



January 8, 2009

Mr. Richard R. Pieper, Sr.
Pieper Family Foundation
11602 North Shorecliff Lane
Mequon, WI 53062

Dear Mr. Pieper:

On behalf of the University of Wisconsin-Madison College of Engineering, we are delighted to confirm our appointment of Professor Jeffery S. Russell as the Pieper Family Endowed Chair for Servant-Leadership, effective December 1, 2008.

Professor Russell, a tenured member of the university faculty and chair of the Department of Civil and Environmental Engineering, was selected based upon his character and competence as a servant-leader, as well as his extraordinary commitment to student leadership development. Your vision and generous support will enable enriched programming and opportunities for students to grow into thoughtful and selfless servant-leaders.

Please find enclosed Professor Russell's curriculum vitae (Appendix A) and a description of significant University of Wisconsin College of Engineering leadership initiatives to date (Appendix B). In addition, an outline detailing our continued commitment to effective servant-leadership development and learning opportunities for students that is possible because of your generous support is included (Appendix C). The proposed leadership programming assessment metrics are included as well (Appendix D).

I would like to take this opportunity to extend a profound thank you for your commitment to servant leadership and to developing student-leaders. We look forward to working with you as partners in helping students see the larger world and understand how they may help others through ethical decisions and genuine service.

Sincerely,

Paul S. Peercy

Paul S. Peercy
Dean

Enclosures

Appendix A — Biography for Professor Jeffrey S. Russell, Ph.D., P.E.

Over the past 20 years, Professor Jeffrey S. Russell has established himself as a leader in education, research, and service to the civil engineering profession through championing diversity, leadership, innovation, and enhanced education for future civil engineers. He is a Professor and Chair in the Department of Civil and Environmental Engineering at the University of Wisconsin. He received his BS degree in Civil Engineering from the University of Cincinnati and his MS and PhD degrees from Purdue University and is a registered professional engineering in Wisconsin.

Dr. Russell is a co-founder of the Construction Engineering and Management program at UW-Madison, one of only 7 programs accredited by the Accreditation Board for Engineering and Technology (ABET). In the last 18 years, he has advised over 100 graduate students including 26 Ph.D. students. He has been a principal or co-principal investigator for over \$14,000,000 of publicly and privately funded research. He has published over 200 technical papers in the areas of contractor failure, prequalification, surety bonds, constructability, automation, maintainability, warranties, and quality control/quality assurance. He has published two books—*Constructor Prequalification* (1996) and *Surety Bonds for Construction Contracts* (2000)—and is currently under contract to complete a third book in the area of design for constructability and maintainability. His research has been recognized by his peers through his selection for over 12 national and regional awards and 5 best paper awards. Awards include the National Science Foundation Presidential Young Investigator (1990), American Society of Civil Engineers (ASCE) Collingwood Prize (1991), ASCE Edmund Friedman Young Engineering Award (1993), ASCE Walter L. Huber Civil Engineering Research Prize (1996), ASCE Thomas Fitch Rowland Prize (1996), Outstanding Researcher of the Construction Industry Institute (2000), ASCE President's Medal (2003), NSF Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (2004), Engineering News Record Newsmaker (1996 and 2005), ASCE William H. Wisely Civil Engineer Award (2005), NSPE Engineering Education Excellence Award (2005), WSPE Engineering Educator Award (2007), and the ASCE ExCEED Leadership Award in Education (2007).

Russell served as editor-in-chief of the ASCE *Journal of Management in Engineering* (1995-2000) and as founding editor-in-chief of the ASCE publication *Leadership and Management in Engineering* (2000-2003), during which time he organized special issues on diversity, public policy, career management, globalization, and information technology. He served on the ASCE Board of Direction (1997-2000), and he is active with the student chapters of ASCE and Chi Epsilon, the civil engineering honor society.

He is presently Chair of the ASCE Committee on Academic Prerequisites for Professional Practice. The Committee is charged with defining the future education requirements necessary to practice civil engineering at the professional level.

Appendix B — COE Significant Leadership Initiatives To Date

The mission of the Student Leadership Center is to inspire and empower students to develop and exceed their goals, thus creating better citizens and leaders for tomorrow.

The SLC coordinates the annual LeaderShape Institute program, assists with the Dean's Leadership Class, and advises the numerous engineering registered student organizations. The goal of this effort is to improve the efficiency and effectiveness of these programs so that students get viable and proven real-world leadership skills from their participation. To that end, students are expected to fully develop and participate and to show others what they have learned. The SLC communicates these expectations to students, acts as a resource center during the programs, and provides feedback and assessment for student participants and program staff.

OUTREACH PROGRAMS

Student Organization/Department	Program	Mission/Purpose
American Indian Science and Engineering Society	Student Retreat: Getting to Know Your Campus Community	Outreach to American Indian high school seniors and transfer students who have been accepted to attend UW-Madison. The weekend is designed to show students what the campus has to offer and build community among Native students.
American Nuclear Society	Boy Scout Badge Day	Outreach to Boy Scouts in the area, providing an opportunity for scouts to earn a merit badge in one day by participating in activities focused on Nuclear Science, Nuclear Engineering, Radiation Detection, and Careers in the Nuclear industry.
American Society of Mechanical Engineers	High School Day on Campus	Outreach event to high school students interested in science and/or math.
American Society of Mechanical Engineers	Girl Scout Badge Day	Outreach event to local Girl Scouts, providing an opportunity for scouts to earn their Science Discovery Badge by learning about and experimenting with water tricks, optical illusions and friction.
Engineering EXPO	Engineering EXPO	A three-day outreach event that brings thousands of kids and adults to campus to learn and experience engineering through interactive exhibits put on by both students and industry; competitions for all ages; and entertaining demonstrations.
Hmong Association of Engineers	Tutoring Program	An outreach project to tutor elementary school children in the Northport community in academic subjects of math, reading, and science.

National Society of Black Engineers	Pre-College Initiative	Outreach to K-12 students to increase their knowledge, interest, and aptitude in mathematic, science, technical and engineering related fields. Activities include tutoring at East High School and the Boys and Girls Club; organizing a day on campus; and volunteering at Prospective Scholars Day.
Society of Women Engineers	Winter Blitz	Outreach to middle and high schools in northern Wisconsin to talk about science and engineering.
Society of Women Engineers	Engineering Tomorrow's Careers Camp	A week long summer camp program targeting high school females. The week's activities expose attendees to engineering and science through lectures, labs and social activities and also to life in the dorms.
Society of Women Engineers	Day on Campus	An outreach program to introduce accepted high school females and their parents to engineering and UW Madison. The day is organized to include a tour, panel discussion, lecture and small group activities.
Society of Women Engineers	Girl Scout Badge Days	Three different outreach events for Girl Scout troops or individual Girl Scouts to come to the engineering campus and earn badges in Computers, Science and Cadette Senior Interest Projects.

COMMUNITY SERVICE ACTIVITIES

Student Organization/Department	Program	Mission/Purpose
Omicron Chapter of Alpha Omega Epsilon	Bumps for Humps	Semi-annual charity volleyball tournament to benefit the American Breast Cancer Foundation -
American Society of Mechanical Engineers	Polar Plunge	Community service event to raise money for Special Olympics
Chi Epsilon Engineering Honor Society	Trick or Treat for Canned Goods	Community service event to collect donations of non-perishable food items to donate to a local food pantry.
College of Engineering Dean's Leadership Course	Thanksgiving Food Drive	A class project that students coordinated to collect donations for the Second Harvest Food Bank the week of Thanksgiving.

College of Engineering Dean's Leadership Course	Neighborhood House Charity Event	Plan and sponsor a Carnival Day to raise money to remodel the playground for Neighborhood House children and other children in the community.
College of Engineering Dean's Leadership Course	Recognition Event for Student Organizations	The purpose of this event is to recognize student organizations, and student teams and their leaders, to show appreciation to the sponsors, and to inform the community about the students' accomplishments.
Engineers Without Borders	Red Cliff Project	A collaborative long-term project that aims to provide groundwater drainage and storm water management infrastructure to the Red Cliff Band of Lake Superior Chippewa.
Engineers Without Borders	El Salvador Project	A long-term mission to install a wastewater collection system in the communities of La Granja and Nuevo Ferrocarril, El Salvador.
Engineers Without Borders	Haiti Project	A partnership with EWB San Francisco to design and construct a hydro-electric power generation facility to provide electricity for the clinic and possibly the surrounding households in Bayonnais, a valley in Northern Haiti.
Engineers Without Borders	Kenya Project	A four-pronged project to: begin irrigation of crops and identify long-term water transport methods; bring money into the community via banks and microfinance institutions and help the community develop a plan for starting new and growing small businesses; bring the water they use for drinking into the World Health Organization's status as potable; and implement a tree nursery to improve the landscape and provide an alternative type of farming.
Engineers Without Borders	Rwanda Project	An ongoing project dedicated to finding ways to improve the locally used cook stoves and farming practices, and also to conduct a follow-up assessment of past EWB projects in the area.

Habitat for Humanity	Break Trips	Groups of 15-18 people road trip across the country during both winter and spring breaks and spend a week working for another Habitat chapter, sightseeing, and doing other volunteer work. Additionally, they take one international trip annually.
Habitat for Humanity	Souper Bowl	An evening of food, art, and entertainment, bringing the Madison community together to fundraise to support Habitat for Humanity.
Habitat for Humanity	Book Sales	A student created/student run website to facilitate a book exchange, in which they donate a portion of the proceeds to Habitat.
Polygon Engineering Student Council	Habitat for Humanity Trip	During winter break, 11 Polygon students traveled to Kentucky to participate in a Habitat for Humanity service project.

OTHER LEADERSHIP INITIATIVES

Student Organization/Department	Program	Mission/Purpose
Biomedical Engineering Society	Counseling and Resources for Undergraduates in Science and Engineering (C.R.U.I.S.E)	A peer-mentoring initiative to help acclimate and guide freshmen and sophomores in biomedical engineering and other related fields.
International Association for the Exchange of Students for Technical Exchange		A student organization that facilitates technical internships for international students with local employers and sends science and engineering majors abroad for technical internship experiences.
Pi Tau Sigma	Free Tutoring Service	This organization offers free tutoring services to any student needing help in a Mechanical Engineering course.
Polygon Engineering Student Council	FUSE Dinner	This annual event was the product of a Dean's Leadership Course project in 2004 to foster awareness of issues such as ethics and diversity within the academic and professional fields of science and engineering through interactive discussion between students, faculty, and industry representatives.

UW Energy Hub (E-Hub)	Energy Hub Conference	A conference planned by students for students, focusing on issues that face the future of energy (production, technology and distribution) in the Midwest.
Student Leadership Center	LeaderShape	An intense six-day experience with a mission to develop future leaders of college and industry and to improve society by inspiring, developing, and supporting more people committed to “leading with integrity.”
Student Leadership Center	CATALYST	A one-day LeaderShape program geared toward challenging students to examine themselves and consider how and where their true values and interests align with their actions through interactive exercises and meaningful conversations with other students.
Student Leadership Center	Innovation Days Competition (Schoofs Prize for Creativity and Tong Prototype Prize)	A competition that encourages students to conduct self-directed research, outside of the classroom environment intended to awaken the potential embedded in their own talent, and thereby encourage creativity and entrepreneurship.

Appendix C — New COE Servant-Leadership Efforts funded by Pieper Family Foundation

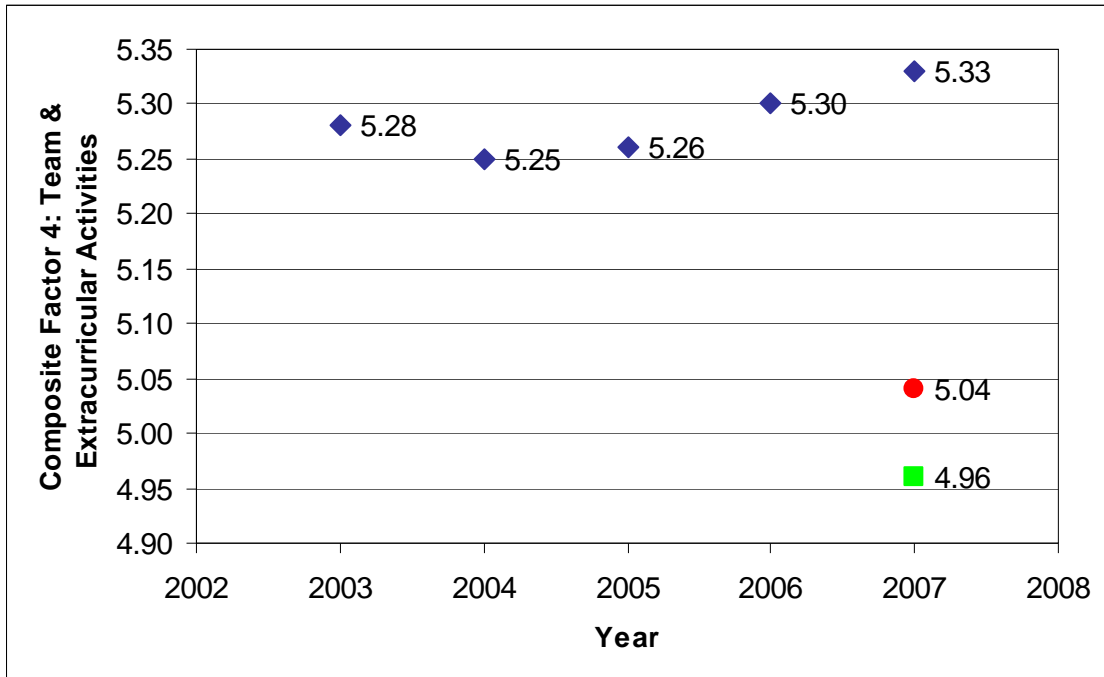
The unprecedented opportunity presented by the visionary and generous support of the Pieper Family Foundation enables the COE to focus resources on the essential skills of leadership.

Two focus areas for Pieper Professor of Servant-Leadership:

Goal ❶ Create, test, and evaluate learner-centered curriculum	
A. Dean’s Leadership Class	Evaluate and refine current offerings.
B. Develop one-credit servant-leadership class	Design, delivery, and continuously improve a new course offering to deliver skill sets, attitudes, and knowledge to students complete with in-person praxis/experiential integrative learning opportunities grounded in servant-leadership. Publish findings and recommendations for the larger engineering community
Goal ❷ Carefully design manageable quantitative, longitudinal data gathering and reporting	
A. Apply and refine outcome metrics	Catalog & measure student learning outcomes that stem from existing leadership programming; and create and maintain a longitudinal learning outcome measurement system

Appendix D — Proposed COE leadership programming assessment metrics

I. The COE currently assesses the following leadership outcomes.



Legend

- ◆ UW CoE Composite Score
- Select 6 institutions used to compare (Auburn, CMU, Northwestern, UT-Austin, MIT, and USC)
- Carnegie classification consists of 24 major universities

Source:

The source of data is Educational Benchmarking (EBI) via the Engineering Student Assessment Benchmarking Project (Addendum 1 following the appendices here). This project is designed to provide comparative feedback from graduating undergraduate students regarding their Engineering Student experience.

Question Scale

The factor and question analysis is based on the numbered questions in the survey which are designed to gather perceptions of the participants across a variety of content areas. These questions rely on a 1 to 7 scale with “1” indicating either strong disagreement or being very dissatisfied and “7” indicating either strong agreement or being very satisfied.

Factors

Factors (also called constructs) are statistical grouping of questions. Conceptually, factors describe a broader concept while questions describe specific items. For more information, please see the supplemental information section.

Questions related to “Factor 4: Team & Extracurricular Activities”

- Q27: Satisfaction with value derived from team experiences
- Q28: Satisfaction with value of engineering program student organization activities
- Q29: Satisfaction with Leadership Opportunities in Engineering program's extracurricular activities

II. Proposed methods and data that the College of Engineering will use to measure and articulate future servant-leadership outcomes (including alumni in the workplace data collection).

With respect to accountability for the Pieper Family Endowed Chair for Servant-Leadership we propose a set of measures that describe servant-leadership outcomes guided by Cresswell's approach to research design.

The University of Wisconsin – Madison College of Engineering enrolls nearly 5,000 undergraduates and graduate students each year. In order to develop and implement solid servant-leadership programming and evaluation of said programming, and not be eclipsed by the data collection and analysis, we propose a two phase implementation of servant-leadership outcomes research design and implementation.

Phase One

- Part 1 –measurement tools to establish baseline longitudinal data
- Part 2 – deliberate design of additional, appropriate, executable measurement tools to gather longitudinal data from alumni and employer/workplace data. See *Questions for Designing a Survey Method* below

Phase Two

- Implement the research design determined in Phase One

Excerpt below from Research Design: Qualitative, Quantitative, and Mixed Method Approaches 2nd Edition by John W. Cresswell

Questions for Designing a Survey Method

1. Is the purpose for a survey design stated?
2. Are the reasons for choosing the design mentioned?
3. Is the nature of the survey (cross-sectional vs. longitudinal) identified?
4. Are the population and the size of the population mentioned?
5. Will the population be stratified? If so, how?
6. How many people will be in the sample? On what basis was this size chosen?
7. What will be the procedure for sampling these individuals (e.g. random, nonrandom)?
8. What instrument will be used in the survey? Who developed the instrument?
9. What are the content areas addressed in the survey? The scales?
10. What procedures will be used to pilot or field test the survey?
11. What are the variables in the study?
12. How do these variables cross-reference with the research questions and items on the survey?
13. What specific steps will be taken in data analysis
 - a. To analyze returns?
 - b. Check for response bias?
 - c. Conduct a descriptive analysis?
 - d. Collapse items into scales?
 - e. Check for reliability of scales?
 - f. Run inferential statistics to answer the research question?

Addendum 1

EBI Survey Instrument and the EBI Institutional Specific Questions (ISQs) that we are distributing for 2008-09.

Gender:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Male	D001	0
Female	D001	1

U.S. ethnic group or nationality:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Multiracial American	D002	0
African American	D002	1
Native American	D002	2
Asian American	D002	3
Hispanic American	D002	4
White American	D002	5
Non-U.S. citizen or Permanent resident	D002	6
Other	D002	7

What was your SAT or ACT score? (highest score if taken more than once)

<i>Answers</i>	<i>Column</i>	<i>Value</i>
SAT 810 / ACT 17 or below	D003	0
SAT 820-880 / ACT 18-19	D003	1
SAT 890-970 / ACT 20-21	D003	2
SAT 980-1030 / ACT 22	D003	3
SAT 1040-1100 / ACT 23-24	D003	4
SAT 1110-1170 / ACT 25-26	D003	5
SAT 1180-1240 / ACT 27-28	D003	6
SAT 1250-1310 / ACT 29-30	D003	7
SAT 1320-1420 / ACT 31-32	D003	8
SAT 1430 / ACT 33 or above	D003	9
Didn't take or don't remember	D003	10

What is your University cumulative GPA? (4.0 scale)

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Below 2.25	D004	0
2.25 to 2.49	D004	1
2.50 to 2.74	D004	2
2.75 to 2.99	D004	3
3.00 to 3.24	D004	4
3.25 to 3.49	D004	5
3.50 to 3.74	D004	6
3.75 to 4.00	D004	7
Not on 4.0 scale	D004	8

Average number of hours worked per week during the past academic year while attending school: * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
None	D005	0
1 - 10	D005	1
11 - 20	D005	2
21 - 30	D005	3
31 - 40	D005	4
More than 40	D005	5

Average number of hours studied per week during the past academic year: * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
0 - 5	D006	0
6 - 10	D006	1
11 - 15	D006	2
16 - 20	D006	3
21 - 25	D006	4
26 - 30	D006	5
More than 30	D006	6

When did you officially enter the School of Engineering? * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Freshman year	D007	0
Sophomore year	D007	1
Junior year	D007	2
Senior year	D007	3

Engineering Major/area of primary interest: (if double major, select major of greatest importance) * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Aerospace	D008	0
Agricultural	D008	1
Architectural	D008	2
Bioengineering	D008	3
Ceramic	D008	4
Chemical	D008	5
Civil	D008	6
Computer	D008	7
Computer Science/Software	D008	8
Construction	D008	9
Electrical/Electronic	D008	10
Engineering Mechanics	D008	11
Engineering Management	D008	12
Environmental	D008	13
Geological/Mining	D008	14
Industrial	D008	15
Manufacturing	D008	16
Marine/Ocean/Naval	D008	17
Materials/Metallurgical	D008	18
Mechanical Engineering	D008	19
Nuclear	D008	20
Petroleum	D008	21
Info Tech	D008	22
Other Eng Tech	D008	23
Other	D008	24

Plans after graduation: * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Full-time education	D009	0
Full-time work	D009	1
Work and Part-time education	D009	2
Other	D009	3

If planning to be employed:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Have not interviewed	D010	0
Interviewed, no offers	D010	1
Offered position, declined	D010	2
Offered position, not yet accepted	D010	3
Offered position, accepted	D010	4

Percentage of instructors in your required courses you rate as excellent: * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
None	D011	0
1 to 20%	D011	1
21 to 40%	D011	2
41 to 60%	D011	3
61 to 80%	D011	4
81 to 100%	D011	5

Percentage of instructors in your required courses you rate as poor: * Required

<i>Answers</i>	<i>Column</i>	<i>Value</i>
None	D012	0
1 to 20%	D012	1
21 to 40%	D012	2
41 to 60%	D012	3
61 to 80%	D012	4
81 to 100%	D012	5

Page 3 - Opinion 1

Section 1 - Response Key Section

PLEASE READ BEFORE CONTINUING.

**Definition of major: Course work in your Engineering major
Instruction and Faculty in your Major Course Work**

Quality of:

Teaching

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very poor	Q013	1
(2) Poor	Q013	2
(3) Fair	Q013	3
(4) Good	Q013	4
(5) Very good	Q013	5
(6) Excellent	Q013	6
(7) Exceptional	Q013	7
Not applicable	Q013	99

Feedback on assignments (other than grades)

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very poor	Q014	1
(2) Poor	Q014	2
(3) Fair	Q014	3
(4) Good	Q014	4

(5) Very good	Q014	5
(6) Excellent	Q014	6
(7) Exceptional	Q014	7
Not applicable	Q014	99

Student/faculty interaction

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very poor	Q015	1
(2) Poor	Q015	2
(3) Fair	Q015	3
(4) Good	Q015	4
(5) Very good	Q015	5
(6) Excellent	Q015	6
(7) Exceptional	Q015	7
Not applicable	Q015	99

Page 4 - Opinion 2

Section 1 - Response Key Section

Satisfaction with quality of teaching in required course work: (if course not taken on this campus, select "not applicable")

Calculus

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q016	1
(2) Moderately dissatisfied	Q016	2
(3) Slightly dissatisfied	Q016	3
(4) Neutral	Q016	4
(5) Slightly satisfied	Q016	5
(6) Moderately satisfied	Q016	6
(7) Very satisfied	Q016	7
Not applicable	Q016	99

Differential Equations

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q017	1
(2) Moderately dissatisfied	Q017	2
(3) Slightly dissatisfied	Q017	3
(4) Neutral	Q017	4
(5) Slightly satisfied	Q017	5
(6) Moderately satisfied	Q017	6
(7) Very satisfied	Q017	7
Not applicable	Q017	99

Physics

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q018	1
(2) Moderately dissatisfied	Q018	2
(3) Slightly dissatisfied	Q018	3
(4) Neutral	Q018	4
(5) Slightly satisfied	Q018	5

(6) Moderately satisfied	Q018	6
(7) Very satisfied	Q018	7
Not applicable	Q018	99

Chemistry

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q019	1
(2) Moderately dissatisfied	Q019	2
(3) Slightly dissatisfied	Q019	3
(4) Neutral	Q019	4
(5) Slightly satisfied	Q019	5
(6) Moderately satisfied	Q019	6
(7) Very satisfied	Q019	7
Not applicable	Q019	99

Section 2 - Response Key Section

Satisfaction with:

Grades in **major** courses accurately reflecting your level of performance

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q020	1
(2) Moderately dissatisfied	Q020	2
(3) Slightly dissatisfied	Q020	3
(4) Neutral	Q020	4
(5) Slightly satisfied	Q020	5
(6) Moderately satisfied	Q020	6
(7) Very satisfied	Q020	7
Not applicable	Q020	99

Accessibility of **major** course instructors outside of class

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q021	1
(2) Moderately dissatisfied	Q021	2
(3) Slightly dissatisfied	Q021	3
(4) Neutral	Q021	4
(5) Slightly satisfied	Q021	5
(6) Moderately satisfied	Q021	6
(7) Very satisfied	Q021	7
Not applicable	Q021	99

Responsiveness of **major** course instructors to student concerns

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q022	1
(2) Moderately dissatisfied	Q022	2
(3) Slightly dissatisfied	Q022	3
(4) Neutral	Q022	4
(5) Slightly satisfied	Q022	5
(6) Moderately satisfied	Q022	6
(7) Very satisfied	Q022	7
Not applicable	Q022	99

Amount of work required of you in your **major** courses

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q023	1
(2) Moderately dissatisfied	Q023	2
(3) Slightly dissatisfied	Q023	3

(4) Neutral	Q023	4
(5) Slightly satisfied	Q023	5
(6) Moderately satisfied	Q023	6
(7) Very satisfied	Q023	7
Not applicable	Q023	99

Engineering curriculum instructors presentation of technology issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q024	1
(2) Moderately dissatisfied	Q024	2
(3) Slightly dissatisfied	Q024	3
(4) Neutral	Q024	4
(5) Slightly satisfied	Q024	5
(6) Moderately satisfied	Q024	6
(7) Very satisfied	Q024	7
Not applicable	Q024	99

Opportunities for practical experiences within Undergraduate curriculum

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q025	1
(2) Moderately dissatisfied	Q025	2
(3) Slightly dissatisfied	Q025	3
(4) Neutral	Q025	4
(5) Slightly satisfied	Q025	5
(6) Moderately satisfied	Q025	6
(7) Very satisfied	Q025	7
Not applicable	Q025	99

Opportunities for interaction with practitioners

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q026	1
(2) Moderately dissatisfied	Q026	2
(3) Slightly dissatisfied	Q026	3
(4) Neutral	Q026	4
(5) Slightly satisfied	Q026	5
(6) Moderately satisfied	Q026	6
(7) Very satisfied	Q026	7
Not applicable	Q026	99

Value derived from team experiences *leadership question*

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q027	1
(2) Moderately dissatisfied	Q027	2
(3) Slightly dissatisfied	Q027	3
(4) Neutral	Q027	4
(5) Slightly satisfied	Q027	5
(6) Moderately satisfied	Q027	6
(7) Very satisfied	Q027	7
Not applicable	Q027	99

Value of Engineering program student organization activities *leadership question*

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q028	1
(2) Moderately dissatisfied	Q028	2
(3) Slightly dissatisfied	Q028	3

(4) Neutral	Q028	4
(5) Slightly satisfied	Q028	5
(6) Moderately satisfied	Q028	6
(7) Very satisfied	Q028	7
Not applicable	Q028	99

Leadership opportunities in Engineering program's extracurricular activities *leadership question*

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q029	1
(2) Moderately dissatisfied	Q029	2
(3) Slightly dissatisfied	Q029	3
(4) Neutral	Q029	4
(5) Slightly satisfied	Q029	5
(6) Moderately satisfied	Q029	6
(7) Very satisfied	Q029	7
Not applicable	Q029	99

Average size of **major** courses

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q030	1
(2) Moderately dissatisfied	Q030	2
(3) Slightly dissatisfied	Q030	3
(4) Neutral	Q030	4
(5) Slightly satisfied	Q030	5
(6) Moderately satisfied	Q030	6
(7) Very satisfied	Q030	7
Not applicable	Q030	99

Availability of courses in your **major**

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q031	1
(2) Moderately dissatisfied	Q031	2
(3) Slightly dissatisfied	Q031	3
(4) Neutral	Q031	4
(5) Slightly satisfied	Q031	5
(6) Moderately satisfied	Q031	6
(7) Very satisfied	Q031	7
Not applicable	Q031	99

Quality of Engineering classrooms

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q032	1
(2) Moderately dissatisfied	Q032	2
(3) Slightly dissatisfied	Q032	3
(4) Neutral	Q032	4
(5) Slightly satisfied	Q032	5
(6) Moderately satisfied	Q032	6
(7) Very satisfied	Q032	7
Not applicable	Q032	99

Amount of work in relationship to what you learned

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q033	1
(2) Moderately dissatisfied	Q033	2

(3) Slightly dissatisfied	Q033	3
(4) Neutral	Q033	4
(5) Slightly satisfied	Q033	5
(6) Moderately satisfied	Q033	6
(7) Very satisfied	Q033	7
Not applicable	Q033	99

Section 3 - Response Key Section

Advising/Computing

Satisfaction with:

Academic advising by faculty

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q034	1
(2) Moderately dissatisfied	Q034	2
(3) Slightly dissatisfied	Q034	3
(4) Neutral	Q034	4
(5) Slightly satisfied	Q034	5
(6) Moderately satisfied	Q034	6
(7) Very satisfied	Q034	7
Not applicable	Q034	99

Academic advising by non-faculty

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q035	1
(2) Moderately dissatisfied	Q035	2
(3) Slightly dissatisfied	Q035	3
(4) Neutral	Q035	4
(5) Slightly satisfied	Q035	5
(6) Moderately satisfied	Q035	6
(7) Very satisfied	Q035	7
Not applicable	Q035	99

Quality of computing resources

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q036	1
(2) Moderately dissatisfied	Q036	2
(3) Slightly dissatisfied	Q036	3
(4) Neutral	Q036	4
(5) Slightly satisfied	Q036	5
(6) Moderately satisfied	Q036	6
(7) Very satisfied	Q036	7
Not applicable	Q036	99

Section 4 - Response Key Section

Classmates

Satisfaction with characteristics of your fellow students:

Academic quality

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q037	1
(2) Moderately dissatisfied	Q037	2
(3) Slightly dissatisfied	Q037	3
(4) Neutral	Q037	4
(5) Slightly satisfied	Q037	5
(6) Moderately satisfied	Q037	6
(7) Very satisfied	Q037	7
Not applicable	Q037	99

Ability to work in teams

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q038	1
(2) Moderately dissatisfied	Q038	2
(3) Slightly dissatisfied	Q038	3
(4) Neutral	Q038	4
(5) Slightly satisfied	Q038	5
(6) Moderately satisfied	Q038	6
(7) Very satisfied	Q038	7
Not applicable	Q038	99

Level of camaraderie

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q039	1
(2) Moderately dissatisfied	Q039	2
(3) Slightly dissatisfied	Q039	3
(4) Neutral	Q039	4
(5) Slightly satisfied	Q039	5
(6) Moderately satisfied	Q039	6
(7) Very satisfied	Q039	7
Not applicable	Q039	99

Section 5 - Response Key Section

Career Services

Satisfaction with:

Assistance in preparing you for your permanent job search

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q040	1
(2) Moderately dissatisfied	Q040	2
(3) Slightly dissatisfied	Q040	3
(4) Neutral	Q040	4
(5) Slightly satisfied	Q040	5
(6) Moderately satisfied	Q040	6
(7) Very satisfied	Q040	7
Not applicable	Q040	99

Geographic distribution of companies recruiting on campus

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q041	1
(2) Moderately dissatisfied	Q041	2
(3) Slightly dissatisfied	Q041	3
(4) Neutral	Q041	4
(5) Slightly satisfied	Q041	5
(6) Moderately satisfied	Q041	6
(7) Very satisfied	Q041	7
Not applicable	Q041	99

Access to school's alumni to cultivate career opportunities

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q042	1
(2) Moderately dissatisfied	Q042	2
(3) Slightly dissatisfied	Q042	3
(4) Neutral	Q042	4
(5) Slightly satisfied	Q042	5

(6) Moderately satisfied	Q042	6
(7) Very satisfied	Q042	7
Not applicable	Q042	99

Number of companies recruiting on campus

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q043	1
(2) Moderately dissatisfied	Q043	2
(3) Slightly dissatisfied	Q043	3
(4) Neutral	Q043	4
(5) Slightly satisfied	Q043	5
(6) Moderately satisfied	Q043	6
(7) Very satisfied	Q043	7
Not applicable	Q043	99

Quality of companies recruiting on campus

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very dissatisfied	Q044	1
(2) Moderately dissatisfied	Q044	2
(3) Slightly dissatisfied	Q044	3
(4) Neutral	Q044	4
(5) Slightly satisfied	Q044	5
(6) Moderately satisfied	Q044	6
(7) Very satisfied	Q044	7
Not applicable	Q044	99

Page 5 - Opinion 3

Section 1 - Response Key Section

Program Outcomes and Assessment

To what degree did your engineering education enhance your ability to:

Apply your knowledge of mathematics

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q045	1
(2)	Q045	2
(3)	Q045	3
(4) Moderately	Q045	4
(5)	Q045	5
(6)	Q045	6
(7) Extremely	Q045	7
Not applicable	Q045	99

Apply your knowledge of science

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q046	1
(2)	Q046	2
(3)	Q046	3
(4) Moderately	Q046	4
(5)	Q046	5
(6)	Q046	6

(7) Extremely	Q046	7
Not applicable	Q046	99

Apply your knowledge of engineering

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q047	1
(2)	Q047	2
(3)	Q047	3
(4) Moderately	Q047	4
(5)	Q047	5
(6)	Q047	6
(7) Extremely	Q047	7
Not applicable	Q047	99

Design experiments

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q048	1
(2)	Q048	2
(3)	Q048	3
(4) Moderately	Q048	4
(5)	Q048	5
(6)	Q048	6
(7) Extremely	Q048	7
Not applicable	Q048	99

Conduct experiments

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q049	1
(2)	Q049	2
(3)	Q049	3
(4) Moderately	Q049	4
(5)	Q049	5
(6)	Q049	6
(7) Extremely	Q049	7
Not applicable	Q049	99

Analyze and interpret data

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q050	1
(2)	Q050	2
(3)	Q050	3
(4) Moderately	Q050	4
(5)	Q050	5
(6)	Q050	6
(7) Extremely	Q050	7
Not applicable	Q050	99

Design a system, component, or process to meet desired needs

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q051	1
(2)	Q051	2
(3)	Q051	3
(4) Moderately	Q051	4
(5)	Q051	5
(6)	Q051	6

(7) Extremely	Q051	7
Not applicable	Q051	99

Function on multidisciplinary teams

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q052	1
(2)	Q052	2
(3)	Q052	3
(4) Moderately	Q052	4
(5)	Q052	5
(6)	Q052	6
(7) Extremely	Q052	7
Not applicable	Q052	99

Identify engineering problems

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q053	1
(2)	Q053	2
(3)	Q053	3
(4) Moderately	Q053	4
(5)	Q053	5
(6)	Q053	6
(7) Extremely	Q053	7
Not applicable	Q053	99

Formulate engineering problems

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q054	1
(2)	Q054	2
(3)	Q054	3
(4) Moderately	Q054	4
(5)	Q054	5
(6)	Q054	6
(7) Extremely	Q054	7
Not applicable	Q054	99

Solve engineering problems

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q055	1
(2)	Q055	2
(3)	Q055	3
(4) Moderately	Q055	4
(5)	Q055	5
(6)	Q055	6
(7) Extremely	Q055	7
Not applicable	Q055	99

Understand ethical responsibilities

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q056	1
(2)	Q056	2
(3)	Q056	3
(4) Moderately	Q056	4
(5)	Q056	5
(6)	Q056	6

(7) Extremely	Q056	7
Not applicable	Q056	99

Understand professional responsibility

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q057	1
(2)	Q057	2
(3)	Q057	3
(4) Moderately	Q057	4
(5)	Q057	5
(6)	Q057	6
(7) Extremely	Q057	7
Not applicable	Q057	99

Communicate using oral progress reports

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q058	1
(2)	Q058	2
(3)	Q058	3
(4) Moderately	Q058	4
(5)	Q058	5
(6)	Q058	6
(7) Extremely	Q058	7
Not applicable	Q058	99

Communicate using written progress reports

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q059	1
(2)	Q059	2
(3)	Q059	3
(4) Moderately	Q059	4
(5)	Q059	5
(6)	Q059	6
(7) Extremely	Q059	7
Not applicable	Q059	99

Recognize need to engage in lifelong learning

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q060	1
(2)	Q060	2
(3)	Q060	3
(4) Moderately	Q060	4
(5)	Q060	5
(6)	Q060	6
(7) Extremely	Q060	7
Not applicable	Q060	99

Understand contemporary issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q061	1
(2)	Q061	2
(3)	Q061	3
(4) Moderately	Q061	4
(5)	Q061	5
(6)	Q061	6

(7) Extremely	Q061	7
Not applicable	Q061	99

Use modern engineering tools specific to your primary academic major

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q062	1
(2)	Q062	2
(3)	Q062	3
(4) Moderately	Q062	4
(5)	Q062	5
(6)	Q062	6
(7) Extremely	Q062	7
Not applicable	Q062	99

Apply skills specific to your primary academic major

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q063	1
(2)	Q063	2
(3)	Q063	3
(4) Moderately	Q063	4
(5)	Q063	5
(6)	Q063	6
(7) Extremely	Q063	7
Not applicable	Q063	99

Build on knowledge from previous course work

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q064	1
(2)	Q064	2
(3)	Q064	3
(4) Moderately	Q064	4
(5)	Q064	5
(6)	Q064	6
(7) Extremely	Q064	7
Not applicable	Q064	99

Build on skills from previous course work

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q065	1
(2)	Q065	2
(3)	Q065	3
(4) Moderately	Q065	4
(5)	Q065	5
(6)	Q065	6
(7) Extremely	Q065	7
Not applicable	Q065	99

Incorporate engineering standards

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q066	1
(2)	Q066	2
(3)	Q066	3
(4) Moderately	Q066	4
(5)	Q066	5
(6)	Q066	6

(7) Extremely	Q066	7
Not applicable	Q066	99

Pilot test a component prior to implementation

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q067	1
(2)	Q067	2
(3)	Q067	3
(4) Moderately	Q067	4
(5)	Q067	5
(6)	Q067	6
(7) Extremely	Q067	7
Not applicable	Q067	99

Use text materials to support project design

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q068	1
(2)	Q068	2
(3)	Q068	3
(4) Moderately	Q068	4
(5)	Q068	5
(6)	Q068	6
(7) Extremely	Q068	7
Not applicable	Q068	99

Section 2 - Response Key Section

To what degree did your engineering education enhance your ability to understand the impact of engineering solutions in:

A global/societal context

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q069	1
(2)	Q069	2
(3)	Q069	3
(4) Moderately	Q069	4
(5)	Q069	5
(6)	Q069	6
(7) Extremely	Q069	7
Not applicable	Q069	99

An economic context

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q070	1
(2)	Q070	2
(3)	Q070	3
(4) Moderately	Q070	4
(5)	Q070	5
(6)	Q070	6
(7) Extremely	Q070	7
Not applicable	Q070	99

An environmental context

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q071	1
(2)	Q071	2
(3)	Q071	3

(4) Moderately	Q071	4
(5)	Q071	5
(6)	Q071	6
(7) Extremely	Q071	7
Not applicable	Q071	99

Section 3 - Response Key Section

System Design

To what degree did your system design experience address the following:

Economic issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q072	1
(2)	Q072	2
(3)	Q072	3
(4) Moderately	Q072	4
(5)	Q072	5
(6)	Q072	6
(7) Extremely	Q072	7
Not applicable	Q072	99

Environmental issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q073	1
(2)	Q073	2
(3)	Q073	3
(4) Moderately	Q073	4
(5)	Q073	5
(6)	Q073	6
(7) Extremely	Q073	7
Not applicable	Q073	99

Social issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q074	1
(2)	Q074	2
(3)	Q074	3
(4) Moderately	Q074	4
(5)	Q074	5
(6)	Q074	6
(7) Extremely	Q074	7
Not applicable	Q074	99

Political issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q075	1
(2)	Q075	2
(3)	Q075	3
(4) Moderately	Q075	4
(5)	Q075	5
(6)	Q075	6
(7) Extremely	Q075	7
Not applicable	Q075	99

Ethical issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q076	1
(2)	Q076	2
(3)	Q076	3
(4) Moderately	Q076	4
(5)	Q076	5
(6)	Q076	6
(7) Extremely	Q076	7
Not applicable	Q076	99

Health and Safety issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q077	1
(2)	Q077	2
(3)	Q077	3
(4) Moderately	Q077	4
(5)	Q077	5
(6)	Q077	6
(7) Extremely	Q077	7
Not applicable	Q077	99

Manufacturability issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q078	1
(2)	Q078	2
(3)	Q078	3
(4) Moderately	Q078	4
(5)	Q078	5
(6)	Q078	6
(7) Extremely	Q078	7
Not applicable	Q078	99

Sustainability issues

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q079	1
(2)	Q079	2
(3)	Q079	3
(4) Moderately	Q079	4
(5)	Q079	5
(6)	Q079	6
(7) Extremely	Q079	7
Not applicable	Q079	99

Section 4 - Response Key Section

Laboratory Facilities

To what degree did laboratory facilities:

Establish an atmosphere conducive to learning

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q080	1
(2)	Q080	2
(3)	Q080	3
(4) Moderately	Q080	4
(5)	Q080	5
(6)	Q080	6
(7) Extremely	Q080	7
Not applicable	Q080	99

Foster student/faculty interaction

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q081	1
(2)	Q081	2
(3)	Q081	3
(4) Moderately	Q081	4
(5)	Q081	5
(6)	Q081	6
(7) Extremely	Q081	7
Not applicable	Q081	99

Page 6 - Opinion 4

Section 1 - Response Key Section

Course Comparison

How did the quality of teaching in your Engineering courses compare to the quality of teaching in your non-Engineering courses on this campus?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Far worse	Q082	1
(2)	Q082	2
(3)	Q082	3
(4) Comparable	Q082	4
(5)	Q082	5
(6)	Q082	6
(7) Far better	Q082	7

Section 2 - Response Key Section

THE BOTTOM LINE - Overall Satisfaction

To what extent did your Undergraduate Engineering program experience fulfill your expectations?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Far below	Q083	1
(2) Moderately below	Q083	2
(3) Slightly below	Q083	3
(4) Met expectations	Q083	4
(5) Slightly above	Q083	5
(6) Moderately above	Q083	6
(7) Far above	Q083	7

Section 3 - Response Key Section

When you compare the expense to the quality of your education, how do you rate the value of the investment you made in your Undergraduate Engineering program?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Very poor	Q084	1
(2) Poor	Q084	2
(3) Fair	Q084	3
(4) Good	Q084	4

(5) Very good	Q084	5
(6) Excellent	Q084	6
(7) Exceptional	Q084	7

Section 4 - Response Key Section

How inclined are you to recommend your:

Undergraduate Engineering Major to a close friend

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q085	1
(2)	Q085	2
(3)	Q085	3
(4) Moderately	Q085	4
(5)	Q085	5
(6)	Q085	6
(7) Extremely	Q085	7

Undergraduate Engineering School to a close friend

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Not at all	Q086	1
(2)	Q086	2
(3)	Q086	3
(4) Moderately	Q086	4
(5)	Q086	5
(6)	Q086	6
(7) Extremely	Q086	7

2008-2009 UW College of Engineering EBI Institutional Specific Questions

- To what degree did your engineering education enhance your ability to organize individuals or groups to achieve a specific goal? *Please rate your response on a scale of 1-7 where 1= not at all; 4 = Moderately; and 7 = Extremely, or choose NA for Not Applicable.*
- To what degree did your engineering education enhance your ability to communicate with students, faculty, or engineering professionals from other disciplines? *Please rate your response on a scale of 1-7 where 1= not at all; 4 = Moderately; and 7 = Extremely, or choose NA for Not Applicable.*

leadership question

- If you participated in any engineering student societies, please indicate the degree to which this experience created an opportunity for you to develop leadership skills. *Please rate your response on a scale of 1-7 where 1= not at all; 4 = Moderately; and 7 = Extremely, or choose NA for Not Applicable.*
- If you were to pursue a dual degree, please indicate which academic area you might consider. *(Select one.)*
 - Social Sciences or Humanities
 - Computer and./or Information Technology
 - Math or Science
 - Business, Marketing or Communications
 - Medical or Health Profession
 - Law or Education or Government
 - NA

5. How many times, if any, have you been unable to get into courses that you wanted for your major or to complete your degree, because they were already full when you tried to register? (*Select one.*)
1. None
 2. 1
 3. 2
 4. 3
 5. 4
 6. 5
 7. 6 or more
6. Besides course availability, which of the following most prevented you from completing your degree within your desired timeframe? (*Select one.*)
1. NA
 2. Academic standing
 3. Financial support
 4. Stopped out for personal or family reasons
 5. Study abroad, internship or co-op
 6. Pursued joint/multidisciplinary degree
 7. How satisfied were you with the technology enhanced learning educational experiences in your CoE education?
7. How satisfied were you with the technology enhanced learning educational experiences in your CoE education? *Please rate your response on a scale of 1-7 where 1= not at all; 4 = Moderately; and 7 = Extremely, or choose NA for Not Applicable.*
8. If you participated in (or would have participated in) an international program, the general destination that would have been most helpful to your career development would be: (*Select one*)
1. Europe
 2. China/East Asia
 3. India/South Asia
 4. Mexico/Central America/Caribbean
 5. South America
 6. Australia/New Zealand/Oceania
 7. Africa
9. If you did not participate in an international experience (such as study abroad, international co-op/internship, summer lab, etc.) during your undergraduate education, what was the primary reason that prevented you from doing so? (*Select one.*)
1. Does not apply – I had one or more international experiences
 2. Financial Reasons
 3. Did not think I could complete degree requirements abroad
 4. Opportunities were not in the country or location I desired
 5. Did not think it was an important part of my undergraduate career
 6. Did not think I met the pre-requisites; CPA, class standing, or language to participate
 7. Other obstacles not on the list

leadership question

10. If you visited the Student Leadership Center (SLC) while enrolled in the College of Engineering, what brought you in? (*Select one.*)

1. For information on registered SLC student organizations
2. To get financial planning or budget assistance
3. For room reservations/building access (including to get a key & keycard requests)
4. To get program/event planning assistance
5. To inquire about the Leadership Certificate
6. To find out more about leadership opportunities on campus
7. Not applicable