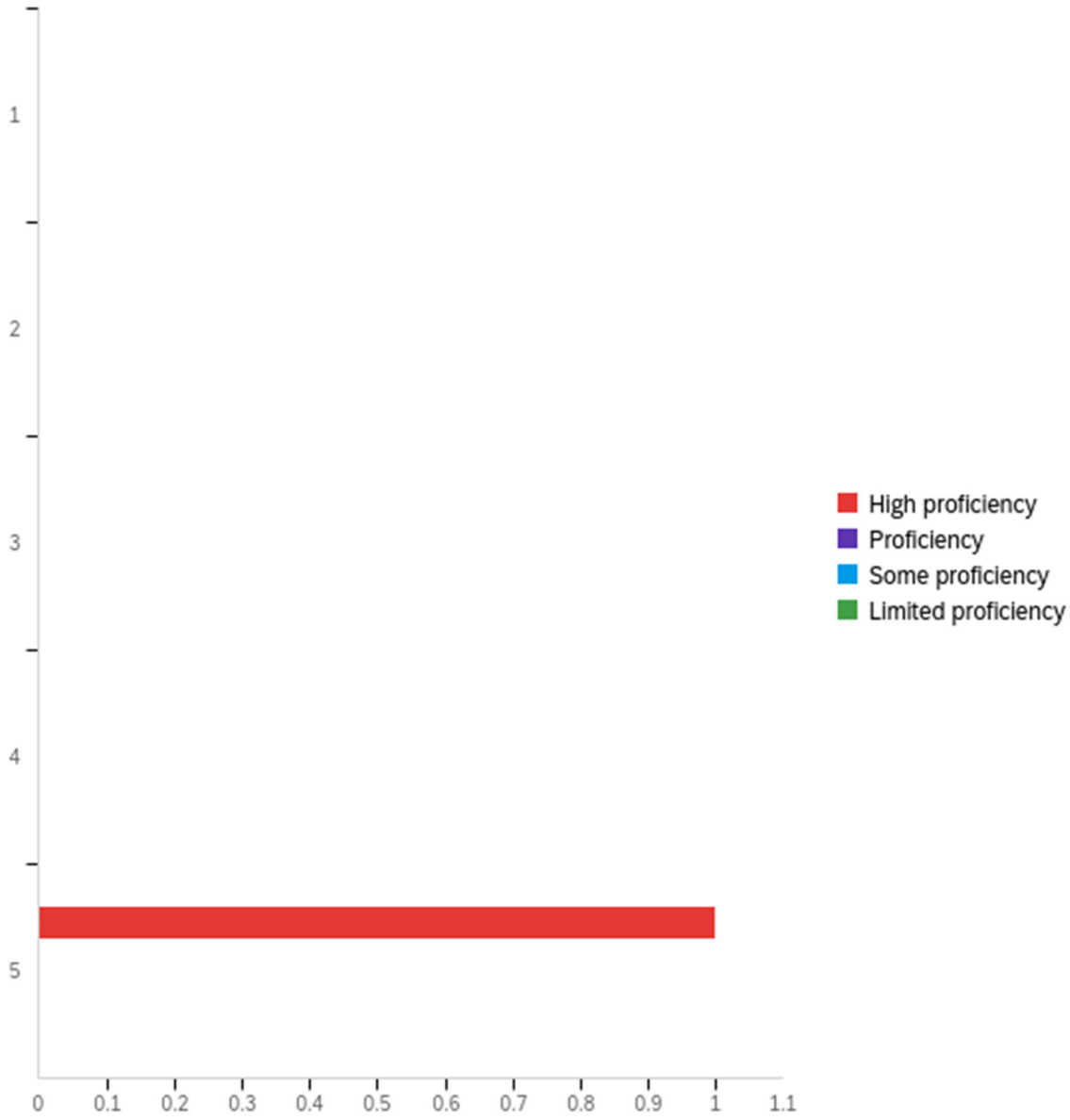
ESLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

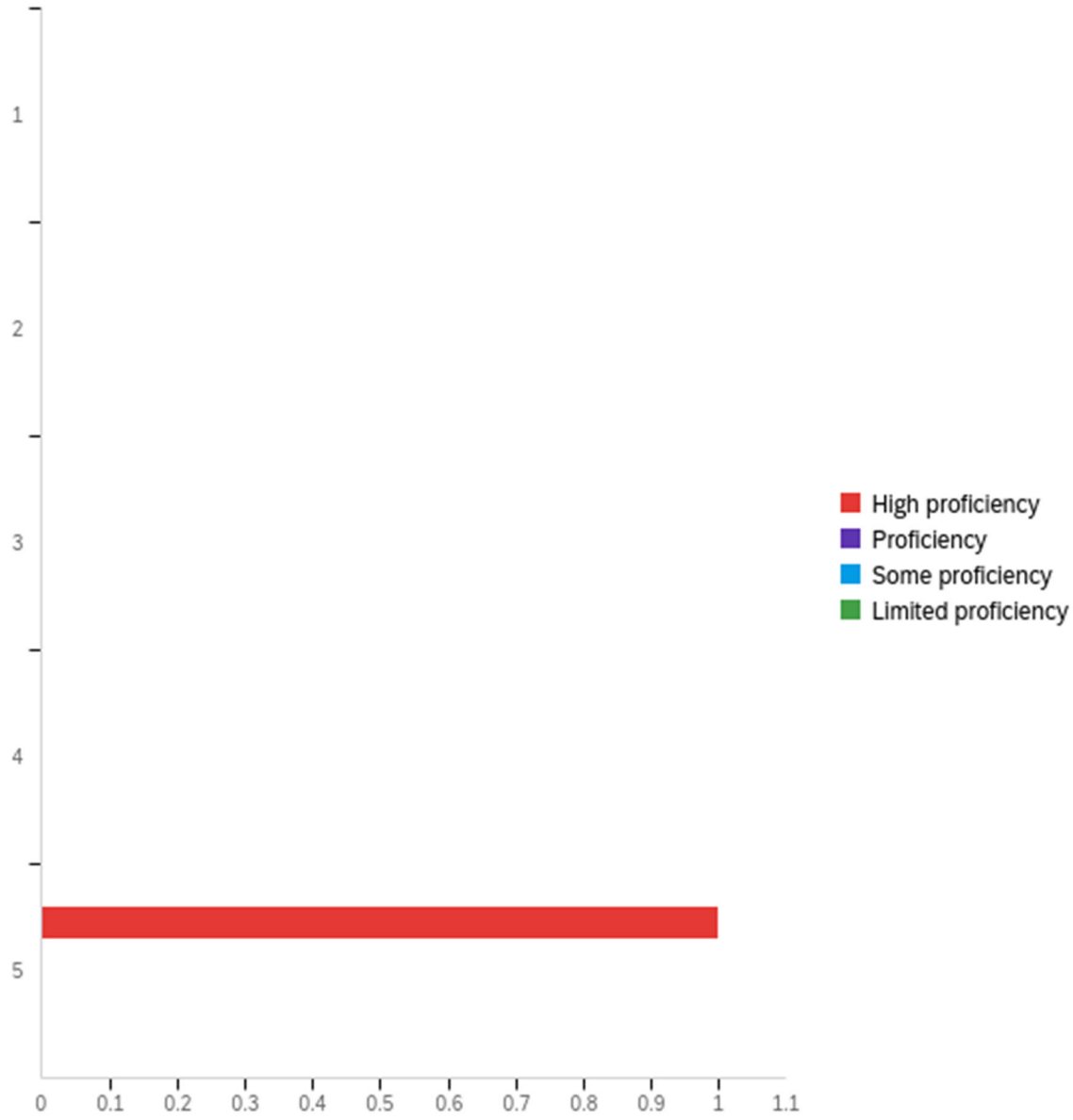
ESLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others

#	Question	1		2		3		4		5		Total
1	High proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Limited proficiency	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

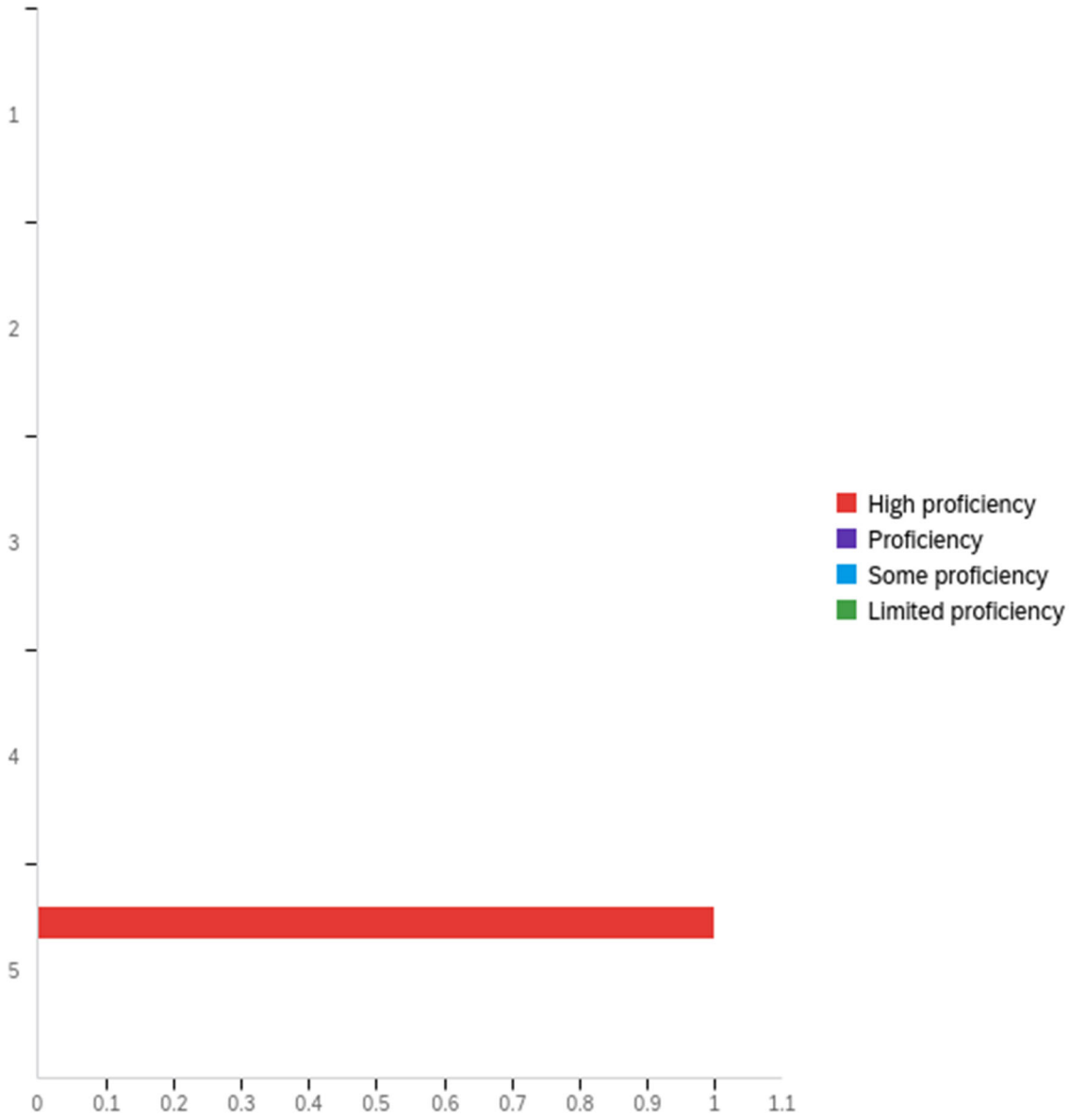
ESLO 1a. Communication: Writing effectively



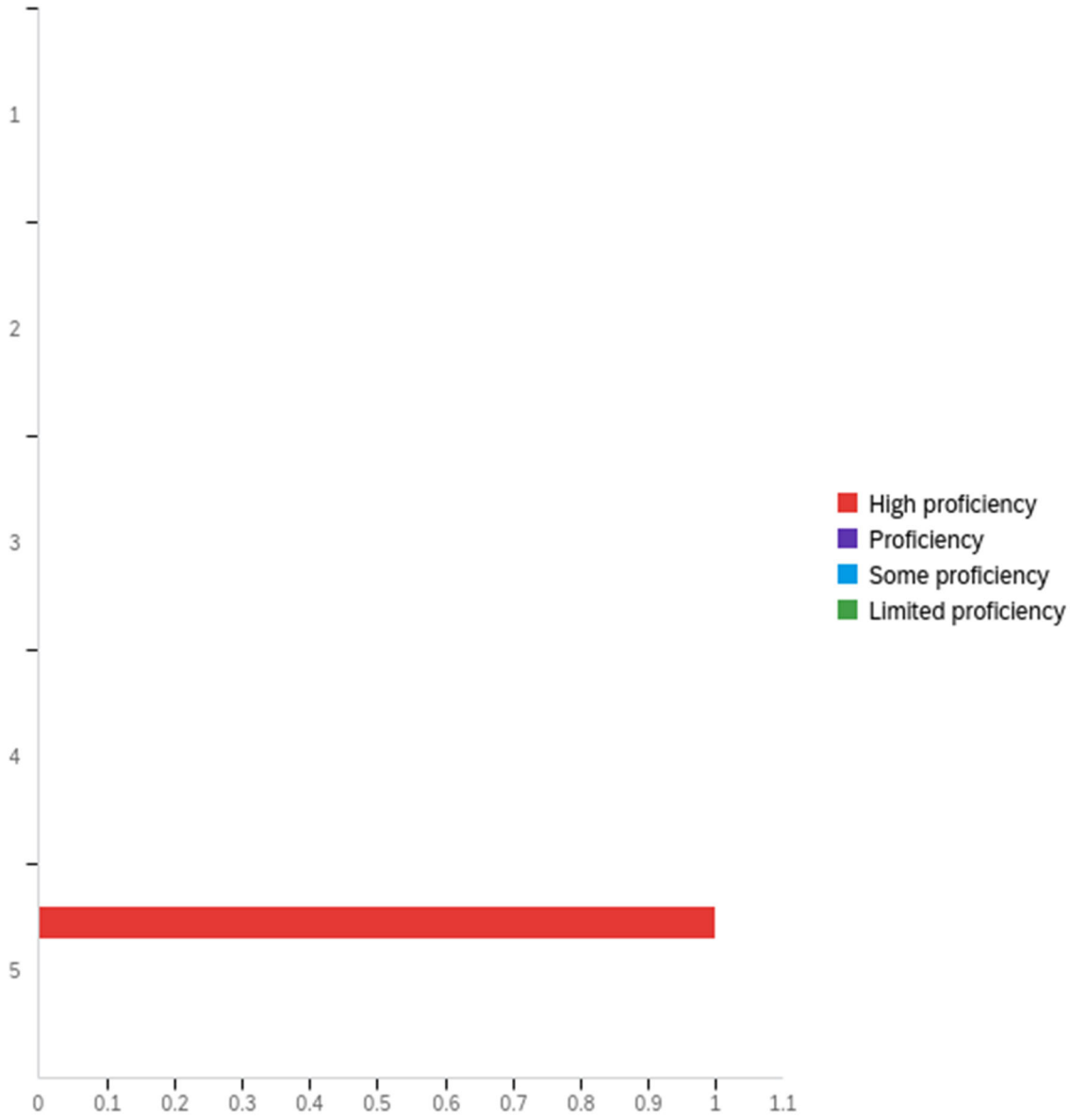
ESLO 1b. Communication: Speaking effectively



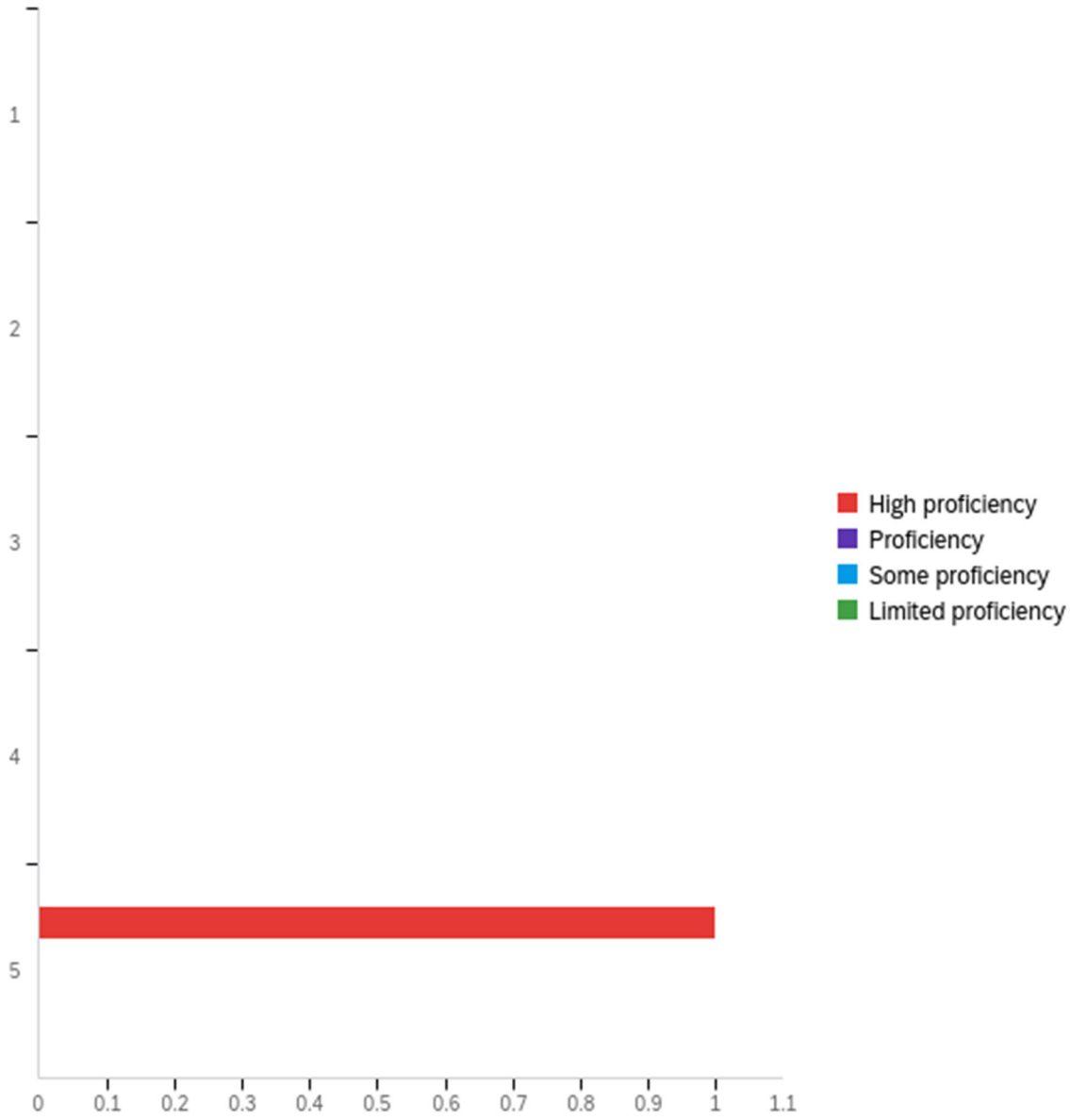
ESLO 2. Inquiry & Analysis: Thinking critically and analytically



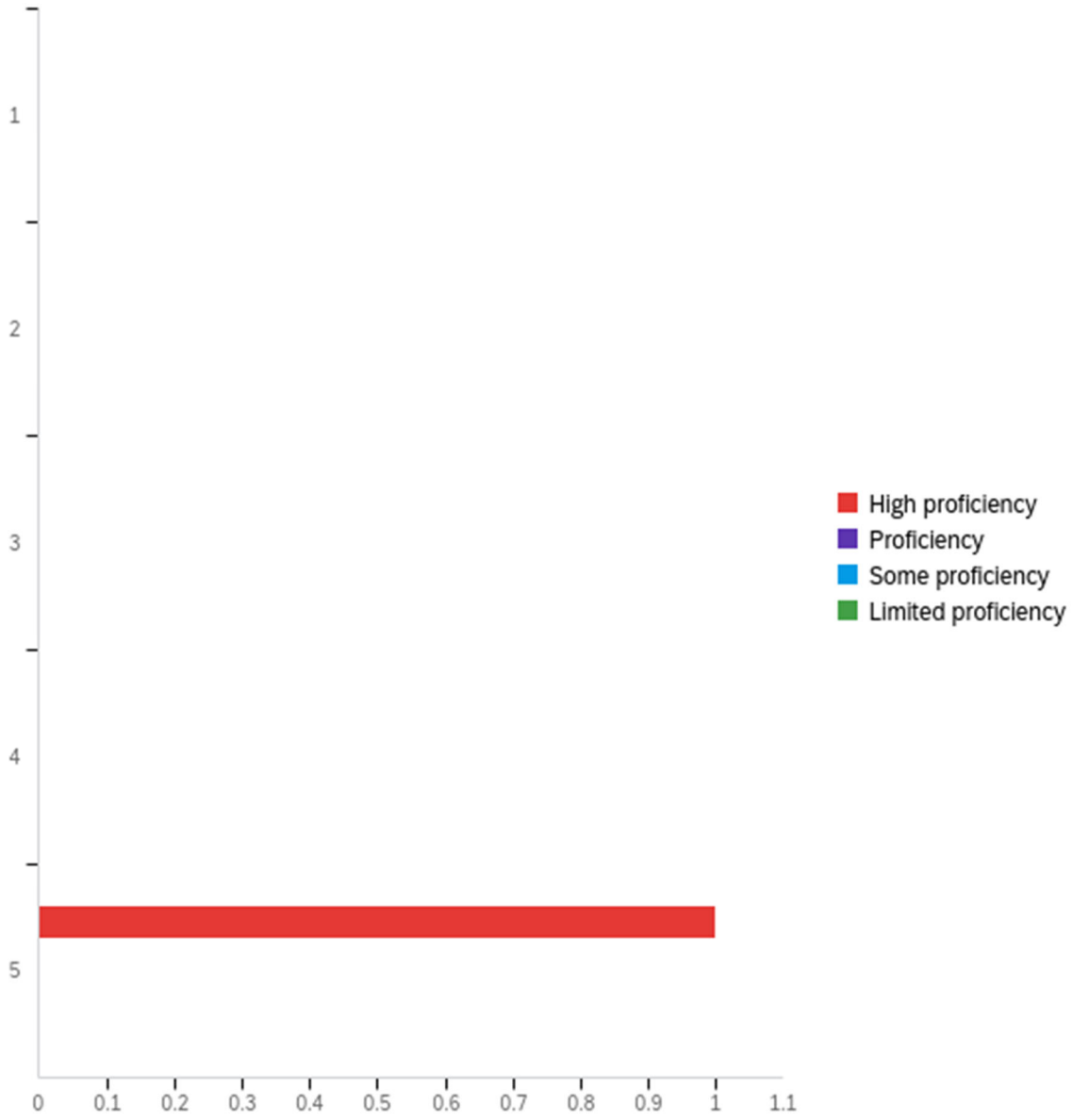
ESLO 3. Ethical Reasoning: Making ethical judgements



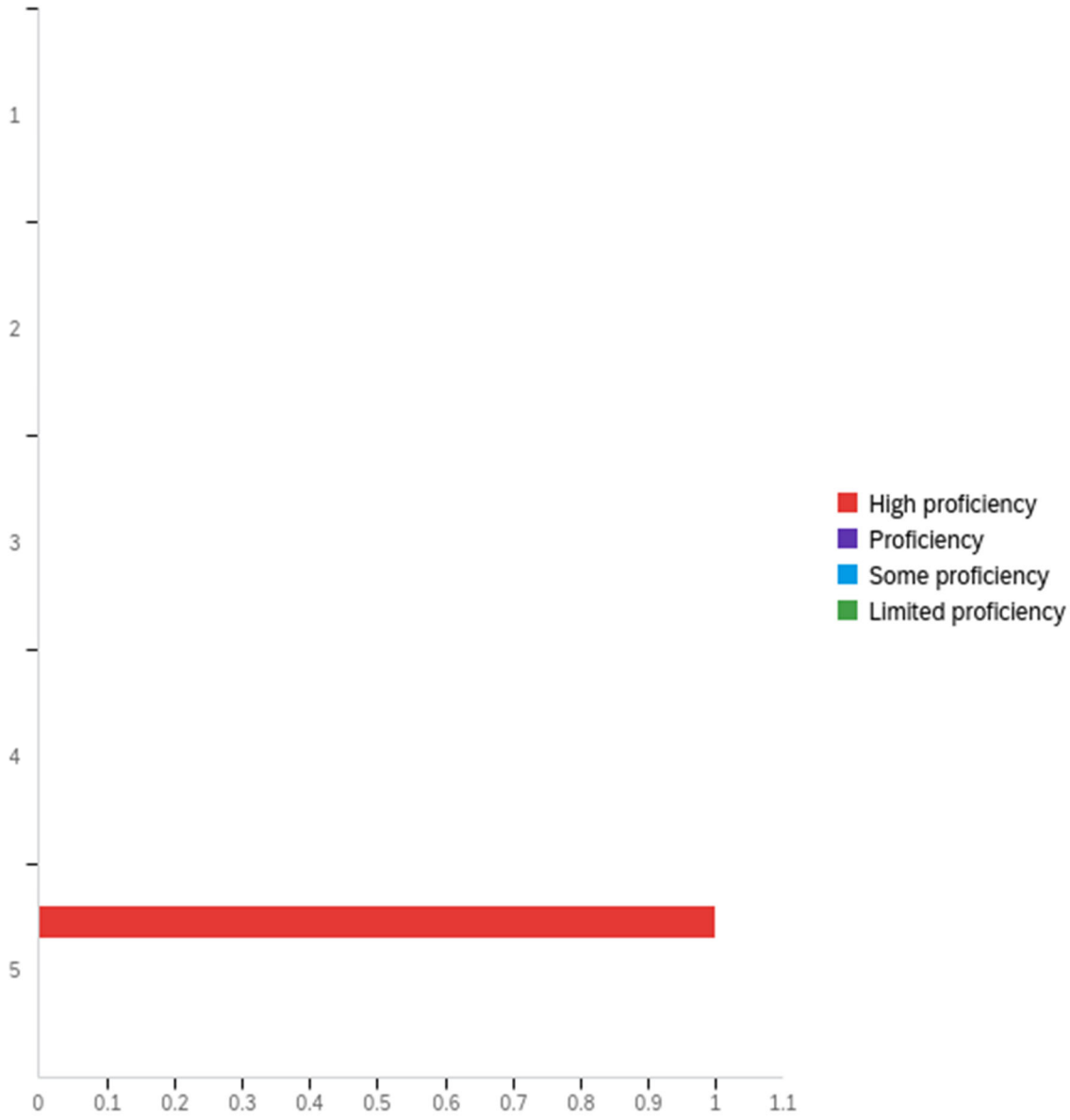
ESLO 4. Teamwork: Work effectively with groups and teams



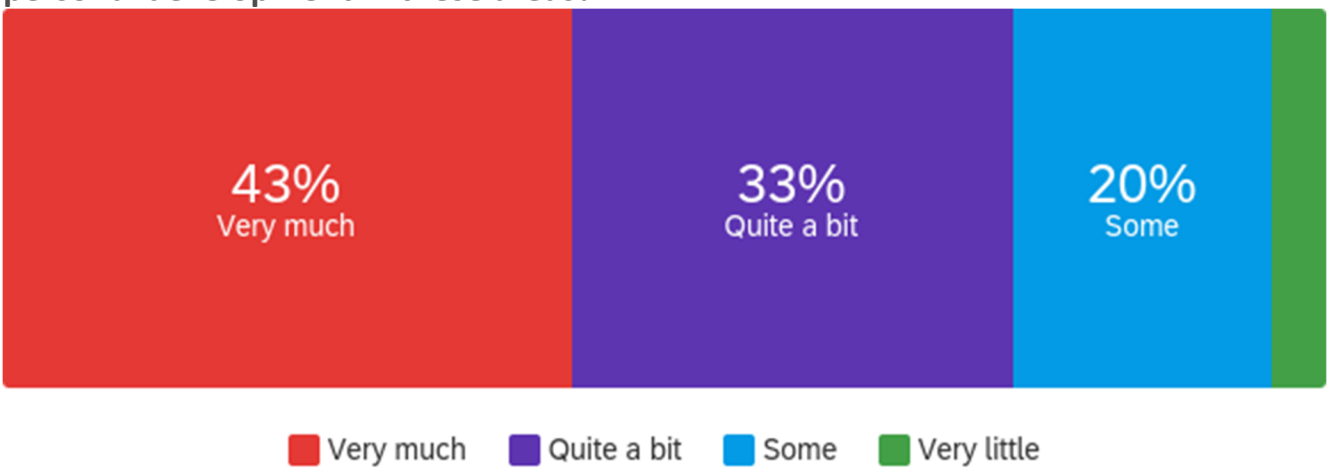
ESLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions



ESLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others



Q ESLO 2 - Oregon Tech Essential Student Learning Outcomes How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in these areas?



ESLO 1a. Communication: Writing effectively

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 1b. Communication: Speaking effectively

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 2. Inquiry & Analysis: Thinking critically and analytically

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1

2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 3. Ethical Reasoning: Making ethical judgements

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

ESLO 4. Teamwork: Work effectively with groups and teams

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

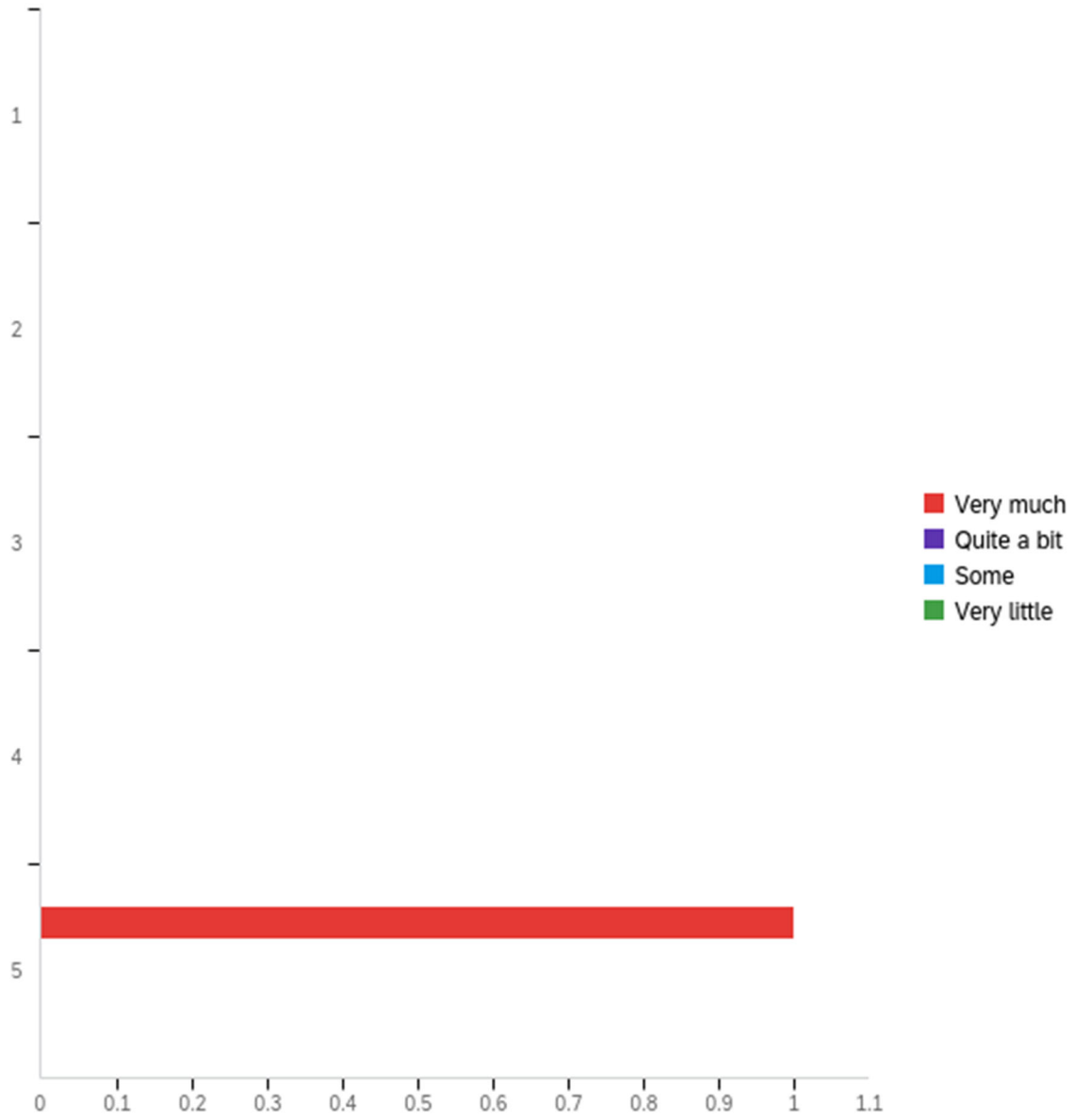
ESLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

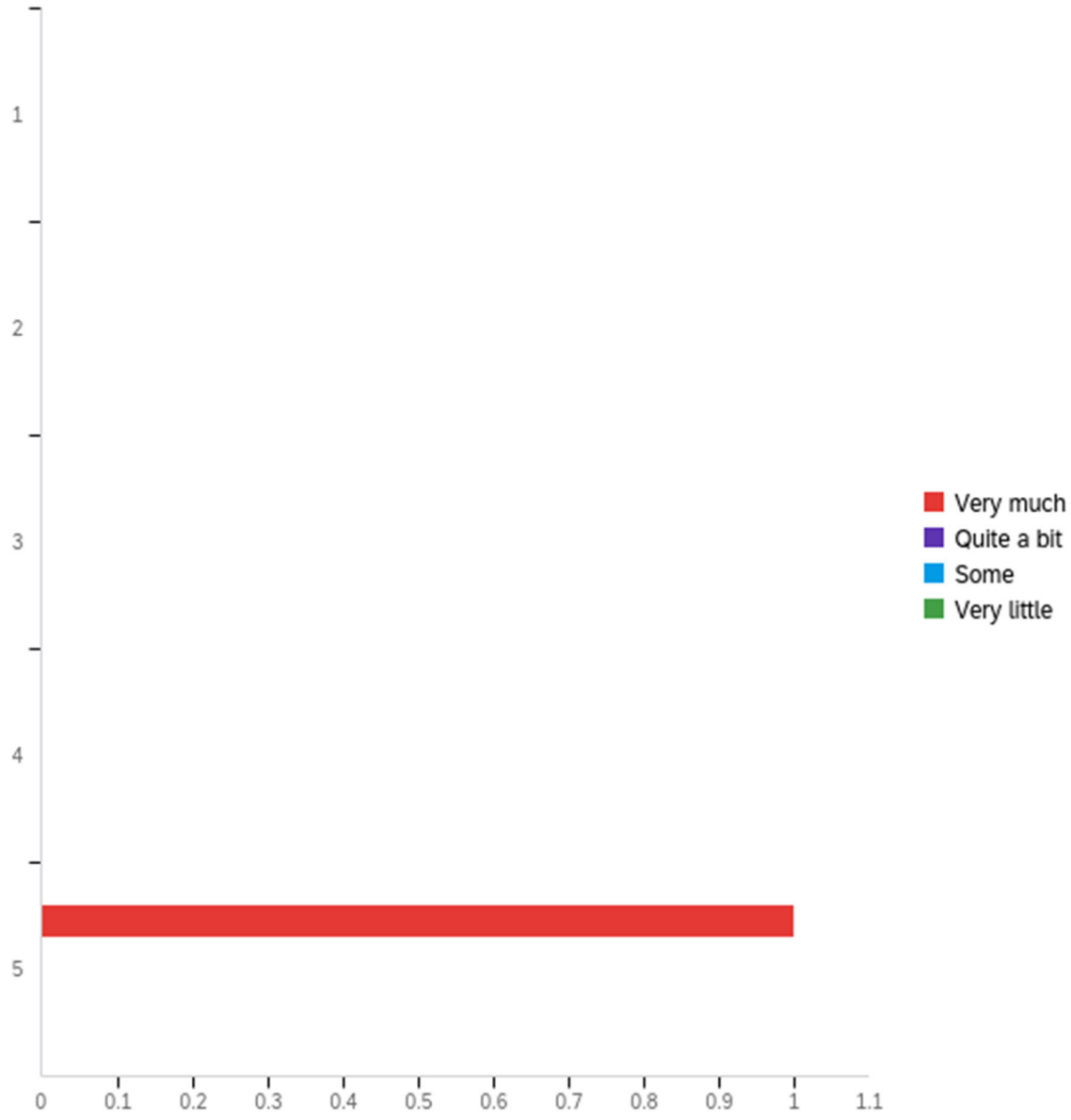
ESLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others

#	Question	1		2		3		4		5		Total
1	Very much	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
2	Quite a bit	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Some	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Very little	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

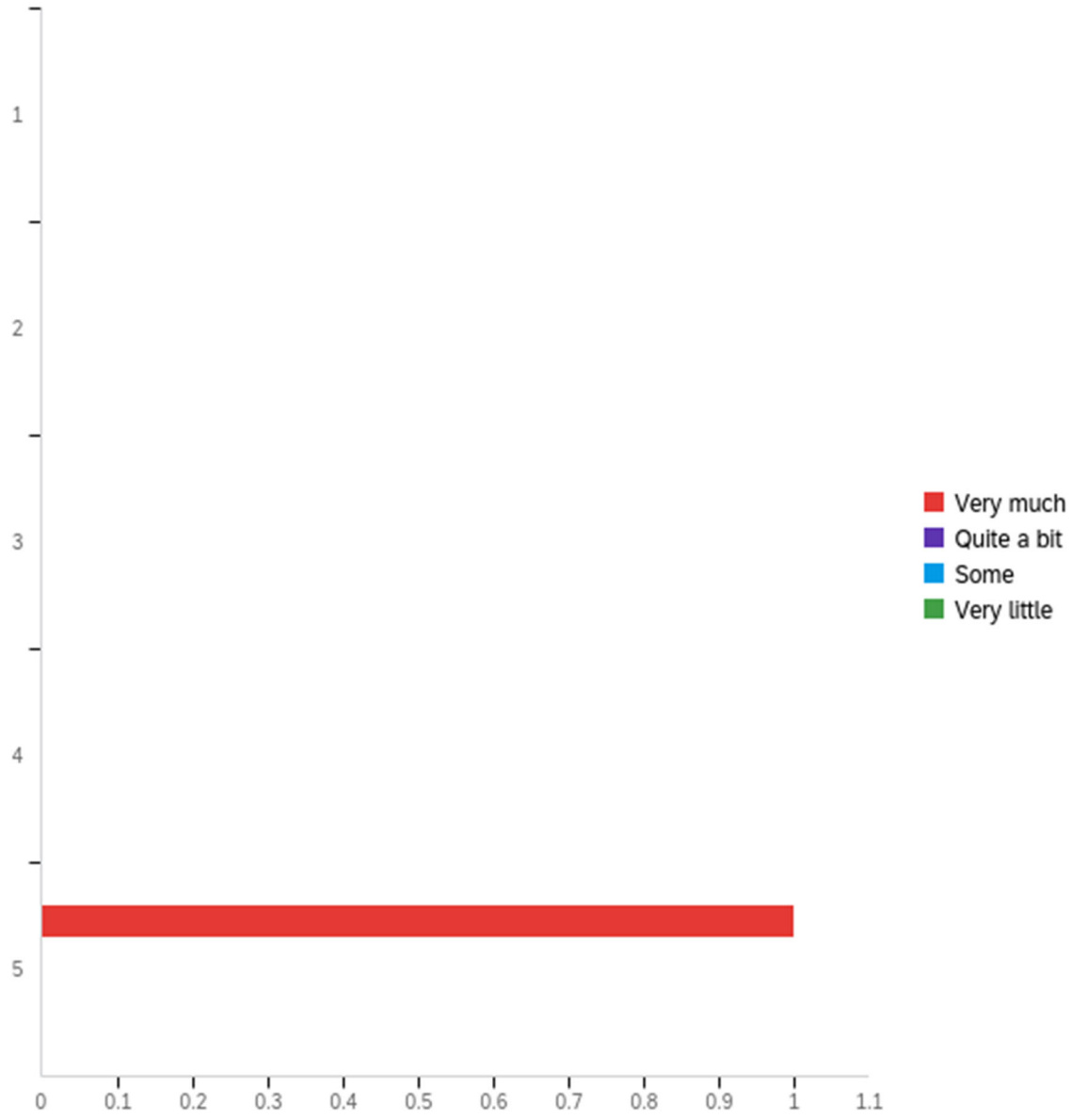
ESLO 1a. Communication: Writing effectively



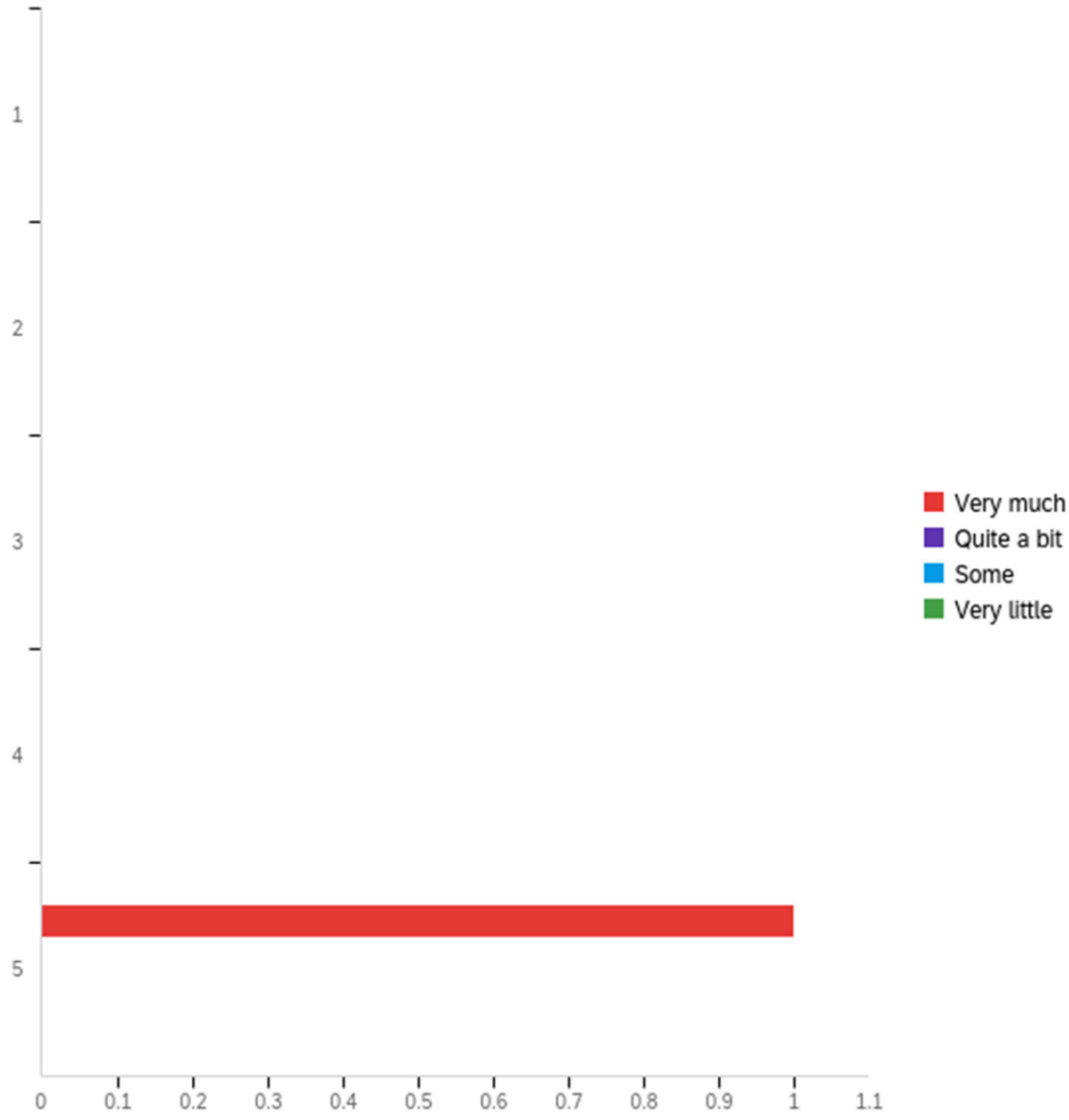
ESLO 1b. Communication: Speaking effectively



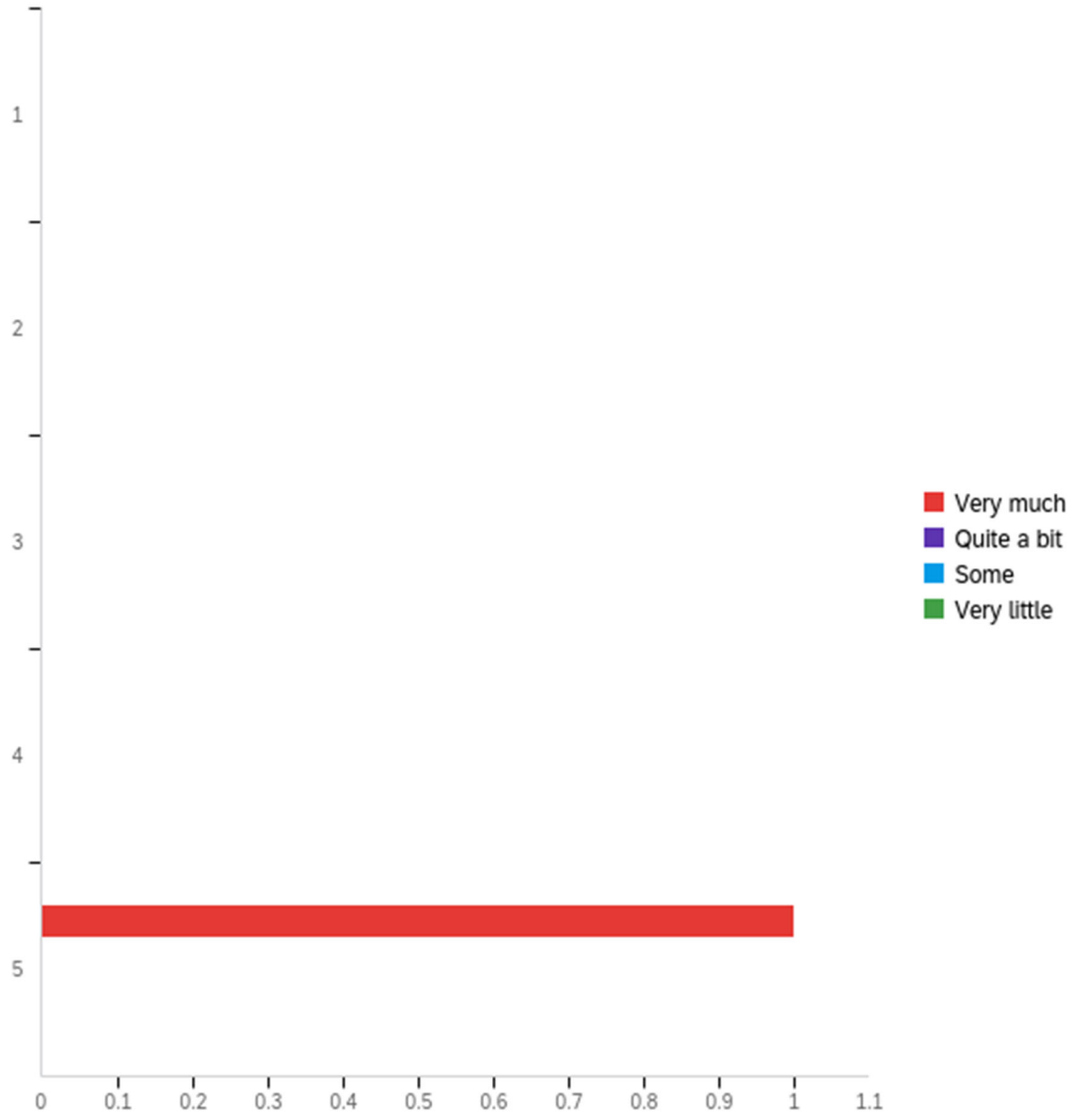
ESLO 2. Inquiry & Analysis: Thinking critically and analytically



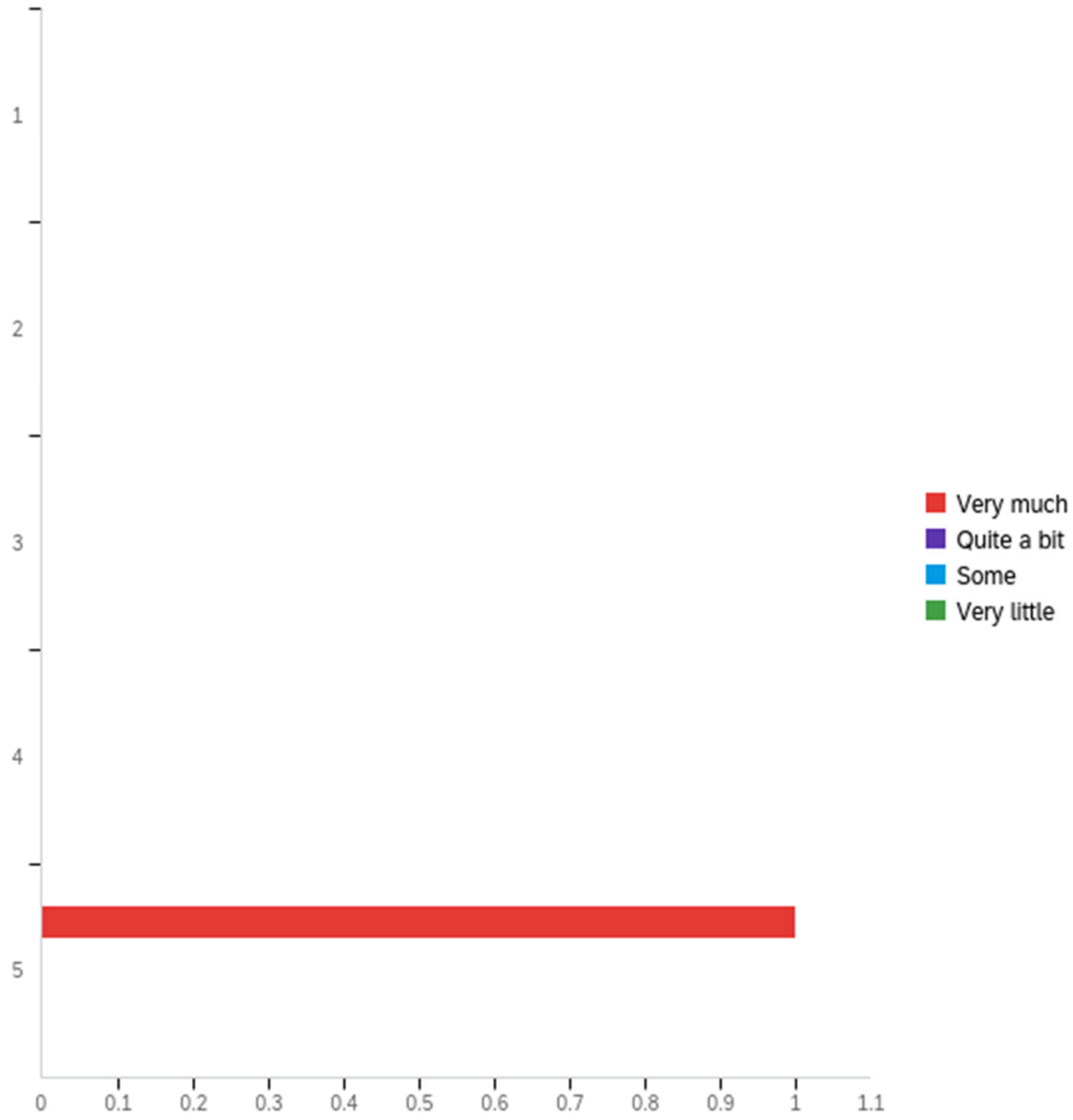
ESLO 3. Ethical Reasoning: Making ethical judgements



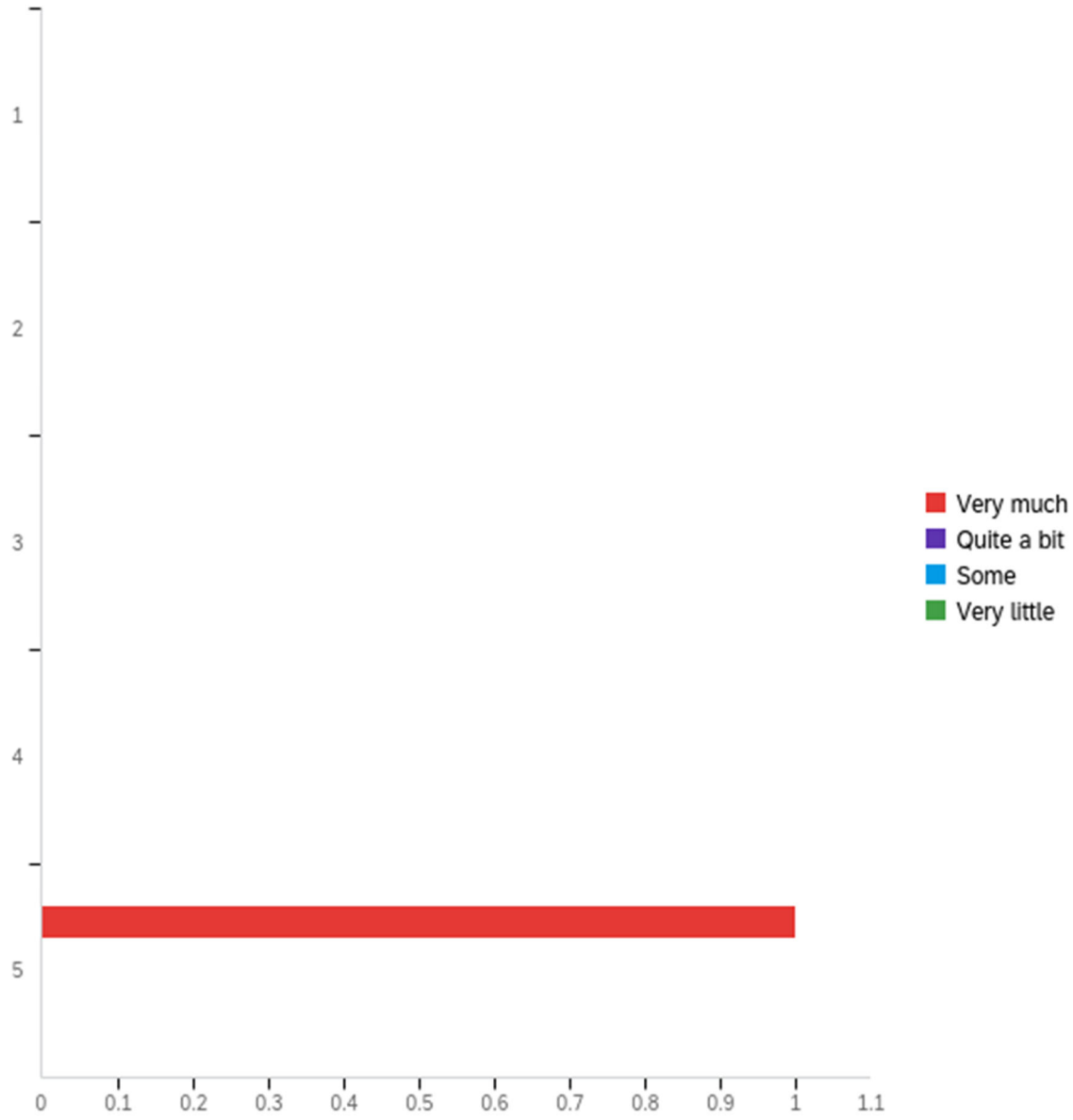
ESLO 4. Teamwork: Work effectively with groups and teams



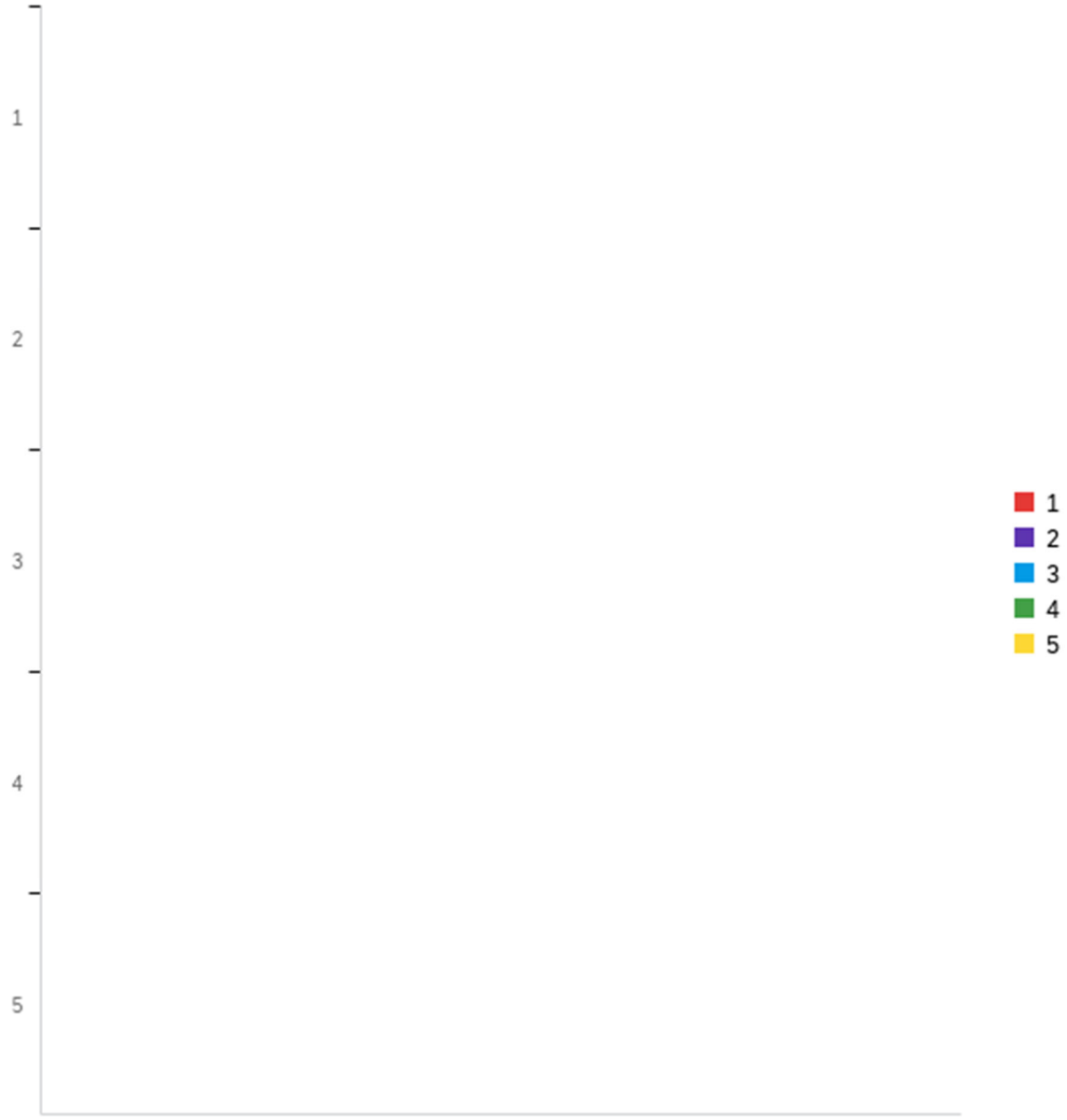
ESLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions



ESLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others



Q BME 1 - Part 1 – Evaluation of Specific Skills The primary objective of the Mechanical Engineering Program is to prepare its students for a life-long career in the mechanical engineering profession. A key element in this preparation is to assist students to master a set of specific skills. In Part 1, you are asked to evaluate how successful the department has been in helping you achieve these skills. Please rate each category from 1 to 5 with 1 being the lowest rating and 5 being the highest.



#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 2 - Reasons or basis for your response:
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Data source misconfigured for this visualization

Q BME 3 - Is there any specific area, related to the previous question, where you feel you are not properly prepared? If yes, please identify and describe.

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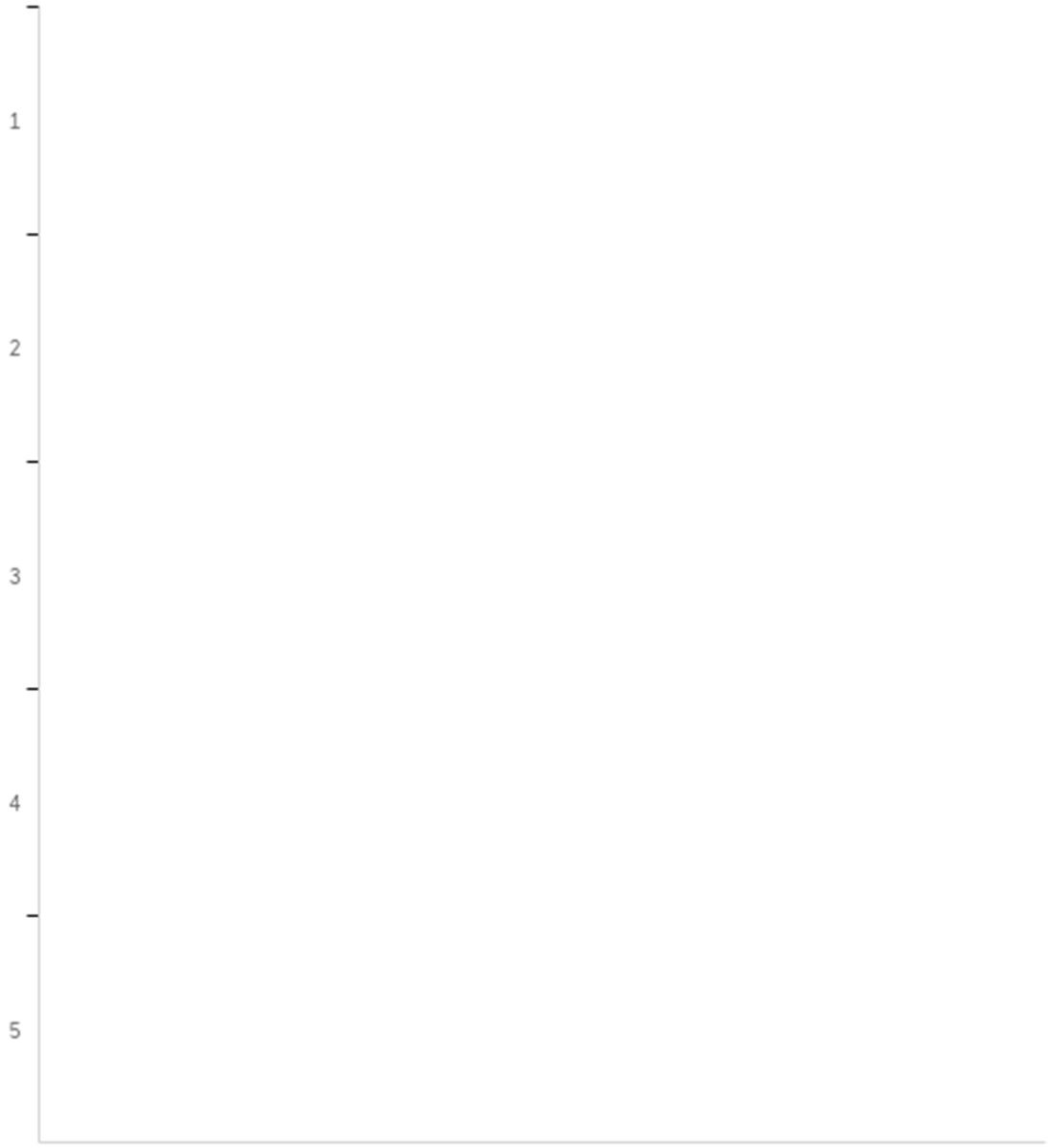
Q BME 4 - Students must develop the ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1	0.00	0.00	0.00	0.00	0.00	0
2	2	0.00	0.00	0.00	0.00	0.00	0

3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0
5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 5 - Reasons or basis for your response:

1

Reasons or basis for your response:

2

Reasons or basis for your response:

3

Reasons or basis for your response:

4

Reasons or basis for your response:

5

Reasons or basis for your response:

Q BME 6 - Please indicate how your understanding of the issues described in the previous question could be improved.

1

Please indicate how your understanding of the issues described in the previous question could be improved.

2

Please indicate how your understanding of the issues described in the previous question could be improved.

3

Please indicate how your understanding of the issues described in the previous question could be improved.

4

Please indicate how your understanding of the issues described in the previous question could be improved.

5

Please indicate how your understanding of the issues described in the previous question could be improved.

Q BME 7 - Students must develop the ability to communicate effectively with a range of audiences.

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Q BME 8 - Reasons or basis for your response:

1

Reasons or basis for your response:

2

Reasons or basis for your response:

3

Reasons or basis for your response:

4

Reasons or basis for your response:

5

Reasons or basis for your response:

Q BME 9 - Please indicate how your ability to effectively communicate could have been improved through engineering courses, non-engineering courses, or other types of training.

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Q BME 10 - Students must develop the ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

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Q BME 11 - Reasons or basis for your response:

1

Reasons or basis for your response:

2

Reasons or basis for your response:

3

Reasons or basis for your response:

4

Reasons or basis for your response:

5

Reasons or basis for your response:

Q BME 12 - Please indicate how your understanding of the issues described in the previous question could be improved.

1

Please indicate how your understanding of the issues described in the previous question could be improved.

2

Please indicate how your understanding of the issues described in the previous question could be improved.

3

Please indicate how your understanding of the issues described in the previous question could be improved.

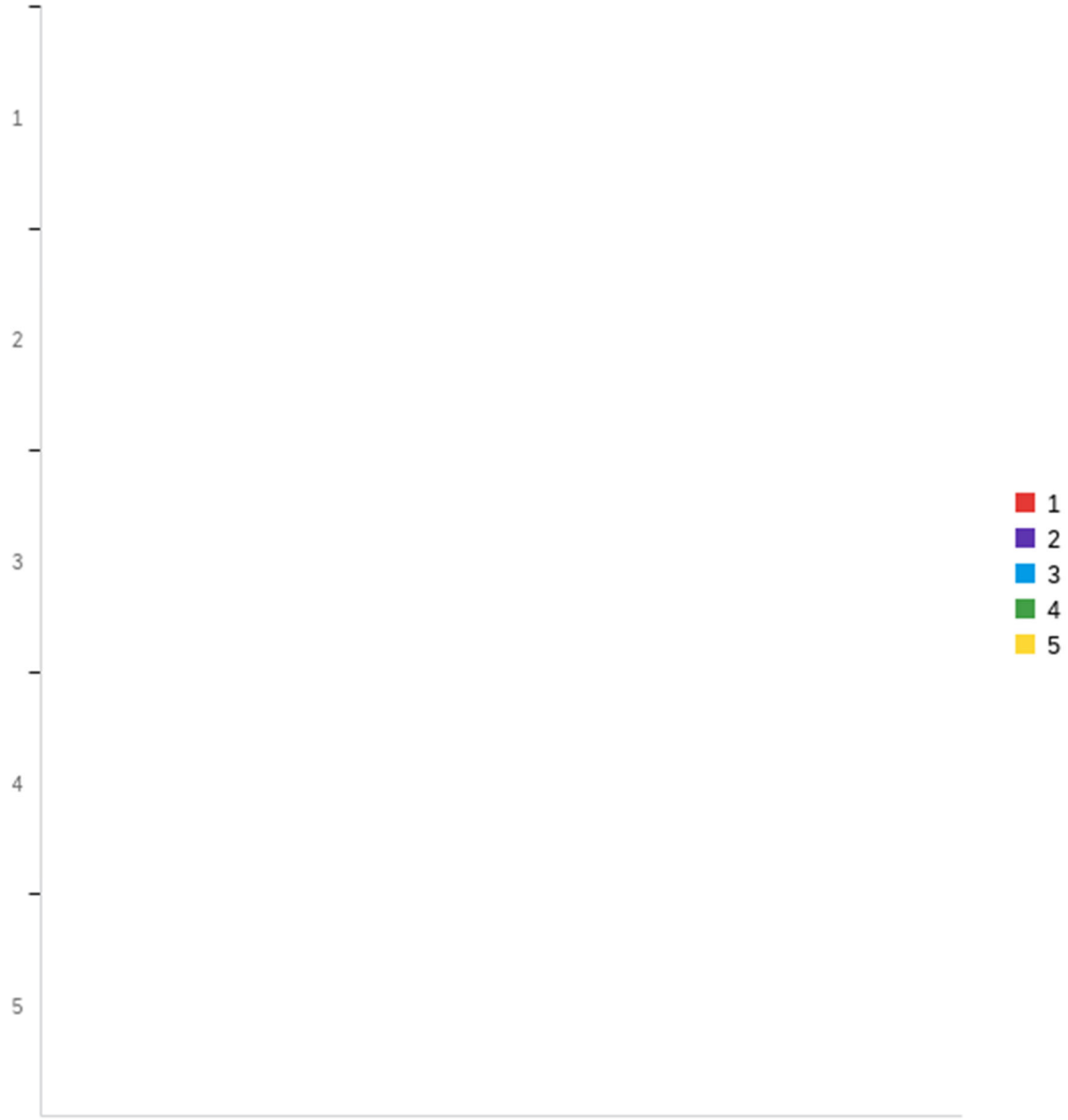
4

Please indicate how your understanding of the issues described in the previous question could be improved.

5

Please indicate how your understanding of the issues described in the previous question could be improved.

Q BME 13 - Students must develop the ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.



#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 14 - Reasons or basis for your response:

1

Reasons or basis for your response:

2

Reasons or basis for your response:

3

Reasons or basis for your response:

4

Reasons or basis for your response:

5

Reasons or basis for your response:

Q BME 15 - Please indicate how your understanding of the issues described in the previous question could be improved.

1

Please indicate how your understanding of the issues described in the previous question could be improved.

2

Please indicate how your understanding of the issues described in the previous question could be improved.

3

Please indicate how your understanding of the issues described in the previous question could be improved.

4

Please indicate how your understanding of the issues described in the previous question could be improved.

5

Please indicate how your understanding of the issues described in the previous question could be improved.

Q BME 16 - Students must develop the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Unable to export widget. Please contact Qualtrics Support.

Q BME 17 - Reason or basis for your response:

1

Reason or basis for your response:

2

Reason or basis for your response:

3

Reason or basis for your response:

4

Reason or basis for your response:

5

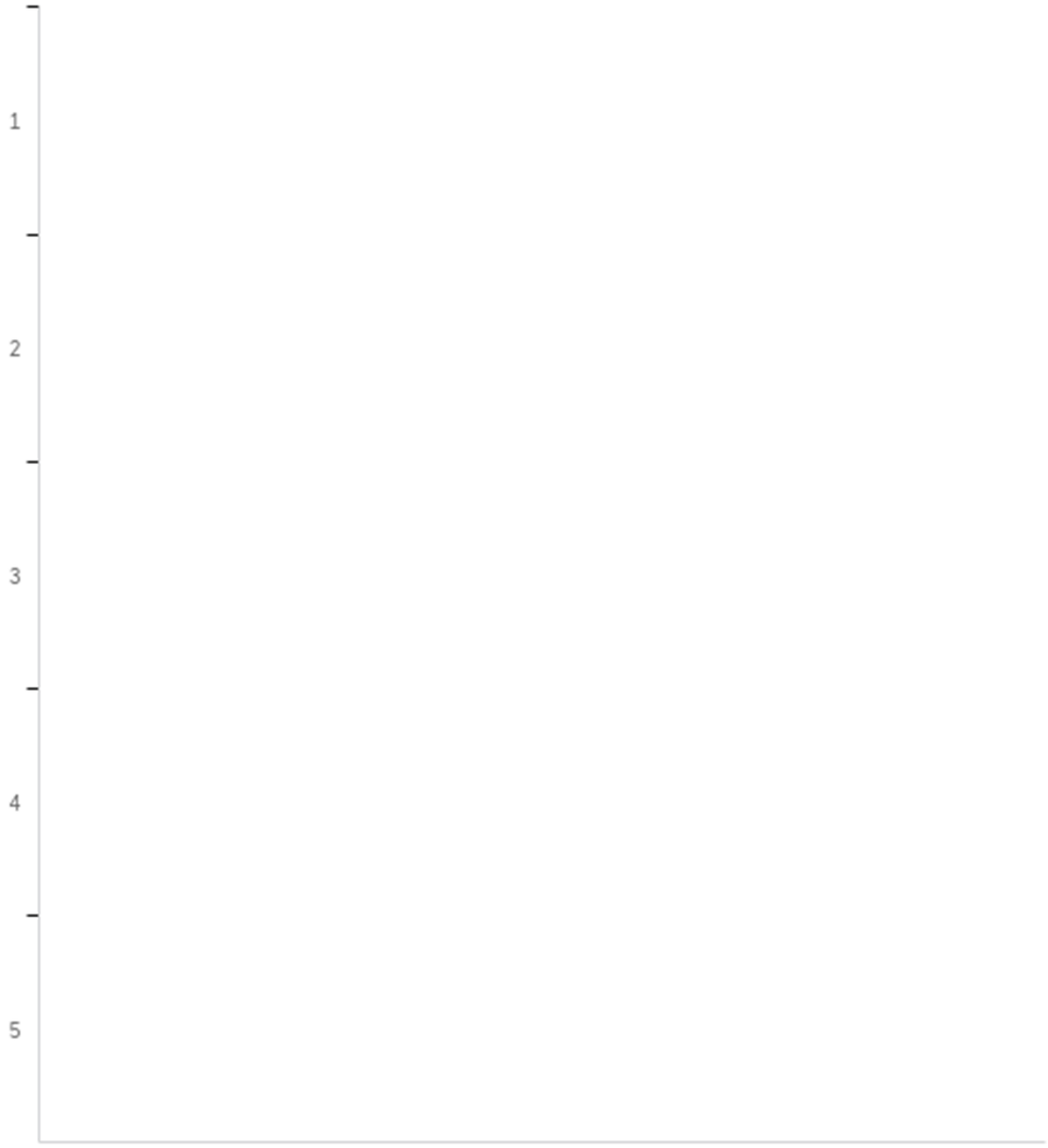
Reason or basis for your response:

Q BME 18 - Is there any specific area, related to the previous question, where you feel you are not properly prepared? If yes, please identify and describe.

Data source misconfigured for this visualization

Data source misconfigured for this visualization

Q BME 19 - Students must develop the ability to acquire and apply new knowledge as needed, using appropriate learning strategies.



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3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0

5	5	0.00		0.00		0.00		0.00		0.00	0

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 20 - Reasons or basis for your response:

1

Reasons or basis for your response:

2

Reasons or basis for your response:

3

Reasons or basis for your response:

4

Reasons or basis for your response:

5

Reasons or basis for your response:

Q BME 21 - Please indicate how your understanding of the issues described in the previous question could be improved.

1

Please indicate how your understanding of the issues described in the previous question could be improved.

2

Please indicate how your understanding of the issues described in the previous question could be improved.

3

Please indicate how your understanding of the issues described in the previous question could be improved.

4

Please indicate how your understanding of the issues described in the previous question could be improved.

5

Please indicate how your understanding of the issues described in the previous question could be improved.

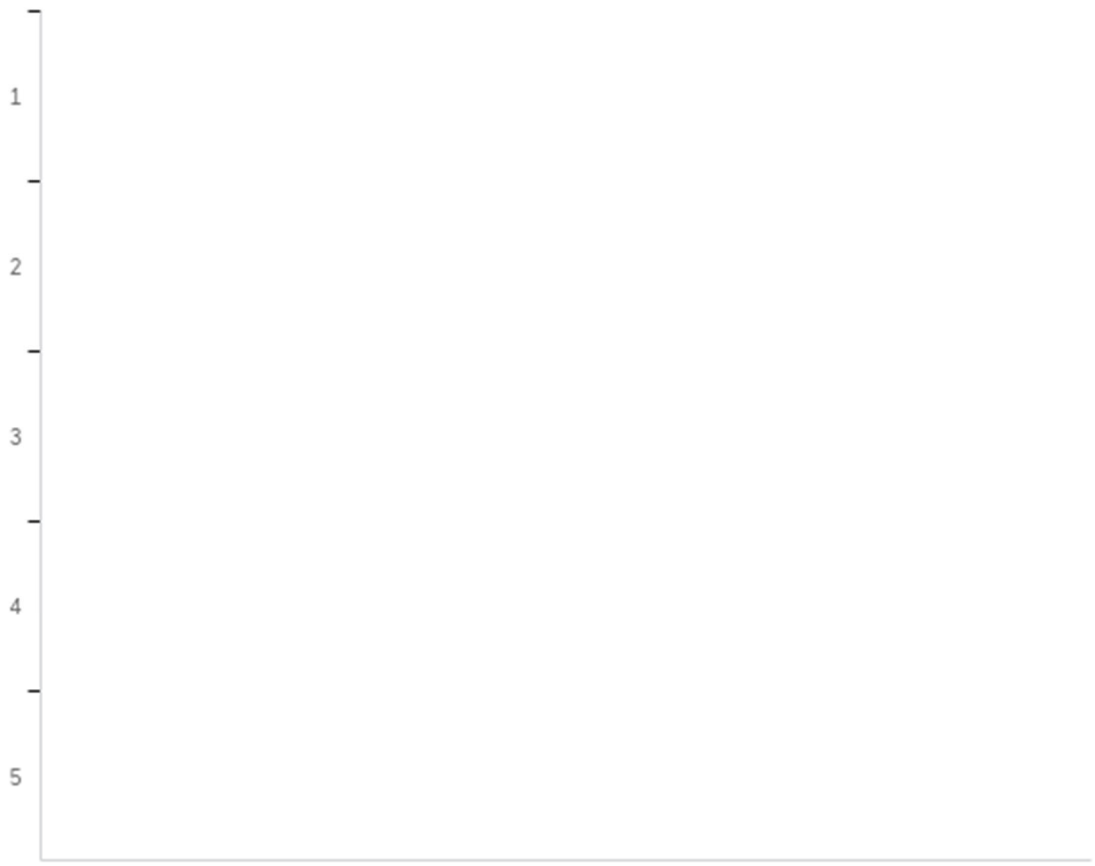
Q BME 22 - Part 2 – Program Evaluation Please share your overall opinion of your educational experience at Oregon Tech? (1 being the lowest rating and 5 being the highest)

Unable to export widget. Please contact Qualtrics Support.

Q BME 23 - Please indicate how the educational experience provided by the department or university could be improved.

Data source misconfigured for this visualization

Q BME 24 - How would you compare the instruction in the MMET Department with instruction in general at Oregon Tech?



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2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0
5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	Better	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	Same	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Worse	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 25 - Please indicate how the instruction provided by the department could be improved?

1

Please indicate how the instruction provided by the department could be improved?

2

Please indicate how the instruction provided by the department could be improved?

3

Please indicate how the instruction provided by the department could be improved?

4

Please indicate how the instruction provided by the department could be improved?

5

Please indicate how the instruction provided by the department could be improved?

Q BME 26 - Do you have any comments about the MMET faculty?

1

Do you have any comments about the MMET faculty?

2

Do you have any comments about the MMET faculty?

3

Do you have any comments about the MMET faculty?

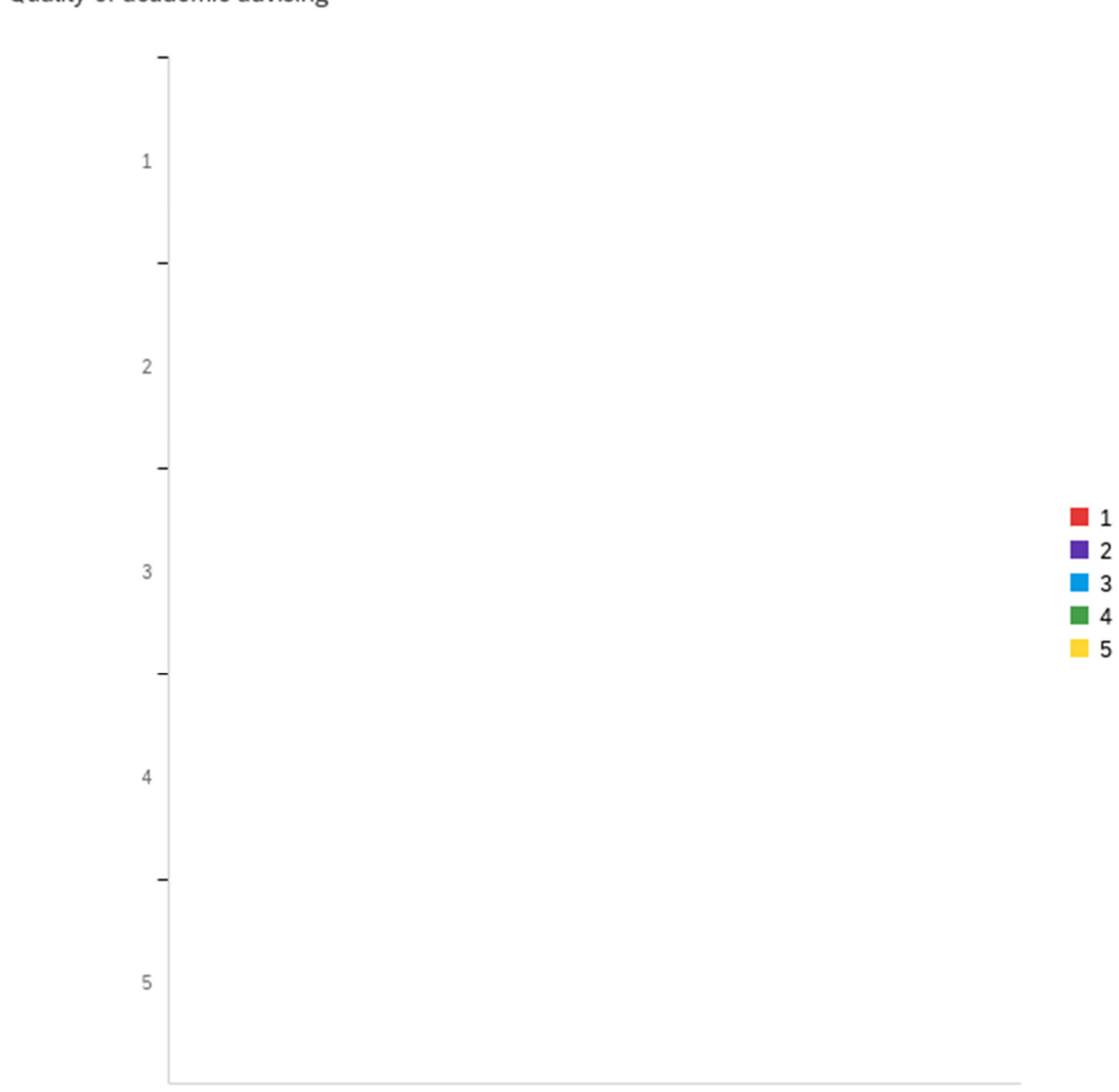
4

Do you have any comments about the MMET faculty?

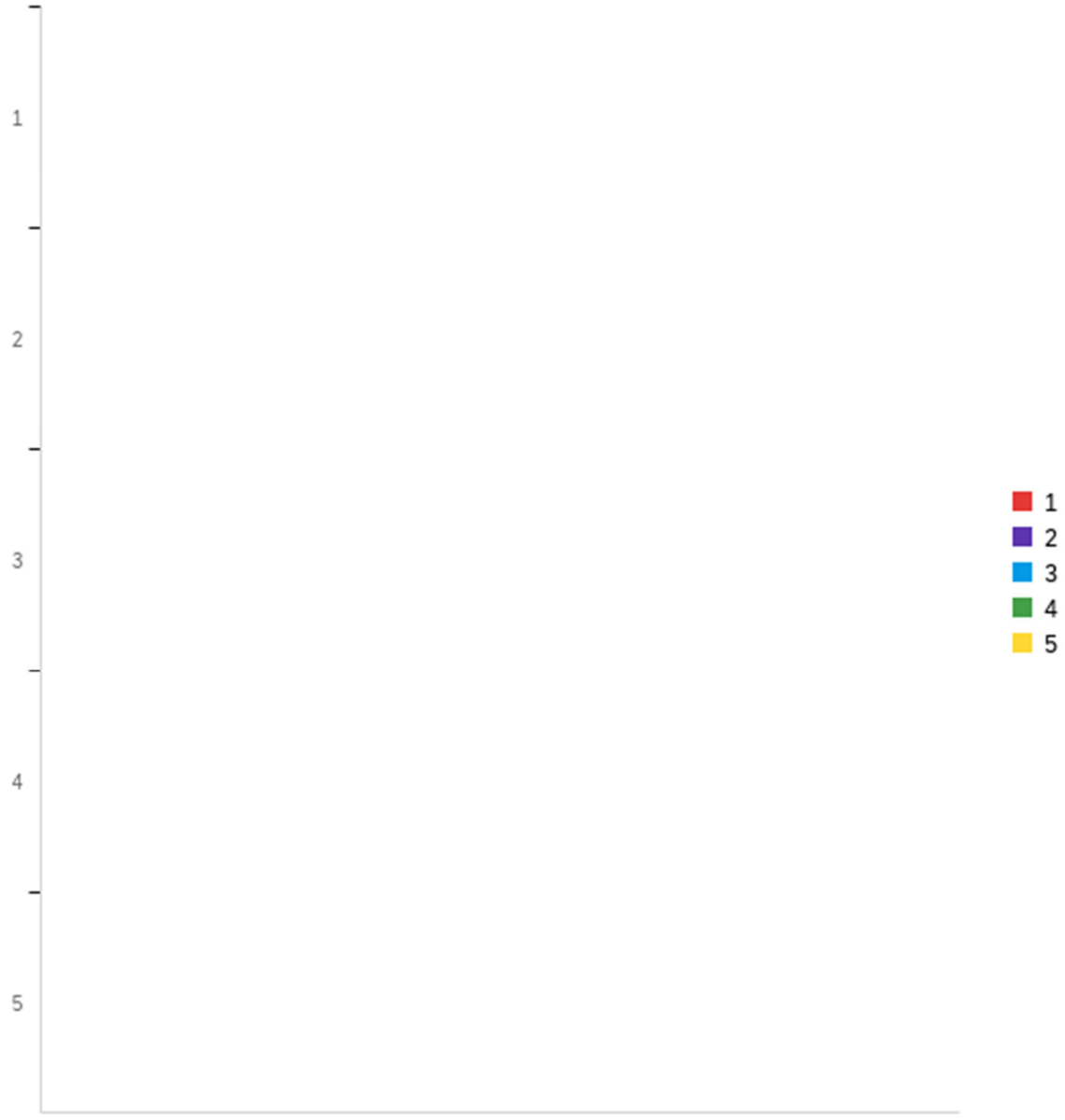
5

Do you have any comments about the MMET faculty?

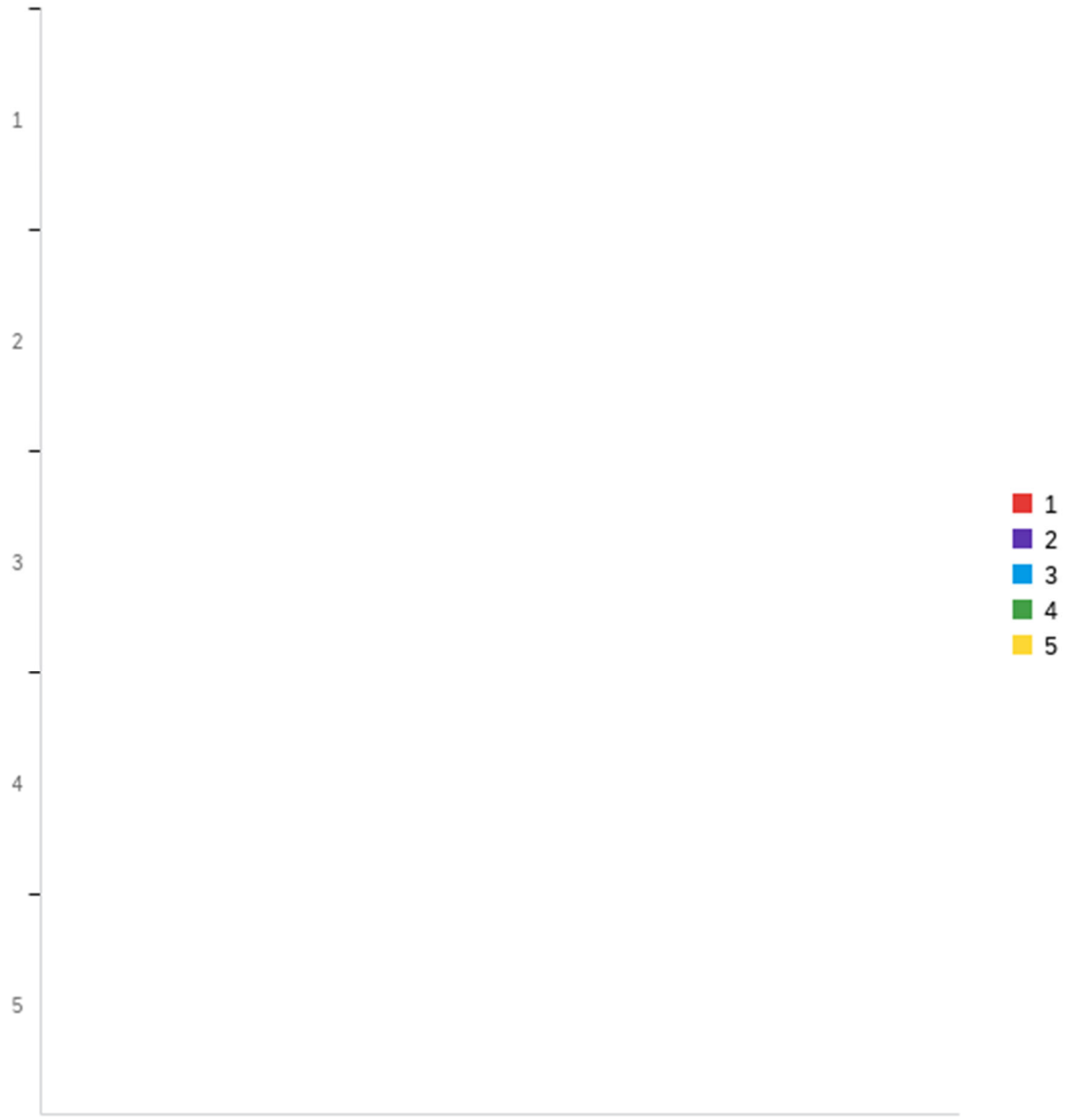
Q BME 27 - How would you rate advising by the MMET faculty? (1 being the lowest rating and 5 being the highest)

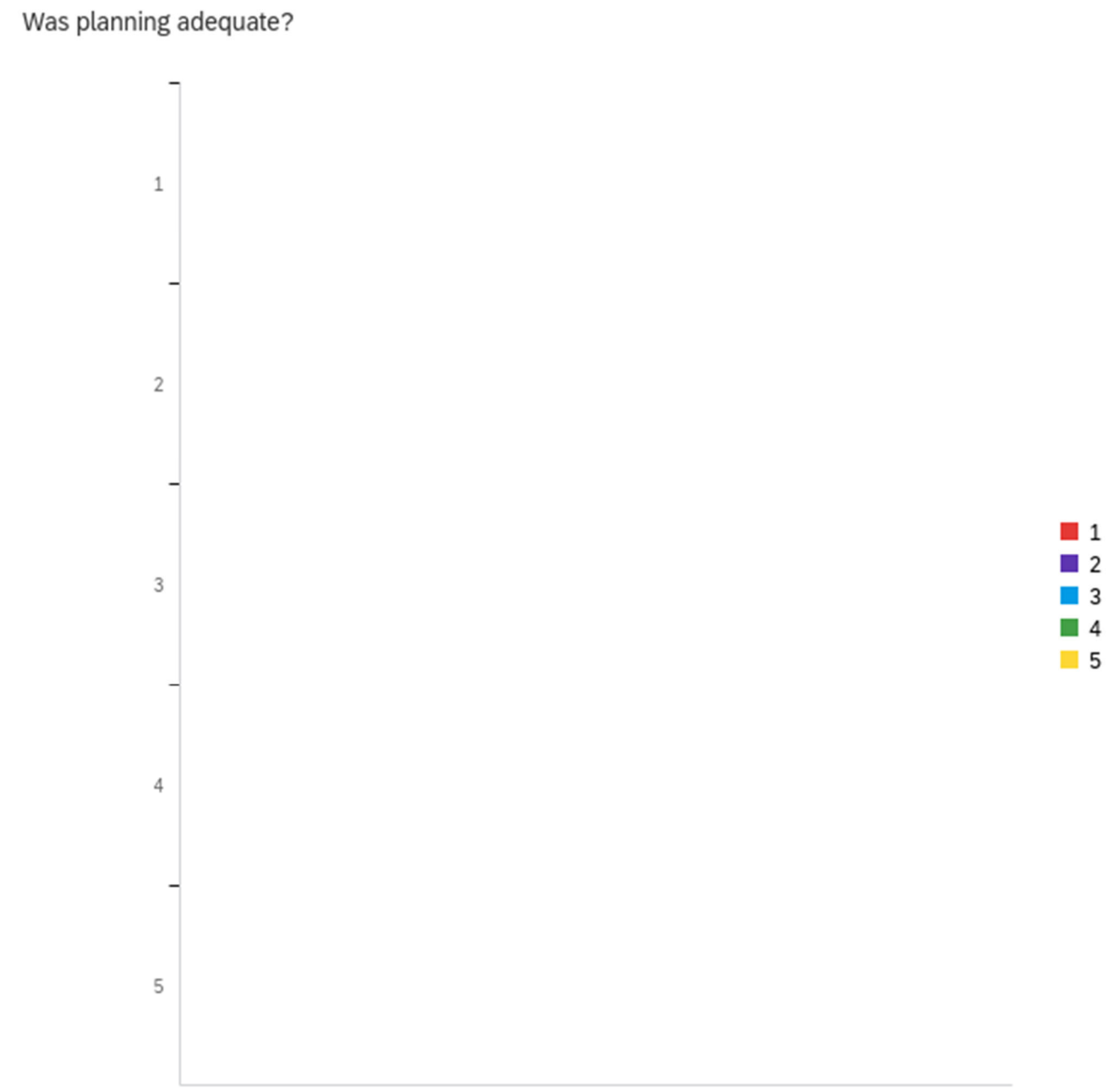


Quality of professional / career advising



Availability of advisor





1

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of academic advising	0.00	0.00	0.00	0.00	0.00	0
2	Quality of professional / career advising	0.00	0.00	0.00	0.00	0.00	0
3	Availability of advisor	0.00	0.00	0.00	0.00	0.00	0
4	Was planning adequate?	0.00	0.00	0.00	0.00	0.00	0

2

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of academic advising	0.00	0.00	0.00	0.00	0.00	0
2	Quality of professional / career advising	0.00	0.00	0.00	0.00	0.00	0
3	Availability of advisor	0.00	0.00	0.00	0.00	0.00	0
4	Was planning adequate?	0.00	0.00	0.00	0.00	0.00	0

3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of academic advising	0.00	0.00	0.00	0.00	0.00	0
2	Quality of professional / career advising	0.00	0.00	0.00	0.00	0.00	0
3	Availability of advisor	0.00	0.00	0.00	0.00	0.00	0
4	Was planning adequate?	0.00	0.00	0.00	0.00	0.00	0

4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of academic advising	0.00	0.00	0.00	0.00	0.00	0
2	Quality of professional / career advising	0.00	0.00	0.00	0.00	0.00	0
3	Availability of advisor	0.00	0.00	0.00	0.00	0.00	0
4	Was planning adequate?	0.00	0.00	0.00	0.00	0.00	0

5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of academic advising	0.00	0.00	0.00	0.00	0.00	0
2	Quality of professional / career advising	0.00	0.00	0.00	0.00	0.00	0

3	Availability of advisor	0.00	0.00	0.00	0.00	0.00	0
4	Was planning adequate?	0.00	0.00	0.00	0.00	0.00	0

Quality of academic advising

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Quality of professional / career advising

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Availability of advisor

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Was planning adequate?

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 28 - Do you have suggestions for improving advising?

1

Do you have suggestions for improving advising?

2

Do you have suggestions for improving advising?

3

Do you have suggestions for improving advising?

4

Do you have suggestions for improving advising?

5

Do you have suggestions for improving advising?

Q BME 29 - What courses or areas of study should be given more emphasis?

1

What courses or areas of study should be given more emphasis?

2

What courses or areas of study should be given more emphasis?

3

What courses or areas of study should be given more emphasis?

4

What courses or areas of study should be given more emphasis?

5

What courses or areas of study should be given more emphasis?

Q BME 30 - What courses or areas of study should be given less emphasis?

1

What courses or areas of study should be given less emphasis?

2

What courses or areas of study should be given less emphasis?

3

What courses or areas of study should be given less emphasis?

4

What courses or areas of study should be given less emphasis?

5

What courses or areas of study should be given less emphasis?

Q BME 31 - What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

1

What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

2

What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

3

What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

4

What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

5

What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

Q BME 32 - What have been the worst things about your major? Again, these might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

1

What have been the worst things about your major? Again, these might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

2

What have been the worst things about your major? Again, these might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

3

What have been the worst things about your major? Again, these might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

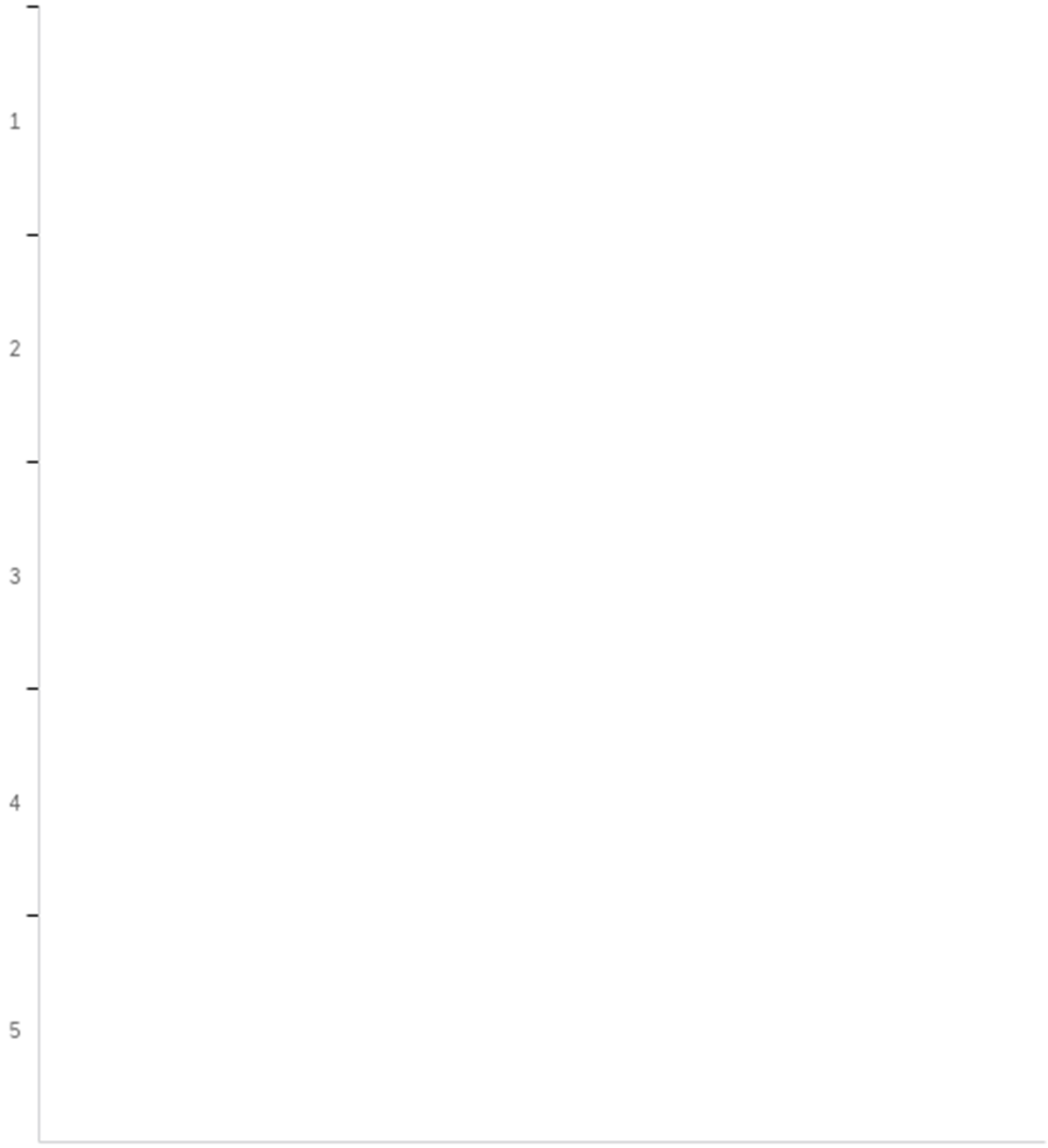
4

What have been the worst things about your major? Again, these might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

5

What have been the worst things about your major? Again, these might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

Q BME 33 - How would you rate the MMET Department's facilities? (1 being the lowest rating and 5 being the highest)



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3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0

5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 34 - Reason or basis for your response:

1

Reason or basis for your response:

2

Reason or basis for your response:

3

Reason or basis for your response:

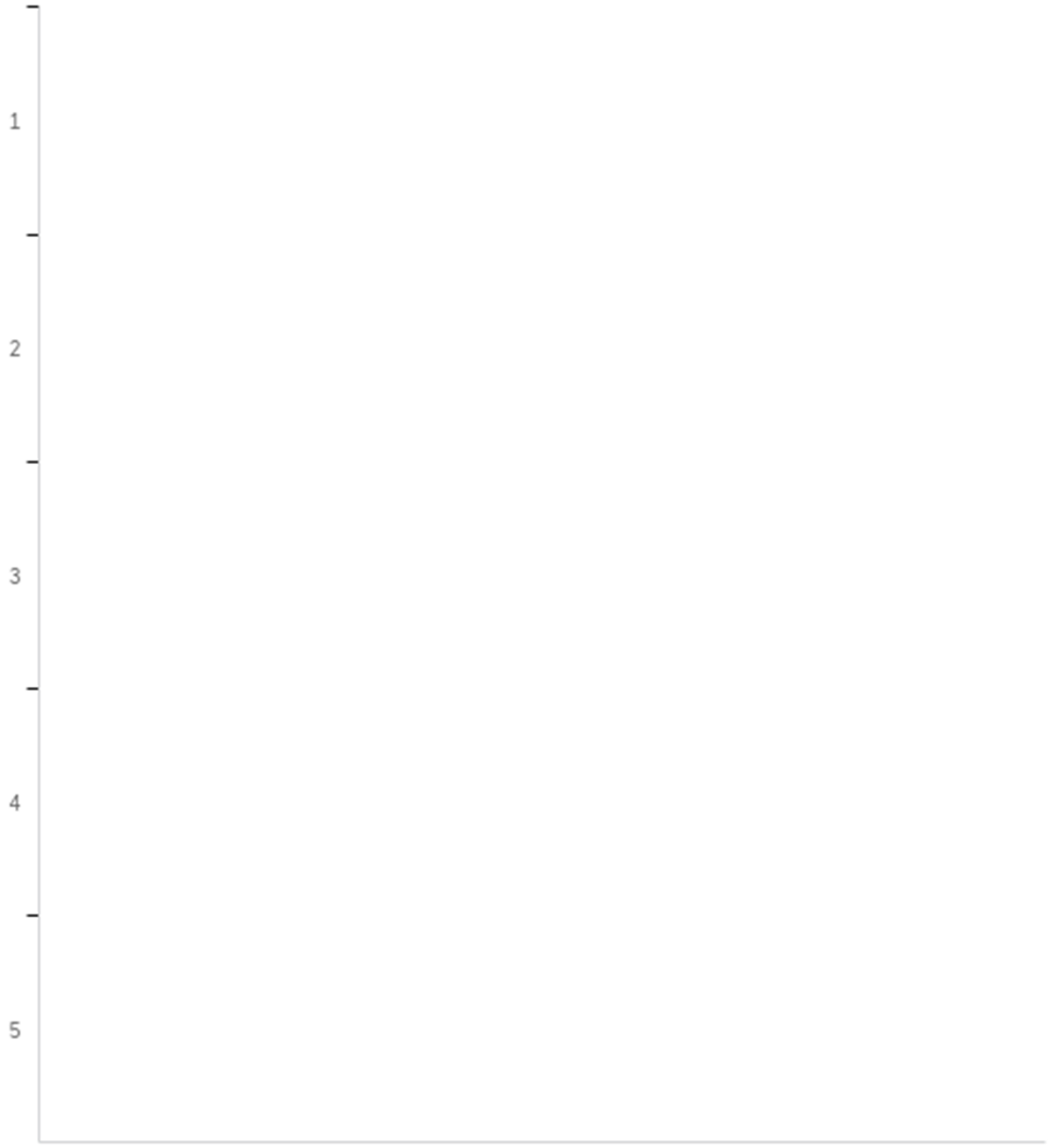
4

Reason or basis for your response:

5

Reason or basis for your response:

Q BME 35 - How would you rate the effectiveness of Career Services? (1 being the lowest rating and 5 being the highest)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0

5	5	0.00		0.00		0.00		0.00		0.00	0

#	Question	1		2		3		4		5		Total
1	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 36 - Do you have any suggestions for improving Career Services?

1

Do you have any suggestions for improving Career Services?

2

Do you have any suggestions for improving Career Services?

3

Do you have any suggestions for improving Career Services?

4

Do you have any suggestions for improving Career Services?

5

Do you have any suggestions for improving Career Services?

Q BME 37 - What was your major source of career advising and placement?

1

What was your major source of career advising and placement?

2

What was your major source of career advising and placement?

3

What was your major source of career advising and placement?

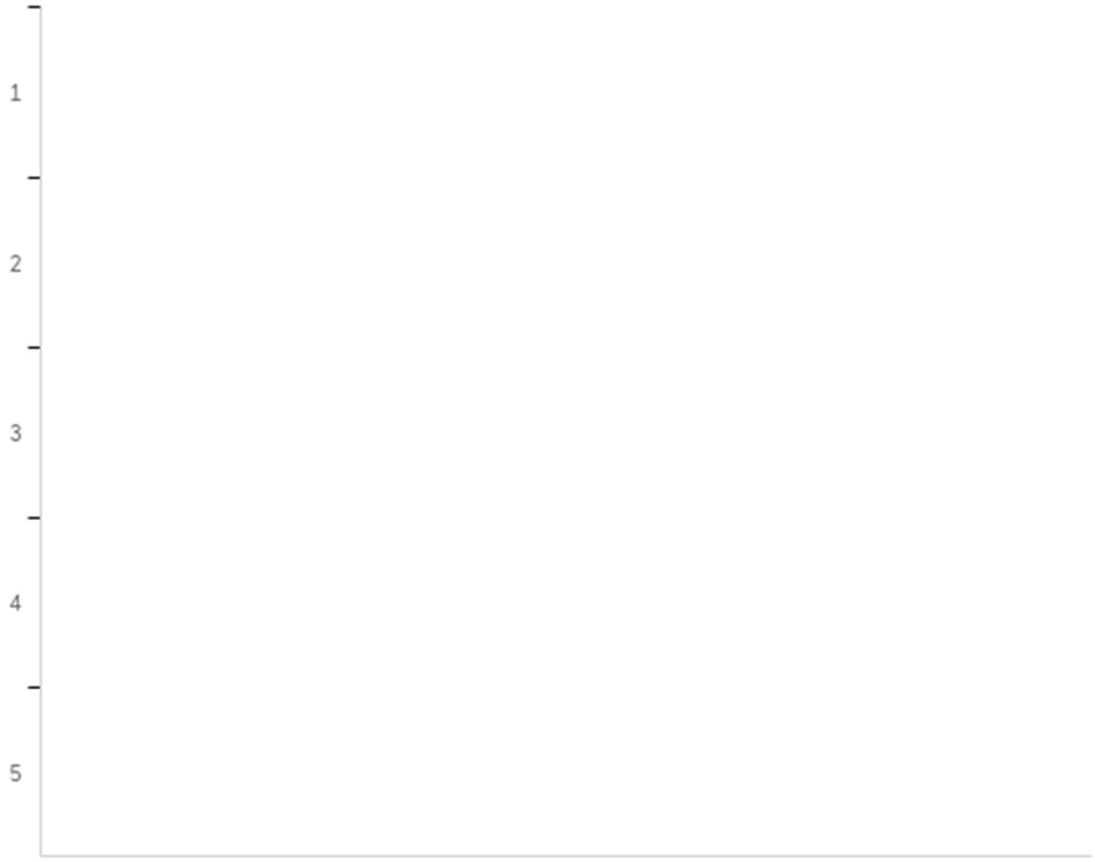
4

What was your major source of career advising and placement?

5

What was your major source of career advising and placement?

Q BME 38 - Did you hold an internship, summer job, or a co-op job in Mechanical Engineering?



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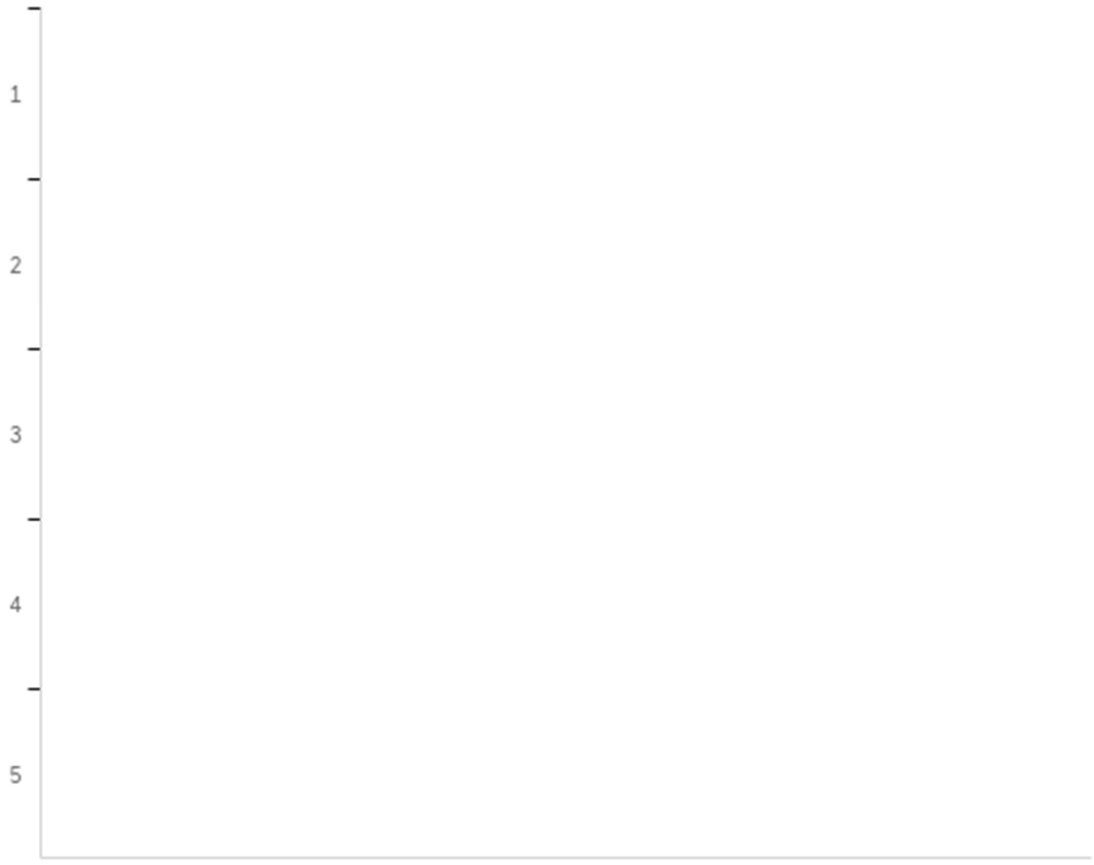
2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0
5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	Yes	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

2	No	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

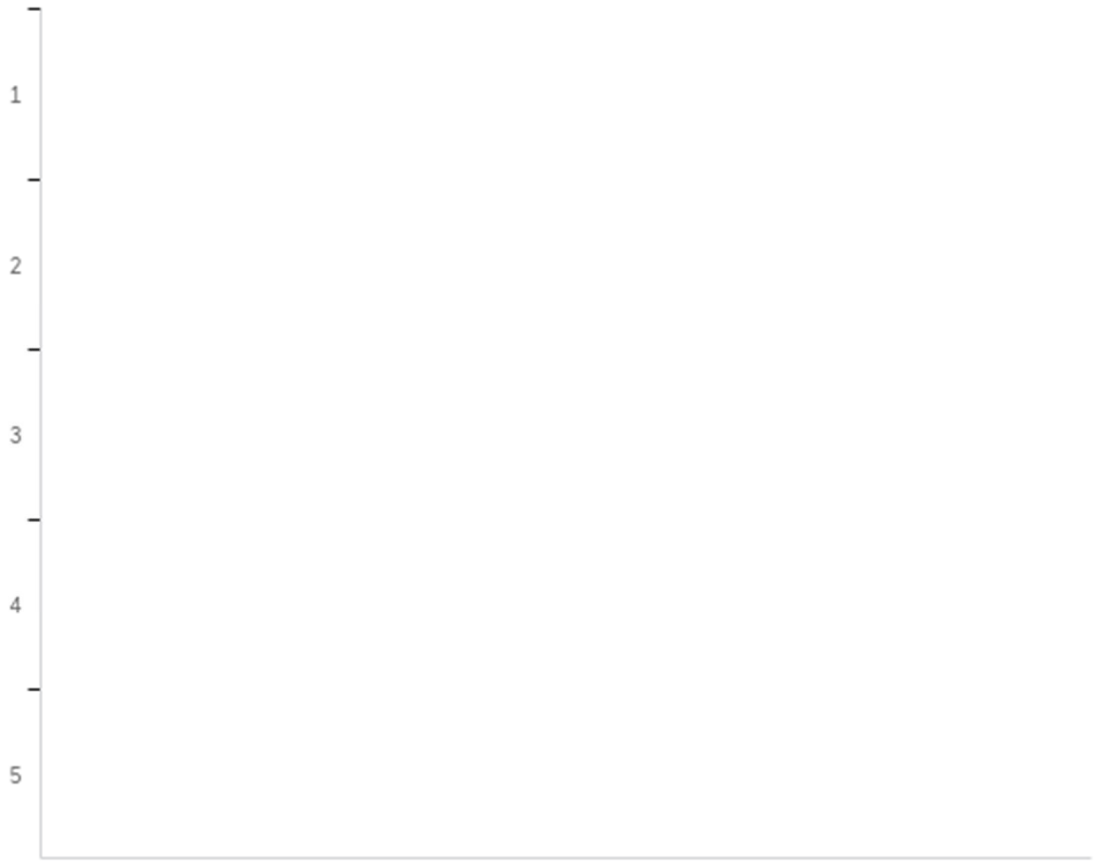
Q BME 39 - If yes, did you find the opportunity through Career Services?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1	0.00	0.00	0.00	0.00	0.00	0
2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0
5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	Yes	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	No	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 40 - Did you interview for permanent employment through Career Services?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0
5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	Yes	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

2	No	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 41 - Would you recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

1

Would you recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

2

Would you recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

3

Would you recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

4

Would you recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

5

Would you recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

Q BME 42 - Why would you not recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

1

Why would you not recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

2

Why would you not recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

3

Why would you not recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

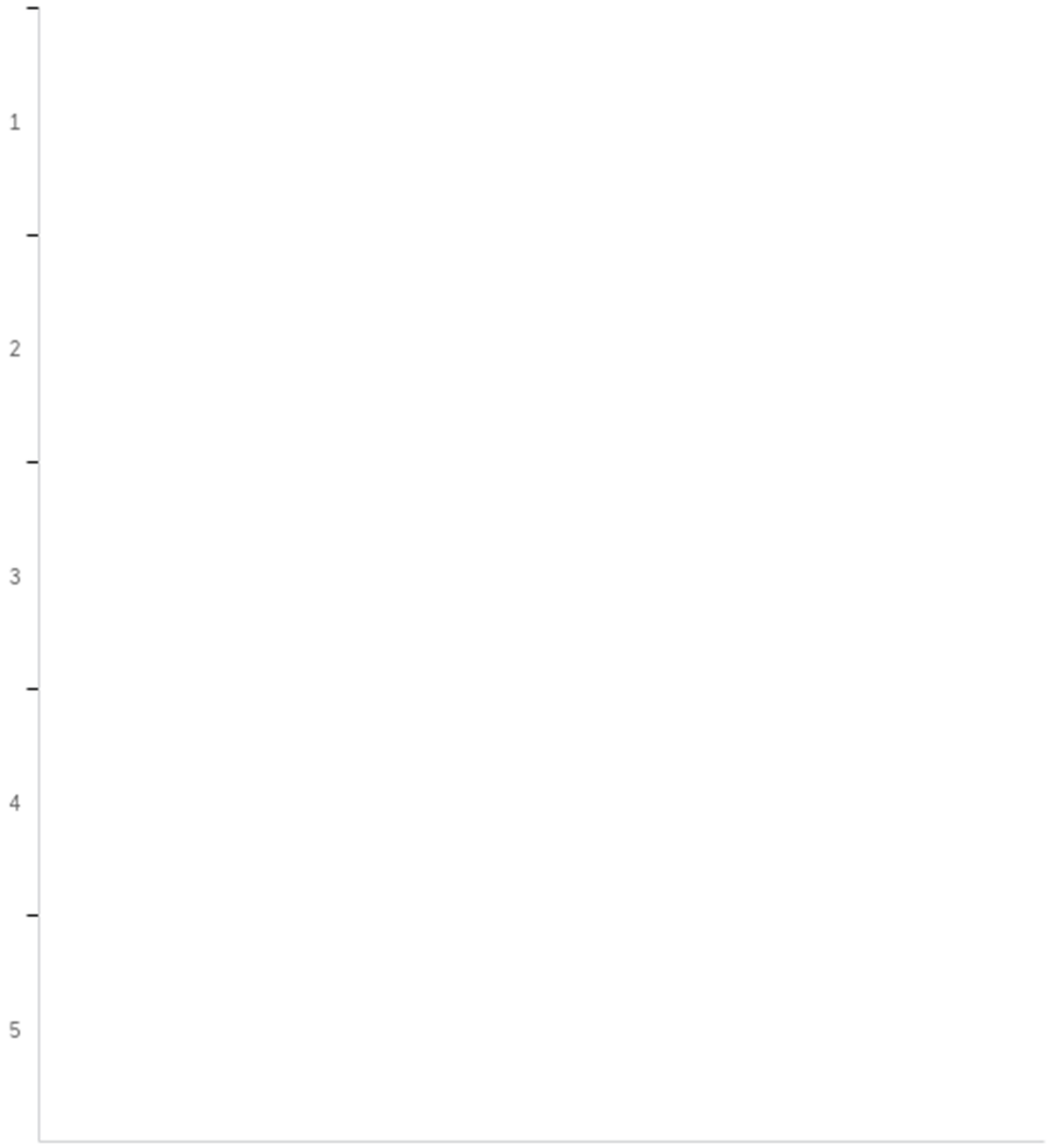
4

Why would you not recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

5

Why would you not recommend the Oregon Tech MMET Department to a family member or friend if they were interested in an engineering career?

Q BME 43 - What attracted you to Oregon Tech? Please check all that apply.

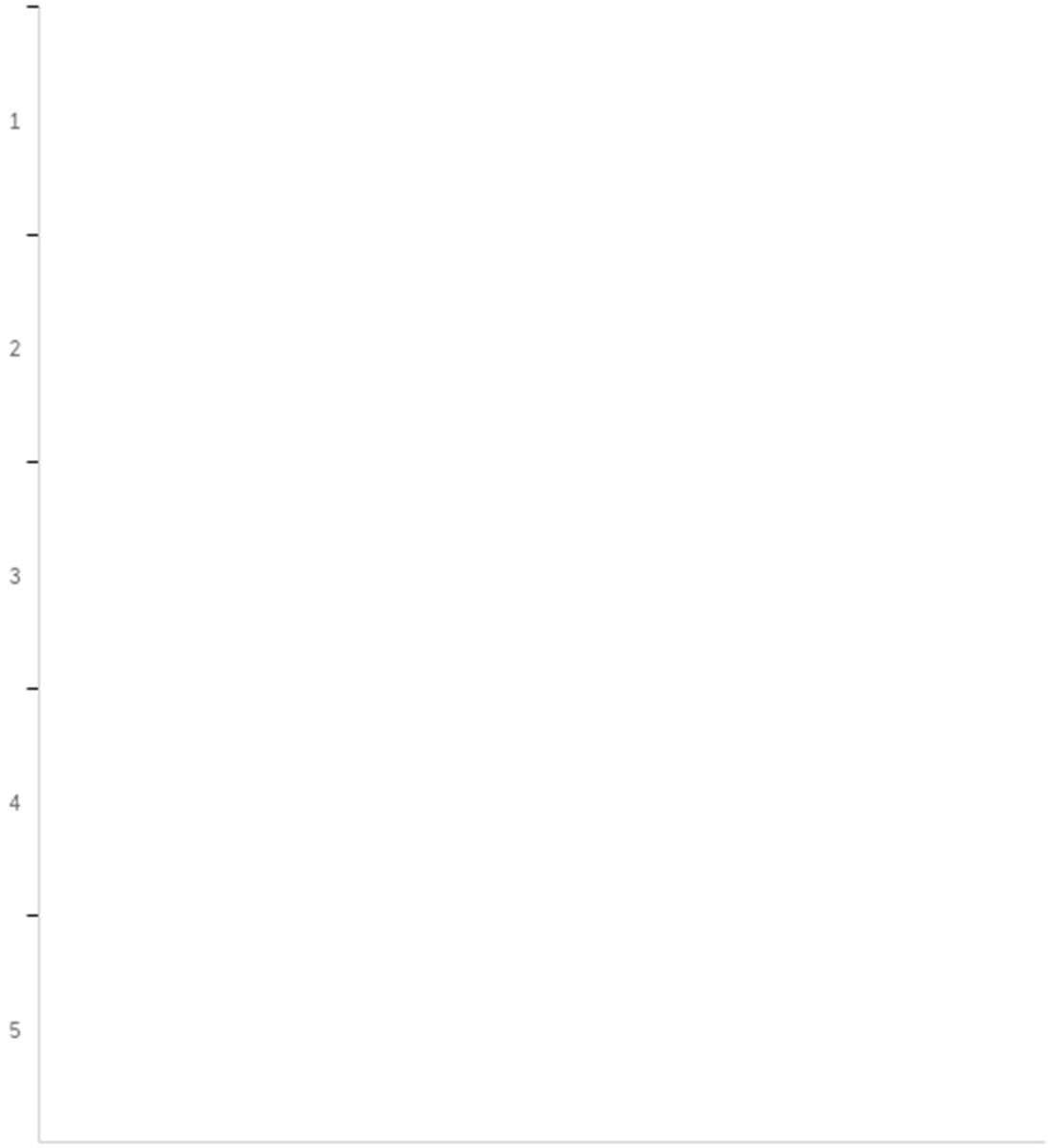


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1	0.00	0.00	0.00	0.00	0.00	0
2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0
5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	Cost	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	Degree Offerings	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	Graduate success rates	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Location	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	Reputation and rankings	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
6	Small class sizes	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
7	If Other, please specify:	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 43_7_TEXT - If Other, please specify: - 1
If Other, please specify: - Text
Q BME 43_7_TEXT - If Other, please specify: - 2
If Other, please specify: - Text
Q BME 43_7_TEXT - If Other, please specify: - 3
If Other, please specify: - Text
Q BME 43_7_TEXT - If Other, please specify: - 4
If Other, please specify: - Text
Q BME 43_7_TEXT - If Other, please specify: - 5
If Other, please specify: - Text

Q BME 44 - Part 3 – Student Information How many years did you work while attending Oregon Tech?

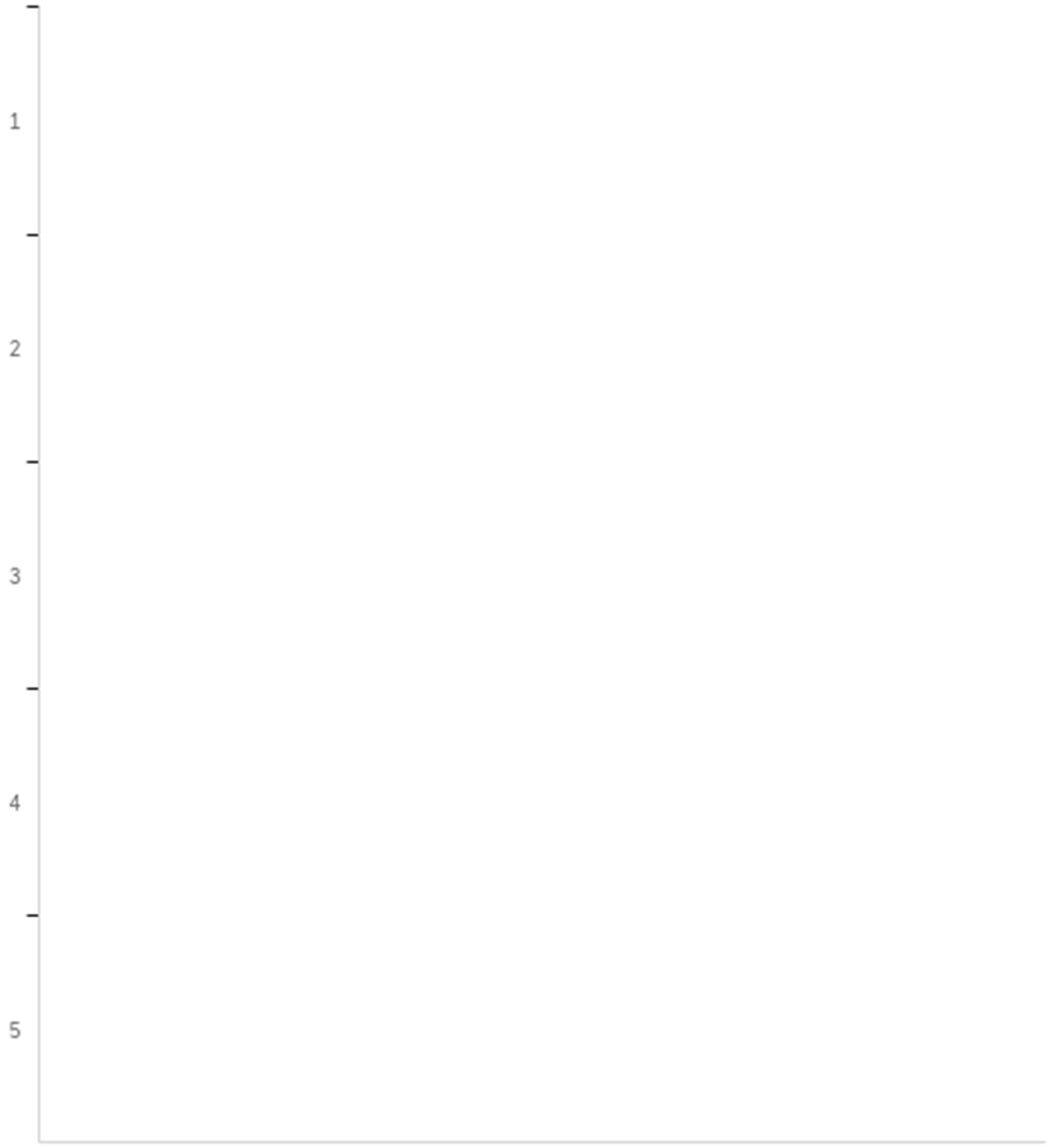


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1	0.00	0.00	0.00	0.00	0.00	0
2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0

5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
6	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
7	6	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
8	7	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
9	8	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
10	9	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
11	10 +	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 45 - On average, how hours per week did you work while attending school?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1	0.00	0.00	0.00	0.00	0.00	0
2	2	0.00	0.00	0.00	0.00	0.00	0
3	3	0.00	0.00	0.00	0.00	0.00	0
4	4	0.00	0.00	0.00	0.00	0.00	0

5	5	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		Total
1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	1-5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
3	6-10	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	11-15	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	16-20	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
6	21-25	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
7	26-30	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
8	31-35	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
9	36-40	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
10	40 +	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q BME 46 - Part 4 – General Comments In addition to your earlier comments and suggestions, are there other ways that we could improve the quality or effectiveness of the MMET program at Oregon Tech? Please be as specific as possible.

1

Part 4 – General Comments In addition to your earlier comments and suggestions, are there other ways that we could improve the quality or effectiveness of the MMET program at Oregon Tech? Please be as specific as possible.

2

Part 4 – General Comments In addition to your earlier comments and suggestions, are there other ways that we could improve the quality or effectiveness of the MMET program at Oregon Tech? Please be as specific as possible.

3

Part 4 – General Comments In addition to your earlier comments and suggestions, are there other ways that we could improve the quality or effectiveness of the MMET program at Oregon Tech? Please be as specific as possible.

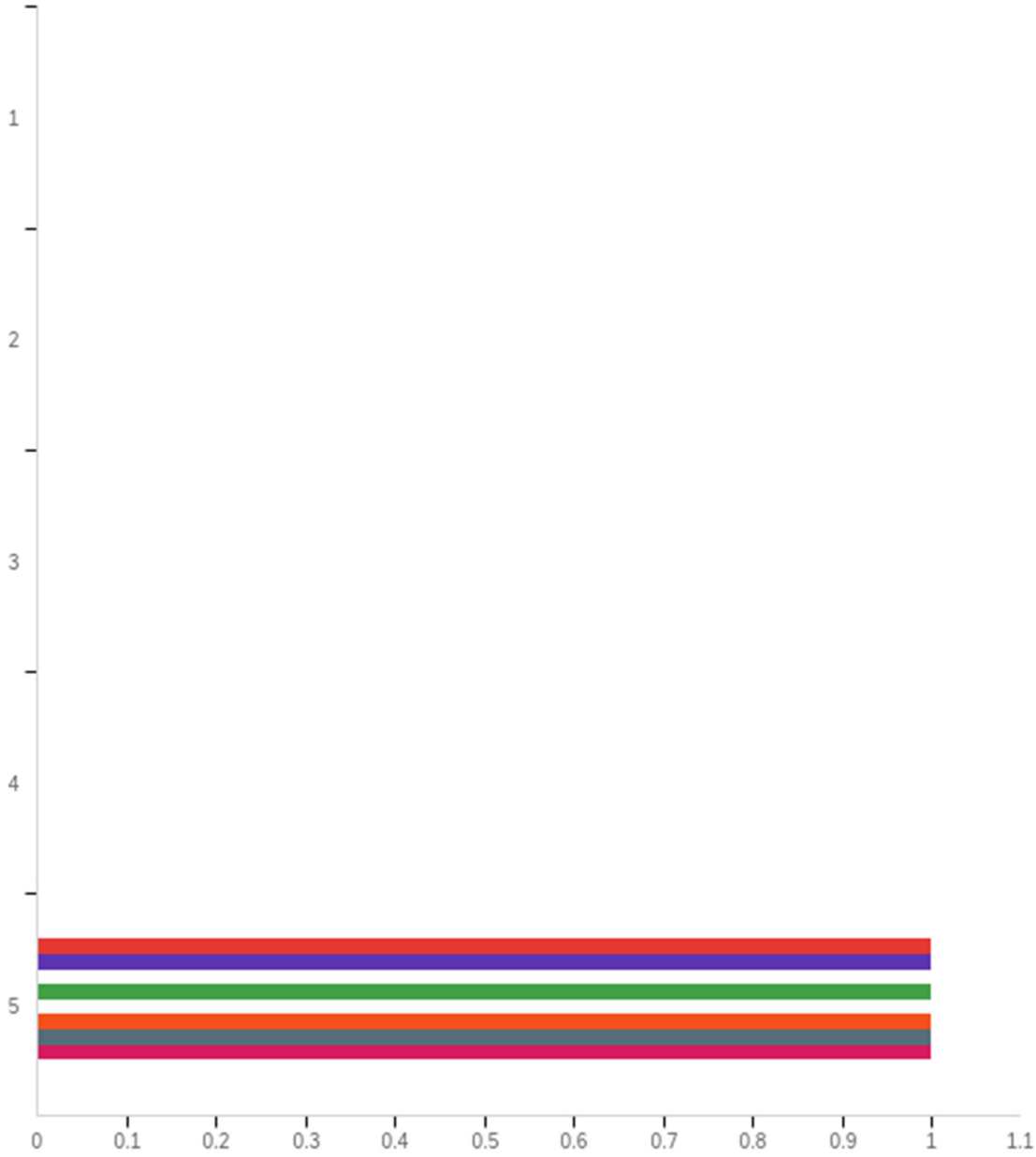
4

Part 4 – General Comments In addition to your earlier comments and suggestions, are there other ways that we could improve the quality or effectiveness of the MMET program at Oregon Tech? Please be as specific as possible.

5

Part 4 – General Comments In addition to your earlier comments and suggestions, are there other ways that we could improve the quality or effectiveness of the MMET program at Oregon Tech? Please be as specific as possible.

Q Experiential Learning 1 - Oregon Tech recognizes that learning occurs in a variety of venues and experiences. Please check all of the following learning experiences you participated in while enrolled as a student at Oregon Tech.



#	Question	1		2		3		4		5		Total
1	Internship / Externship / Clinical / Practicum	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
13	Research with a faculty member	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1

12	Course project with industry or community partnership	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
10	Capstone Project / Senior Project	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
8	Volunteer Experience	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Student Club or Program	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
5	On-Campus Job	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
6	Off-Campus Job	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
20	None	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Q Experiential Learning 2 - Please tell us more about your Internship / Externship / Clinical / Practicum.

1

Name of company or organization:

2

Name of company or organization:

3

Name of company or organization:

4

Name of company or organization:

5

Name of company or organization:	Brief description of experience:	What term(s) did you participate:	Duration in weeks:	Average hours per week:
Klamath Basin Behavioral Health	providing therapy to children and families	Summer 2019-Spring 2020	52	20

Q Experiential Learning 3 - Please tell us more about your research with a faculty member.

1

Name of faculty member:

2

Name of faculty member:

3

Name of faculty member:

4

Name of faculty member:

5

Name of faculty member:

Q Experiential Learning 4 - Please tell us more about your course project with industry or community partnership.

1

Name of company or organization:

2

Name of company or organization:

3

Name of company or organization:

4

Name of company or organization:

5

Name of company or organization:

Q Experiential Learning 5 - Please tell us more about your capstone project or senior project.

1

Name of company or organization:

2

Name of company or organization:

3

Name of company or organization:

4

Name of company or organization:

5

Name of company or organization:

Q Experiential Learning 6 - Please tell us more about your volunteer experience.

1

Name of company or organization:

2

Name of company or organization:

3

Name of company or organization:

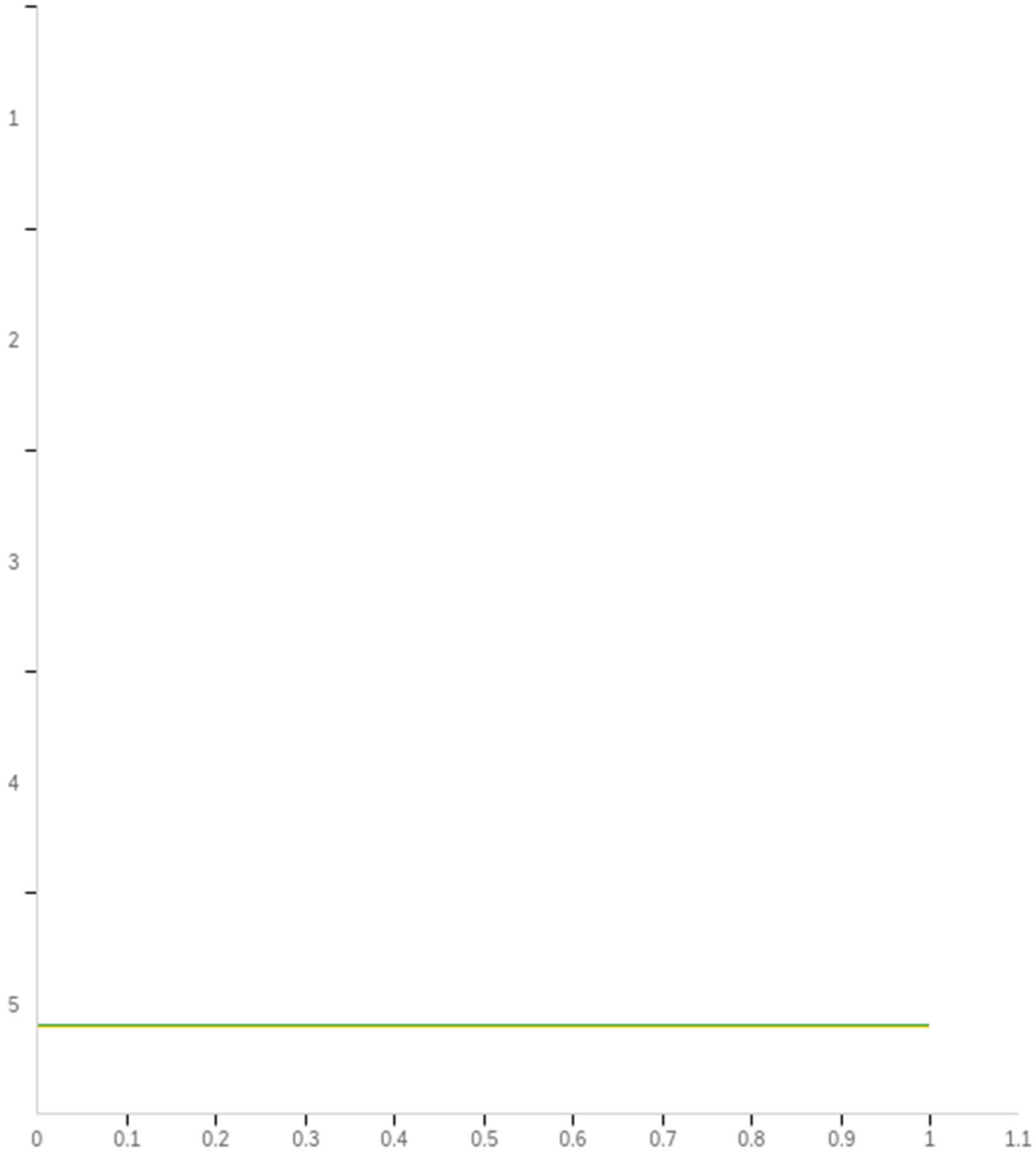
4

Name of company or organization:

5

Name of company or organization:

Q Experiential Learning 7 - Please select all of the student clubs and/or programs you participated in while at Oregon Tech:



#	Question	1		2		3		4		5	
1	ALPS - Philosophy / Poetry Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
2	Amateur Radio Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
3	ASCE (Civil Engineers)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
4	ASME - Mechanical Engineers	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0

38	Association of Energy Engineers	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
6	AUVSI - Assoc for Unmanned Vehicle Systems Int'l	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
7	Baja SAE	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
8	Barbell Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
53	Campus Activities (CAB)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
9	Campus Beautification Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
10	Christian Fellowship Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
11	Circle K Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
12	Disc Golf Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
13	DMS Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
65	Drama Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
14	Echo Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
15	Engineers without Borders (EWB)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
17	Formula SAE	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
18	Gaming Community	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
19	Geomatics Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
20	Hawaii Club: Alanui o Pueo	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
21	Health Science Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
23	IEEE Electrical and Electronics Engineering	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
24	International Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
55	International Student Services (ISS)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
56	KTEC-FM Radio Station	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
25	Lambda Pi Eta	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
69	Latino Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
27	Mars Reach	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
28	Martial Arts	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
26	Mathematics Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0

67	Native American Student Union (NASU)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
57	New Student Orientation (NSO)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
29	Newman Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
30	Nuclear Medicine	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
31	Nursing Students without Boards	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
59	Oregon Tech Broadcasting (OTB)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
66	Oregon Tech Gaming Society	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
70	Oregon Tech Spirit Squad	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
58	Outdoor Program (OP)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
32	Performing Musicians - Pep Band	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
33	Phi Beta Lambda - Business Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
34	Phi Delta Theta	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
35	Psy Chi (Psychology Honor Society)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.00%	1
36	Psychology Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.00%	1
37	Radiologic Science	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
60	Residence Hall Association (RHA)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
39	Respiratory Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
40	Robotics Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
41	Rowing Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
42	SADHA at CCC - Chemeketa	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
43	SADHA Dental Hygiene	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
68	Saudi Student Association	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
5	Soccer Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
44	Social Activities Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
45	Social Dancing Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
52	Student Government (ASOIT)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
61	Student Veterans Program (SVP)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
47	Students in Communication	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0

48	SWE Society of Women Engineers	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
16	Tau Beta Pi (Engineering Honor Society)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
49	Tennis Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
62	The Edge Newspaper	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
54	The Treehouse	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
50	Trading Card Game Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
51	Vascular Club	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
64	If other, please specify:	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
	Total	Total	0	Total	0	Total	0	Total	0	Total	2

If other, please specify: - 1
If other, please specify: - Text
If other, please specify: - 2
If other, please specify: - Text
If other, please specify: - 3
If other, please specify: - Text
If other, please specify: - 4
If other, please specify: - Text
If other, please specify: - 5
If other, please specify: - Text

Q Experiential Learning 8 - Please tell us more about your on-campus job.

1

Name of supervisor:

2

Name of supervisor:

3

Name of supervisor:

4

Name of supervisor:

5

Name of supervisor:	Name of department:	Brief description of experience:	What term(s) did you participate:	Duration in weeks:	Average hours per week:
Trevor Petersen MariaLynn Kessler	Relationship Building Program	Lead Family Mentor	Spring 2016 - Summer 2020	208	10

Q Experiential Learning 9 - Please tell us more about your off-campus job.

1

Name of supervisor:

2

Name of supervisor:

3

Name of supervisor:

4

Name of supervisor:

5

Name of supervisor: