

Outcome F. Graduates will have an understanding of professional and ethical responsibility.

| Course | Performance indicators |
|--------------|--|
| MAE 215, 475 | Awareness of professional responsibility. |
| MAE 215, 475 | Awareness and understanding of ethical conflictive situations. |
| MAE 215, 475 | Grade distribution. |

Tools used: Course assessment by faculty, Alumni survey, Employer survey.

Data Collection: The data are collected every semester based on the course offerings.

Frequency of data collection: The data are collected every time courses are taught.

Data Analysis: The data obtained are analyzed every year.

Closing the loop: This outcome is subject to review every year based on performance criteria and metrics and specific action items are developed, if necessary, to revise the content of the courses. The analyzed data are presented separately to the following groups in meetings.

- a) Feedback to students on all assignments
- b) Feedback to faculty, particular from majors.

| Outcome and Performance Indicator | | Performance Indicator Rubric | | | | |
|--|---|------------------------------|-------------------------|-------------------------|--------------------------------------|---|
| Outcome F “Graduates will have an understanding of professional and ethical responsibility.” | | Poor | Fair | Good | Very Good | Excellent |
| PI1 | Awareness of professional responsibility | No notion of Prof. Resp. | Prof. Resp. mentioned | Prof. Resp. addressed | Prof. Resp. addressed and assessed | Prof. Resp. addressed and assessed & discussed |
| PI2 | Awareness and understanding of ethical conflictive situations | No notion of ethical issues | Ethical issue mentioned | Ethical issue addressed | Ethical issue addressed and assessed | Ethical issue. addressed and assessed & discussed |
| PI3 | Grade distribution | 1 (F) | 2 (D) | 3 (C) | 4 (B) | 5 (A) |
| <p>Performance Indicator 1. (PI1). “<u>Awareness of professional responsibility.</u>” Engineers are professionals who engage in formal commitments when they practice their profession. These commitments involve professional responsibilities (PR) in the technical, social and personal areas. The following rubrics are used to assess this indicator:</p> <ul style="list-style-type: none"> - Poor. This rubric is used when exercises offering the opportunity to bring forward PR issues, do not involve any mention or reference to PR issues to address. - Fair. This rubric is used when exercises offering the opportunity to bring forward PR issues, involve some aspects of PR in a very general way. - Good. This rubric is used when exercises involve aspects of PR which are relevant. - Very Good. This rubric is used when exercises involve aspects of PR which are relevant, addressed and implications are presented. - Excellent. This rubric is used when in addition to the previous rubric; there is a discussion of consequences and potential scenarios related to PR. <p>Performance Indicator 2. (PI2). “<u>Awareness and understanding of ethical conflictive situations.</u>” Engineers often engage in professional situations that may put them in ethical dilemmas which call for sound professionally ethical judgment. The following rubrics are used to assess this indicator:</p> <ul style="list-style-type: none"> - Poor. This rubric is used when an exercise offering the opportunity to address an ethical conflictive issue, does not offer evidence of recognition of the ethical conflict. - Fair. This rubric is used when an exercise provides some evidence of recognition an ethical issue of conflict. - Good. This rubric is used when an exercise, provides evidence of recognition of the ethical conflict and suggests an ethical stance. | | | | | | |

Very Good. This rubric is used when an exercise, provides evidence of recognition of the ethical conflict and the potential scenarios of the conflict and proposes an ethical stance.

Excellent. This rubric is used when in addition to the previous rubric; there is a description of the rationale involved in the proposed ethical stance and the consequences of failing to exercise ethical judgment.

Performance Indicator 3. (PI3). Grade distribution from class on applicable assignments or exercises. A, B, C, D

Assessment Tool:

Course Assessment Rubric by Faculty

Aerospace Engineering Program Course-Outcome Matrix (October, 2014)

| ABET Outcome | | a | b | c | d | e | f | g | h | i | j | k | |
|--|--------------|-------------------------------|------------------------------------|--------------------------------------|--------------------------|---|---|-------------------------|---------------------------------------|--------------------|---------------------|---|-------------------------------|
| Required Course | Credit Hours | Apply Math, Science, and Engr | Design Experiments and Analyze and | Design System, Component, or Process | Multi-disciplinary Teams | Identify, Formulate and Solve Engr Problems | Professional and Ethical Responsibility | Communicate Effectively | Broad Education - Global and Societal | Life-long Learning | Contemporary Issues | Techniques, Skills, and Modern Engr Tools | Number of Outcomes per course |
| ENGR 101 <i>Engr. Problem Solving 1</i> | 3 | | | | | | F | G | | | | | 2 |
| MAE 215 <i>Intro to Aero Engr</i> | 3 | | | C | | | F | | | | | | 2 |
| MAE 241 <i>Statics</i> | 3 | A | | | | | | | | | | | 1 |
| MAE 242 <i>Dynamics</i> | 3 | A | | | | | | | | | | | 1 |
| MAE 243 <i>Mech. of Materials</i> | 3 | | | | | E | | | | | | | 1 |
| MAE 244 <i>Dynam. & Strength Lab</i> | 1 | | B | | B | | | | | | | K | 3 |
| MAE 316 <i>Analy. of Engr. Sys.</i> | 3 | A | | | | | | | | | | K | 2 |
| MAE 320 <i>Thermodynamics</i> | 3 | | | | | E | | | H | | J | | 3 |
| MAE 335 <i>Incomp Aerodynamics</i> | 3 | A | | | | | | | | I | J | | 3 |
| MAE 336 <i>Comp Aerodynamics</i> | 3 | A | | | | | | | | I | | | 2 |
| MAE 343 <i>Intermed. Mech. Matls.</i> | 3 | A | | | | | | | | I | | | 2 |
| MAE 345 <i>Aerospace Structures</i> | 3 | | | C | D | E | | | | | | | 3 |
| MAE 365 <i>Flight Dynamics</i> | 3 | A | | | | | | | | | | K | 2 |
| MAE 423 <i>Heat Transfer</i> | 3 | | | C | | | | | H | | J | | 3 |
| MAE 426 <i>Flt Vehicle Propulsion</i> | 3 | | | C | | E | | | | | | | 2 |
| MAE 434 <i>Exp Aerodynamics</i> | 3 | | B | | | | | G | | | | K | 3 |
| MAE 456 <i>CAD & Finite Elem. Ana.</i> | 3 | | | C | | E | | | | | | K | 3 |
| MAE 460 <i>Automatic Controls</i> | 3 | | | | | E | | | | | | K | 2 |
| MAE 475 <i>Flt Vehicle Design</i> | 3 | | | C | D | | F | G | | | | | 4 |
| MAE 476 <i>Space Flight</i> | 3 | A | | | | | | | H | | J | | 3 |
| No. of courses/outcome | 58 | 8 | 2 | 6 | 2 | 6 | 3 | 3 | 3 | 3 | 4 | 6 | |
| MATH 155 <i>Calculus 1</i> | 4 | r | | | | | | | | | | | |
| CHEM 115 <i>Fund. of Chemistry</i> | 4 | r | r | | | | r | | | | | | |
| ENGR 199 <i>Orientation to Engr.</i> | 1 | r | | r | | r | r | r | | r | r | | |
| ENGL 101 <i>Composition and Rhetoric</i> | 3 | | | | | | | r | | | | | |
| MATH 156 <i>Calculus 2</i> | 4 | r | | | | | | | | r | | | |
| ENGR 102 <i>Engr. Problem Solving 2</i> | 3 | r | | r | | r | | | | | | | |
| PHYS 111 <i>General Physics</i> | 4 | r | r | | | r | | r | | | | | |
| PHYS 112 <i>General Physics</i> | 4 | r | r | | | r | | r | | r | | | |
| ENGL 102 <i>Composition & Rhetoric</i> | 3 | | | | | | | r | | r | | | |
| MATH 251 <i>Multivariable Calculus</i> | 4 | r | | | | | | | | r | | | |
| MATH 261 <i>Elem. Diff. Equations</i> | 4 | r | | | | | | | | r | | | |
| IENG 302 <i>Manufacturing Processes</i> | 2 | r | | r | r | | | | | | | | |
| IENG 303 <i>Manufact. Processes Lab</i> | 1 | r | r | r | r | | | | | | | | |
| EE 221 <i>Intro. to Electrical Engr.</i> | 3 | r | | r | r | r | | | | | | | |
| EE 222 <i>Intro. to Electrical Engr. Lab</i> | 1 | r | r | r | r | | | | | | | r | |
| GEC (21 hours) (Econ) | 21 | | | | | | | r | r | r | r | | |
| Technical Electives (6 hours) | 6 | | | | | | | | r | r | r | r | |

| Outcome | ABET Assessment Team members To conduct Assessment of Year 2014 | |
|---------|--|---|
| a | Ismail Celik, Yu Gu, Mario Perhinschi and Pat Browning | Outcome a “Graduates will have an ability to apply knowledge of mathematics, science and engineering.” |
| b | Marvin Cheng, Alfred Lynam and Marcello Napolitano | Outcome b “Graduates will have an ability to design and conduct experiments, as well as to analyze data.” |
| c | Ken Means, Terry Musho and Greg Thompson | Outcome c “Graduates will have an ability to design a system, component or process to meet desired needs.” |
| d | Kostas Sierros, Jim Smith and Scott Wayne | Outcome d “Graduates will have an ability to function on multidisciplinary teams.” |
| e | Ever Barbero, John Kuhlman, Andrew Nix and Jason Gross | Outcome e “Graduates will have an ability to identify, formulate and solve engineering problems.” |
| f | Wade Huebsch and David Mebane | Outcome f “Graduates will have an understanding of professional and ethical responsibility.” |
| g | Salva Akkerman, Cosmin Dumitrescu and Nithi Sivaneri | Outcome g “Graduates will have an ability to communicate effectively.” |
| h | Victor Mucino and John Christian | Outcome h “Graduates will have the broad education necessary to understand the impact of engineering solutions in a global and societal context”. |
| i | Xingbo Liu, Ed Sabolsky and Samir Shoukry | Outcome i “Graduates will have a recognition of the need for, and an ability to engage in, life-long learning”. |
| j | Bruce Kang, Sam Mukdadi and Nick Wu | Outcome j “Graduates will have knowledge of contemporary issues.” |
| k | Larry Banta, Hailin Li and Xueyan Song | Outcome k “Graduates will have an ability to use the techniques, skills and modern engineering tools necessary for engineering practice.” |

| AEROSPACE ENGINEERING | | | | F | Outcome F-2014 | | | | |
|--|-----|-----|----------------|--|---|---|---|--|---|
| Outcome F “Graduates will have an understanding of professional and ethical responsibility.” | | | | Assessment Team: Wade Huebsch and David Mebane | | | | | |
| Performance Indicators: PI1. Awareness of professional responsibility PI2. Awareness and understanding of ethical conflictive situations PI3. Grade average for the entire class. | | | | Rubrics for Performance Indicators: | | | | | |
| Performance: $P = (PI1 + PI2 + GA) / 3$ P= Performance PI1 = Performance Indicator 1 PI2 = Performance Indicator 2 GA= Average grade of class in assignment* (if GA is based on 100 pt scale, divide by 20; if GA is based on 4 pt scale, multiply by 1.25) | | | | | Poor (1) | Fair (2) | Good (3) | Very good (4) | Excellent (5) |
| | | | | PI1 | No awareness of professional responsibility evident | Some awareness of professional responsibility evident | Awareness and some understanding of professional responsibility evident | Awareness and understanding of professional responsibility evident | Acute awareness and thorough understanding of professional responsibility evident |
| | | | | PI2 | No awareness of ethical responsibility evident | Some awareness of ethical responsibility evident | Awareness and some understanding of ethical responsibility evident | Awareness and understanding of ethical responsibility evident | Acute awareness and thorough understanding of ethical responsibility evident |
| Course/Term | PI1 | PI2 | Grade Average* | Performance | Observations (Score explanation) | | | | |
| ENGR 101 | | | | | | | | | |
| MAE 215 | | | | | | | | | |
| Other* | | | | | | | | | |
| Overall Performance 2014 | | | | | | | | | |
| Overall Performance 2013 | | | | | | | | | |
| Follow-up or Corrective Actions: | | | | | | Responsible Person/Team/Cmte. | | | |
| | | | | | | To: AE CC | | | |

| | |
|--|----------------------------|
| | To: Instructor (by Course) |
| | To: Instructor (by Course) |
| | To: Instructor (by Course) |

| AEROSPACE ENGINEERING | | ENGR 101 | | Outcome F-2014 | | | |
|--|-----|----------|--|---|---|--|---|
| Assessment Outcome F. “Graduates will have an understanding of professional and ethical responsibility.” | | | Assessment Team: Wade Huebsch and David Mebane | | | | |
| Performance Indicators: PI1. Awareness of professional responsibility PI2. Awareness and understanding of ethical conflictive situations PI3. Grade average for the entire class. | | | Rubrics for Performance Indicators: | | | | |
| Performance: $P = (PI1 + PI2 + GA) / 3$ P= Performance PI1 = Performance Indicator 1 PI2 = Performance Indicator 2 GA= Average grade of class in assignment* (if GA is based on 100 pt scale, divide by 20; if GA is based on 4 pt scale, multiply by 1.25) | | | Poor (1) | Fair (2) | Good (3) | Very good (4) | Excellent (5) |
| | | | PI1 No awareness of professional responsibility evident | Some awareness of professional responsibility evident | Awareness and some understanding of professional responsibility evident | Awareness and understanding of professional responsibility evident | Acute awareness and thorough understanding of professional responsibility evident |
| | | | PI2 No awareness of ethical responsibility evident | Some awareness of ethical responsibility evident | Awareness and some understanding of ethical responsibility evident | Awareness and understanding of ethical responsibility evident | Acute awareness and thorough understanding of ethical responsibility evident |
| Course | PI1 | PI2 | Class Grade Ave. | Average | Observations (Score explanation) | | |
| MAE 475 | | | | | | | |
| Key Asg. 1 (HW) | | | | | | | |
| Key Asg. 2 (HW) | | | | | | | |
| Key Asg. 3 (HW) | | | | | | | |
| Test 1 (Problem) | | | | | | | |
| Test 2 (Problem) | | | | | | | |
| Other (Project) | | | | | | | |
| Total Average | | | | | | | |
| Overall Performance 2014 | | | | | | | |
| Overall Performance 2013 | | | | | | | |

| Follow-up or Corrective Actions: | Responsible Person/Team/Cmte. |
|---|--------------------------------------|
| | To: AE CC |
| | To: Instructor (by Course) |

| AEROSPACE ENGINEERING | | MAE 215 | | Outcome F-2014 | |
|--|------------|------------|-------------------------|---|--|
| Assessment Outcome F. “Graduates will have an understanding of professional and ethical responsibility.” | | | | Assessment Team: Wade Huebsch and David Mebane | |
| Performance Indicators: PI1. Awareness of professional responsibility PI2. Awareness and understanding of ethical conflictive situations PI3. Grade average for the entire class. | | | | Rubrics for Performance Indicators: | |
| Performance: $P = (PI1 + PI2 + GA) / 3$ P= Performance PI1 = Performance Indicator 1 PI2 = Performance Indicator 2 GA= Average grade of class in assignment* (if GA is based on 100 pt scale, divide by 20; if GA is based on 4 pt scale, multiply by 1.25) | | | | Poor (1) | Fair (2) |
| | | | | Good (3) | Very good (4) |
| | | | | Excellent (5) | |
| | | | | No awareness of professional responsibility evident | Some awareness of professional responsibility evident |
| | | | | Awareness and some understanding of professional responsibility evident | Awareness and understanding of professional responsibility evident |
| | | | | Acute awareness and thorough understanding of professional responsibility evident | |
| | | | | No awareness of ethical responsibility evident | Some awareness of ethical responsibility evident |
| | | | | Awareness and some understanding of ethical responsibility evident | Awareness and understanding of ethical responsibility evident |
| | | | | Acute awareness and thorough understanding of ethical responsibility evident | |
| Course MAE 215 | PI1 | PI2 | Class Grade Ave. | Average | Observations (Score explanation) |
| Key Asg. 1 (HW) | | | | | |
| Key Asg. 2 (HW) | | | | | |
| Key Asg. 3 (HW) | | | | | |
| Test 1 (Problem) | | | | | |
| Test 2 (Problem) | | | | | |
| Other (Project) | | | | | |
| Total Average | | | | | |

| | | |
|---|--|--------------------------------------|
| Overall Performance 2014 | | |
| Overall Performance 2013 | | |
| Follow-up or Corrective Actions: | | Responsible Person/Team/Cmte. |
| | | To: AE CC |
| | | To: Instructor (by Course) |

| AEROSPACE ENGINEERING | | MAE ___ (other) | | | Outcome F-2014 | | | | |
|--|------------|-----------------|-------------------------|--|---|---|---|--|---|
| Assessment Outcome F. “Graduates will have an understanding of professional and ethical responsibility.” | | | | Assessment Team: Wade Huebsch and David Mebane | | | | | |
| Performance Indicators: PI1. Awareness of professional responsibility PI2. Awareness and understanding of ethical conflictive situations PI3. Grade average for the entire class. | | | | Rubrics for Performance Indicators: | | | | | |
| Performance: $P = (PI1 + PI2 + GA) / 3$ P= Performance PI1 = Performance Indicator 1 PI2 = Performance Indicator 2 GA= Average grade of class in assignment* (if GA is based on 100 pt scale, divide by 20; if GA is based on 4 pt scale, multiply by 1.25) | | | | | Poor (1) | Fair (2) | Good (3) | Very good (4) | Excellent (5) |
| | | | | PI1 | No awareness of professional responsibility evident | Some awareness of professional responsibility evident | Awareness and some understanding of professional responsibility evident | Awareness and understanding of professional responsibility evident | Acute awareness and thorough understanding of professional responsibility evident |
| | | | | PI2 | No awareness of ethical responsibility evident | Some awareness of ethical responsibility evident | Awareness and some understanding of ethical responsibility evident | Awareness and understanding of ethical responsibility evident | Acute awareness and thorough understanding of ethical responsibility evident |
| | | | | Observations (Score explanation) | | | | | |
| Course MAE ___ (other) | PI1 | PI2 | Class Grade Ave. | Average | | | | | |
| Key Asg. 1 (HW) | | | | | | | | | |
| Key Asg. 2 (HW) | | | | | | | | | |
| Key Asg. 3 (HW) | | | | | | | | | |
| Test 1 (Problem) | | | | | | | | | |
| Test 2 (Problem) | | | | | | | | | |
| Other (Project) | | | | | | | | | |
| Total Average | | | | | | | | | |

| | | |
|---|--|--------------------------------------|
| Overall Performance 2014 | | |
| Overall Performance 2013 | | |
| Follow-up or Corrective Actions: | | Responsible Person/Team/Cmte. |
| | | To: AE CC |
| | | To: Instructor (by Course) |

Assessment Tool:

Alumni Survey

MAE Alumni Survey of Educational Success

Dear Alum, in an effort to improve the quality of our Educational Programs in Mechanical and Aerospace Engineering, we would like to request few minutes of your time to help us assess the level of attainment of our Educational Objectives and Learning Outcomes that our graduates exhibit in the development of their professional activity. This survey will serve as a tool for the assessment of our Program and is not intended to be used to evaluate you individually.

Please tell us your year of graduation and the degree that you earned.

This is a required question

In my work, I am able to apply knowledge of math, science and engineering effectively.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am able to design and conduct experiments, and analyze data.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am able to design a system, component or process to meet desired needs and constraints.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am able to function productively on multidisciplinary teams.

- Strongly Agree
- Agree
- Neutral

- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am able to identify, formulate and solve engineering problems.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I have a good understanding of professional and ethical responsibility.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am able to communicate effectively, both verbally and in writing.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I understand the impact of engineering solutions in a global and societal context.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I recognize the need for, and engage in, life-long learning.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am aware of and appreciate contemporary engineering issues.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am proficient in the use of techniques, skills and modern tools necessary for engineering practice.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

In my work, I am prepared to meet the varying demands of the workforce in the technological arena.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

Please add comments below to clarify or add to any of your answers above, or to provide general comments about the level of satisfaction you have with the way your education in the MAE department has prepared you for your career.

This is a required question

In general, How would you rate yourself in the following categories

| | Poor | Fair | Good | Very Good | Excellent |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your proficiency in your field | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your drive to learn on your own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your preparedness to meet the demands of the job-market | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please enter one response per row

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Assessment Tool:

Employer Survey

Employer Survey of MAE Graduates

Dear Employer, in an effort to improve the quality of our Educational Programs in Mechanical and Aerospace Engineering, we would like to request few minutes of your time to help us assess the level of attainment of our Educational Objectives and Learning Outcomes that our graduates exhibit in the development of their professional activity in your company. This survey will serve as a tool for the assessment of our Program and is not intended to be used to evaluate the graduate's work for you or in your company.

Please tell us how many WVU MAE graduates you employ, and for how long.

This is a required question

WVU MAE graduates in my employ are able to apply knowledge of math, science and engineering effectively.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are able to design and conduct experiments, and analyze data.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are able to design a system, component or process to meet desired needs and constraints.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are able to function productively on multidisciplinary teams.

- Strongly Agree
- Agree

- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are able to identify, formulate and solve engineering problems.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ have a good understanding of professional and ethical responsibility.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are able to communicate effectively, both verbally and in writing.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ understand the impact of engineering solutions in a global and societal context.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ recognize the need for, and engage in, life-long learning.

- Strongly Agree
- Agree
- Neutral

- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are aware of and appreciate contemporary engineering issues.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are proficient in the use of techniques, skills and modern tools necessary for engineering practice.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

WVU MAE graduates in my employ are prepared to meet the varying demands of the workforce in the technological arena.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

This is a required question

Please add comments below to clarify or add to any of your answers above, or to provide general comments about the level of satisfaction you have with graduates of the MAE department at WVU.

This is a required question

In general, How would you rate WVU MAE graduates in the following categories

| | Poor | Fair | Good | Very Good | Excellent |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Proficiency in his/her field | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drive to learn on his/her own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparedness to meet the demands of the job market | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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