

MECHANICAL

8811

7.26

26

131

11

9,804

1560

223

176,26

Program Review Program Report

ENGINEERING

MECHANICAL

MECHANICAL ENGINEERING

| Avg-5 year |
|------------|
| 94.6 |
| 173 |
| 111.6 |
| 0 |
| 13.2 |
| 392.4 |
| 22,96 |
| 9 |
| 32.8 |
| 83 |
| 47.89% |
| 0 |
| 41.4 |
| 41.2 |
| 0 |
| 1.8 |
| 84.4 |

120
134

36

88
75

| |
|----|
| |
| 2 |
| 4 |
| 7 |
| 10 |
| 11 |
| 12 |

| | | | |
|---------|---------|---------|---------|
| 351 | 477 | 330 | |
| 1599.68 | 1526.36 | | |
| 452.57 | 483.58 | 618.45 | |
| | | 1873.60 | |
| | | | 10511.4 |
| | | | 1048.18 |

Program Review Program Report

ENGINEERING

MECHANICAL

Note: Year is fiscal year (summer, fall, spring). If data are from the fall only, it is from the fall of the fiscal year. For example, FY 2008 is Fall 2007 data

MECHANICAL ENGINEERING

63

55

95

0

**Wichita State University
College of Engineering
FY 2008-2009 KBOR Program Review
Dean's Response
BS, MS and PhD in Mechanical Engineering**

During academic year 2005-2006 the College of Engineering (CoE) underwent an extensive and inclusive strategic planning process with input from the College Industry Advisory Board (IAB), leadership, faculty,

[REDACTED]

continuous improvement in the achievement of the college's mission and vision. The focus in this process

is on the continuous improvement in the achievement of the college's mission and vision. The focus in this process

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evaluator was pleased with the program and the support of the institution for this. The actual ABET accreditation visit took place in fall 2007 and the College was informed of the full accreditation of the program (six years) in August 2008. By the time the KBOR BSME program review is over, this program



these program reviews have involved not only the department chair but all the faculty members in the department.

Master of Science and Doctor of Philosophy in Mechanical Engineering

The recommendations included below as well as the fiscal implications of these are based on all the data analyzed as part of the program review process and the College of Engineering productivity measures.

of undergraduate students/Faculty

| | | | | |
|-----------------------------|--|---|------|------|
| | | | 1.27 | |
| # of conference proceedings | | 2 | | 2.17 |

included in Table 1.

Table 1. College of Engineering Productivity (Five-Year Average).

| Measure\Department | AE | ECE | IME | ME |
|--|-----------|-----------|----------|----------|
| | 20.13 | 31.74 | 6.8 | 26.24 |
| # of MS students/faculty | 5.83 | 71.05 | 11.61 | 10.91 |
| # of PhD students/faculty | 1.25 | 2.12 | 1.79 | 1.20 |
| # of journal articles/faculty | 0.5 | ? | | 1.18 |
| | 1.58 | | 2.53 | |
| external funds awarded/faculty (\$/year) | \$208,529 | \$111,592 | \$85,225 | \$51,591 |

- Welding, Machine Shop and Composite Laboratories,
- o investment of more than \$200,000 in upgrades for the Materials Laboratory and completion of initial design of a new undergraduate nanotechnology laboratory

- The Engineer 2020 program was implemented.

The Engineer 2020 program requires that to fulfill the requirements for a BS in ME degree at WSU, each student completes at least three of the following: a. Undergraduate Research, b. Cooperative Education, c. Internship, d. Global Learning or Study Abroad, e. Service Learning, and f.

Multidisciplinary Education. With the Engineer 2020 program the students will:

- a) develop

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

As part of BS in ME continuous improvement process it is recommended that:

The work is expected to strengthen the existing system continue

[REDACTED]

- More industry based projects be available for the Senior Design course.
- The implementation of the teaching laboratory enhancement and development plan continue.

The efforts to further enhance the undergraduate educational process including the classroom

[REDACTED]

experience be expanded.

The graduate programs in the ME Department could benefit from the following:

A concrete set of program objectives and outcomes for each one of the two graduate programs

[REDACTED]

KANSAS BOARD OF REGENTS 2009 PROGRAM REVIEW
Doctor of Philosophy in Mechanical Engineering
Master of Science in Mechanical Engineering

Review process: The Graduate Council prepared, discussed and reviewed these materials.

Program: The Mechanical Engineering Program serves three very distinct constituencies: students needing education for careers, the local community which tends to focus heavily on aerospace applications, and the larger profession interested in new research. This department seems to have a good sense of the constituencies that it serves, adapting to the needs of the local community, and pursuing the resources to make these goals happen. There is an emphasis on

Summary/Recommendations: It was difficult to separate some of the statistics of the undergraduate program from those of the graduate component so specific needs are hard to assess. In spite of the high numbers of students per faculty member, the program seems to be accomplishing its mission. Statistics do not indicate a need for additional faculty.

[REDACTED]

KBOR Program Review

DEPARTMENT OF MECHANICAL ENGINEERING

WICHITA STATE UNIVERSITY

2008

Table of Contents

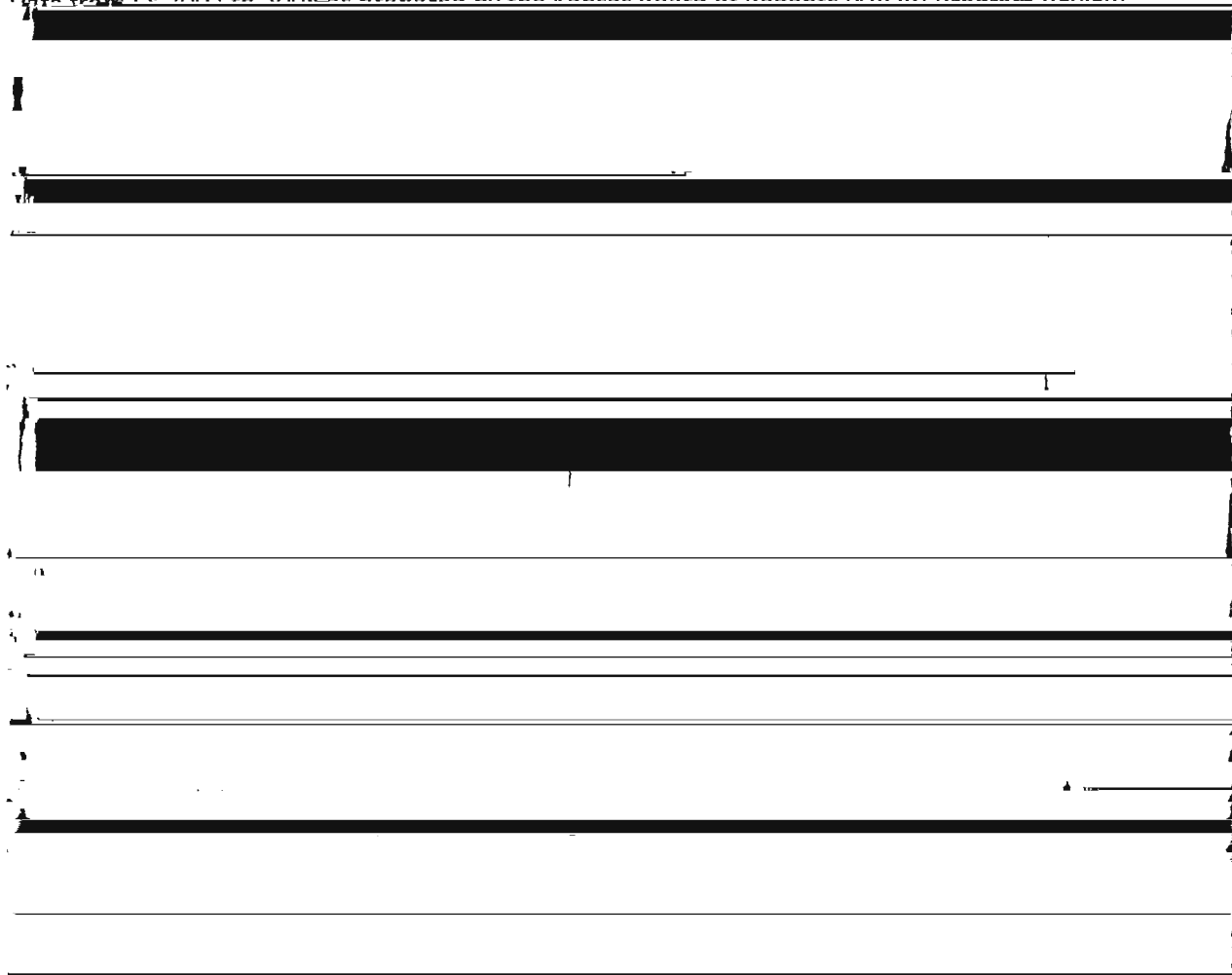
1. A statistical overview of relevant departmental data.....1

2. A statement that describes how the program relates to the mission and role of the college and

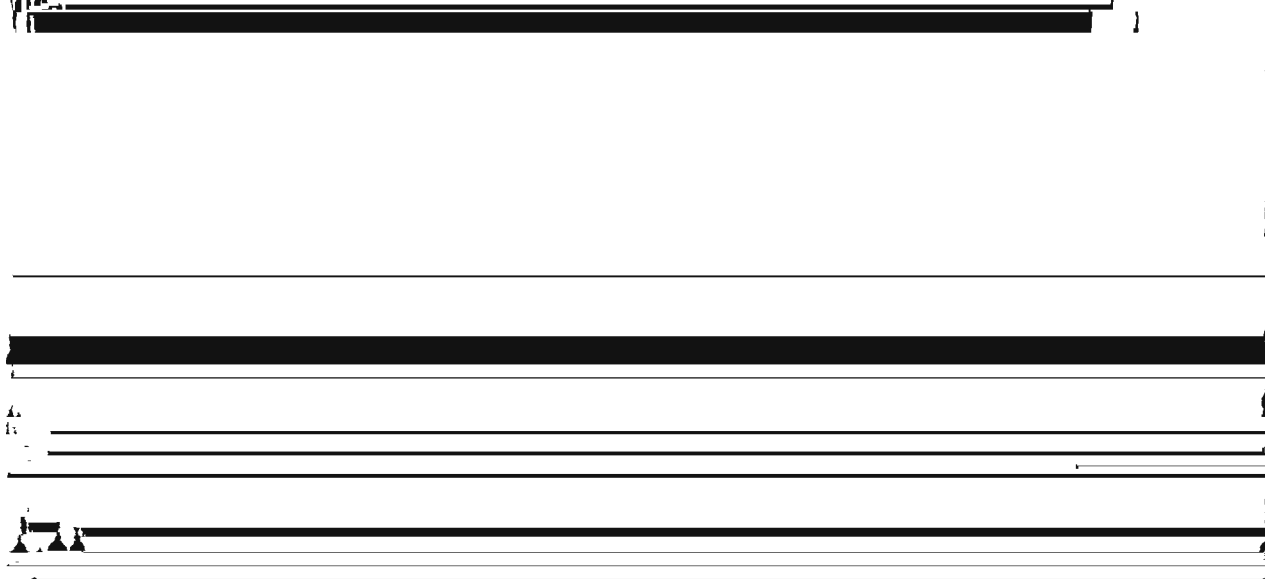


1. A statistical overview of relevant departmental data

Data from FY 2002 to 2008 as prepared by the Kansas Board of Regents (KBR) Program Review



Information System is presented in Appendix A. Please note that one faculty member was on leave without pay for 2008, thus the work load for the individual faculty members increased.



research, and service. The new PEOs are available on the Department of Mechanical Engineering's web page (www.wichita.edu/mechanical), are included in the information sent to potential students, and will

be published in the next WSU undergraduate catalog (www.wichita.edu/catalog).

The pre-2006 Program Educational Objectives are as follows:

- PEO-1: Prepare students for employment as mechanical engineers.
- PEO-2: Enable interested students to pursue graduate education.

- PEO-3: Utilize the unique opportunities of a metropolitan location to provide graduates with industry based project experiences.

Students that joined the program prior to fall 2006 will have studied under the old PEOs. Any students who have interests will join the program in fall 2007 will study under the new PEO

and Control, including biosensors and biomedical devices; and non-linear control. Three faculty

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

39

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

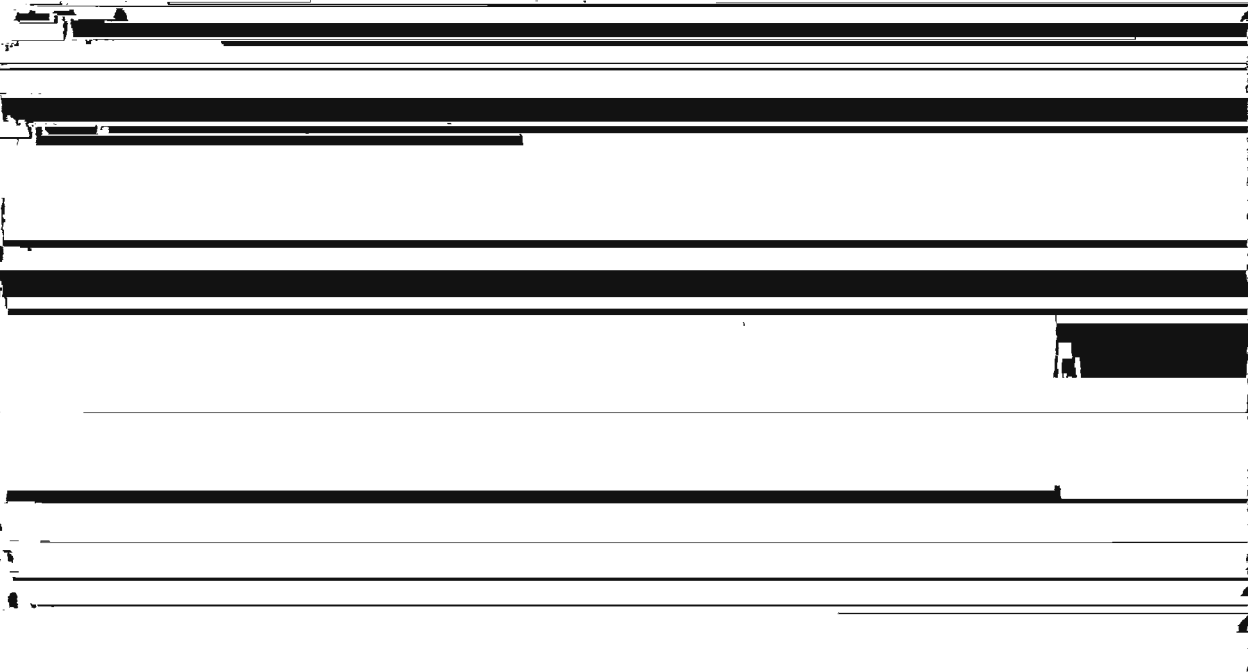
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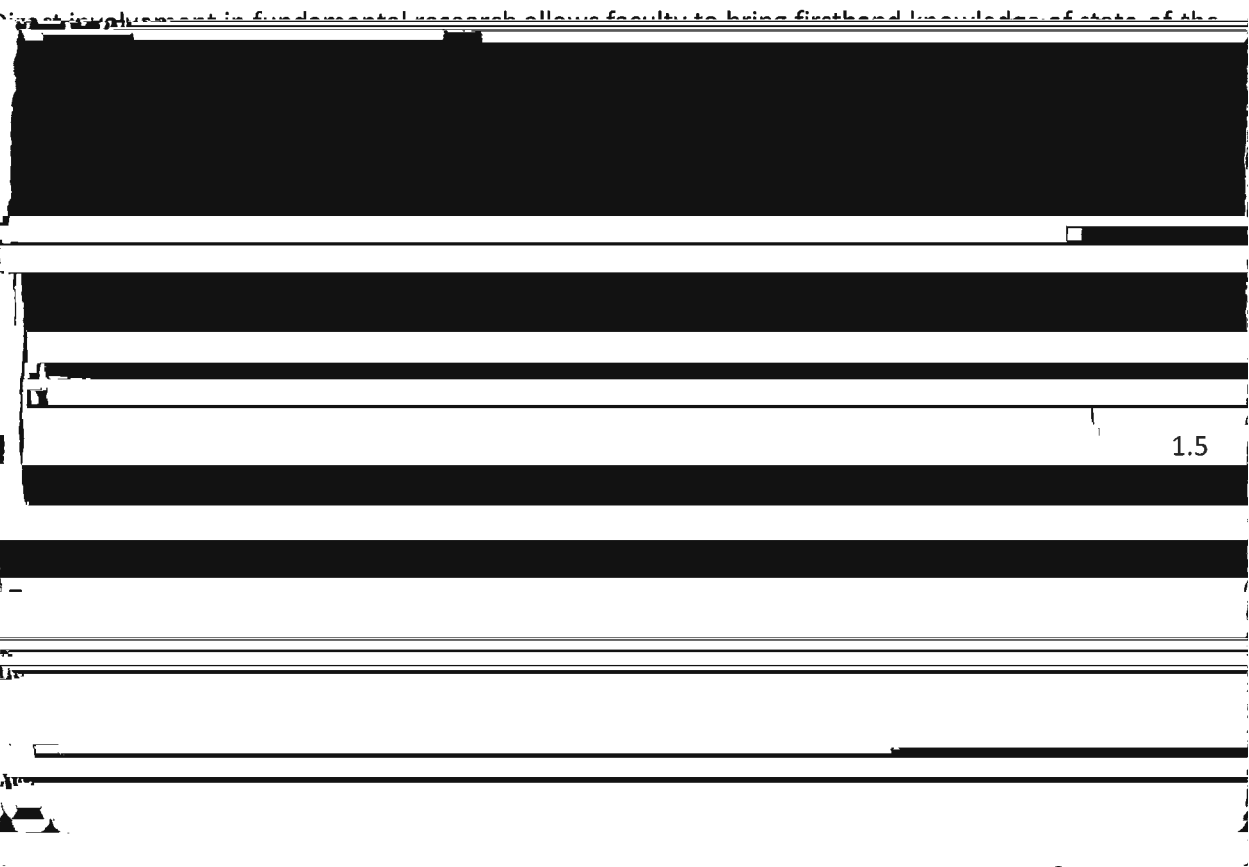
[REDACTED]

[REDACTED]

| | | | | |
|-------------------|-----|----------------------------|------|--------------|
| Ali Youssef | PhD | WSU | 1995 | Record |
| Julie Turner | PhD | Louisiana State University | 1989 | LearJet |
| Indranil Dandaroy | PhD | University of MO, Rolla | 1999 | Hawker Beach |



Reynolds



- Recipient, Polished Professor Award, College of Engineering: 2004, 2005, 2006, 2007
- Recipient, Excellence in Research Award, Wichita State University: 2007

- Recipient, Dwane and Velma Wallace Outstanding Educator Award for Excellence in Research, College of Engineering: 2008

Fellow, American Society of Mechanical Engineers: 2005

society, the students are required by the University to take a certain number of courses in Social and

[REDACTED]

Engineering Ethics course (Philosophy 385) to learn about the importance of ethics in design and
the features of engineering products and their relevance to the engineering decision making process.

[REDACTED]

Awareness of Safety
Issues (ABET

Drawing Skills

Engineering graphics will place more emphasis on design drafting and tolerancing. This was already proposed during earlier program faculty meetings. Two other upper-level ME courses will further reinforce these concepts and provide practice for the students.

Bahr, Soschinske,
Lankarani (quality and
reliability in machine
design)

Attention to Details of
Project including

Neatness, com courses will be emphasized. This will provide practice and reinforce their importance to students

courses)

Reports

Realistic Expectation

Various design issues and associated issues on

and ethics will be discussed

Table 4.1. Concerns and Corrective Actions Identified (cont)

| | | |
|---------------|---|-------------------|
| Lack of Honor | The Department has developed an honor track for the | All faculty, IAB, |
| [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | The department has developed a Mechanical Engineering | All Faculty, IAB, |

[REDACTED]

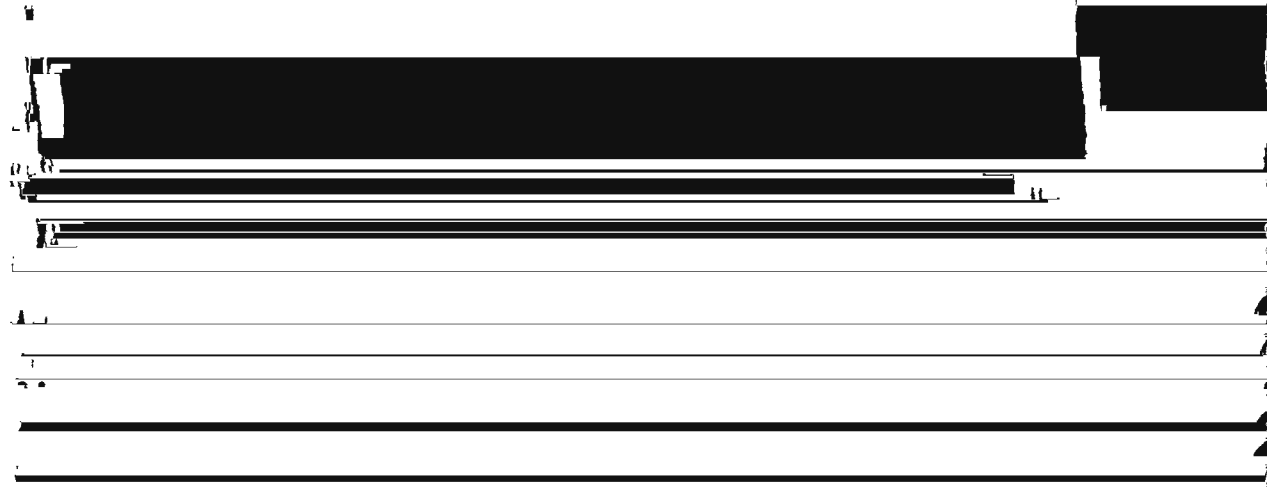
The Mechanical Engineering has collaborated with Wichita Area Technical College to use their laboratories such as the Welding, Machine shop, and Composite.

The Department has spent more than \$200,000 towards the Materials laboratory enhancement.

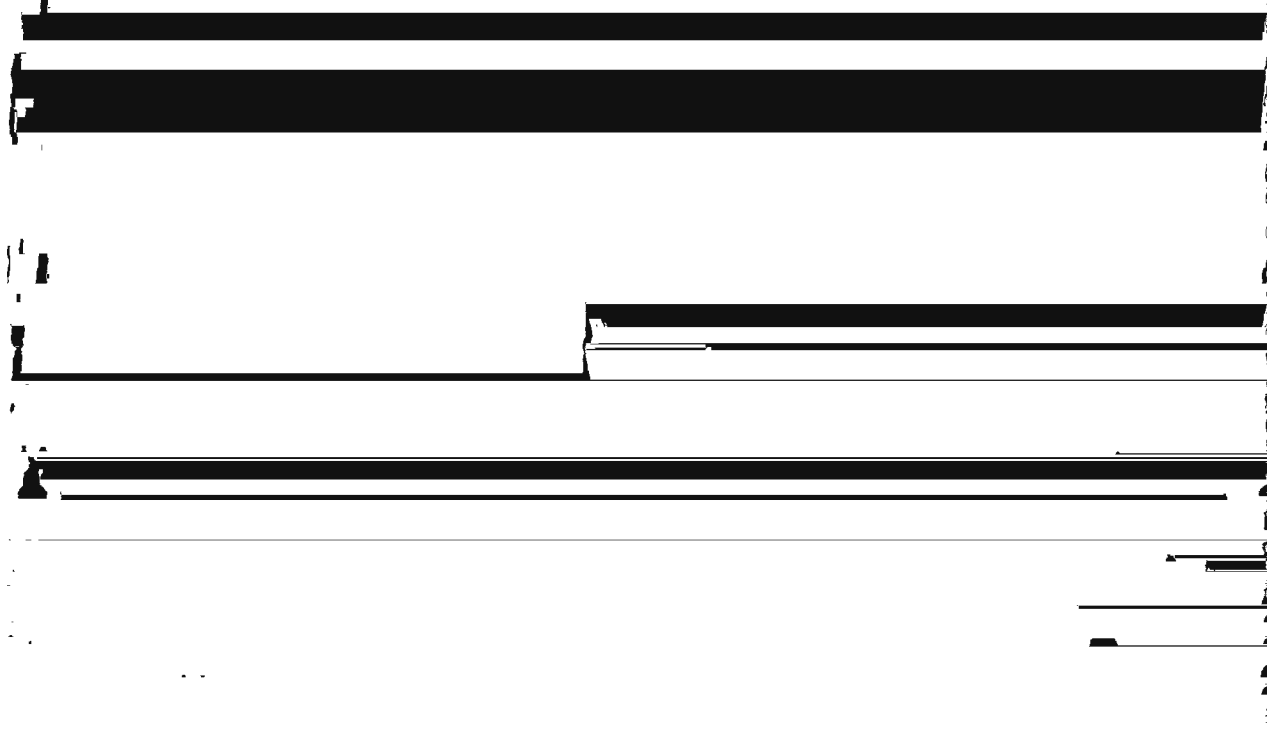
The Department has initiated the development of an undergraduate nanotechnology laboratory in 2008

[REDACTED]

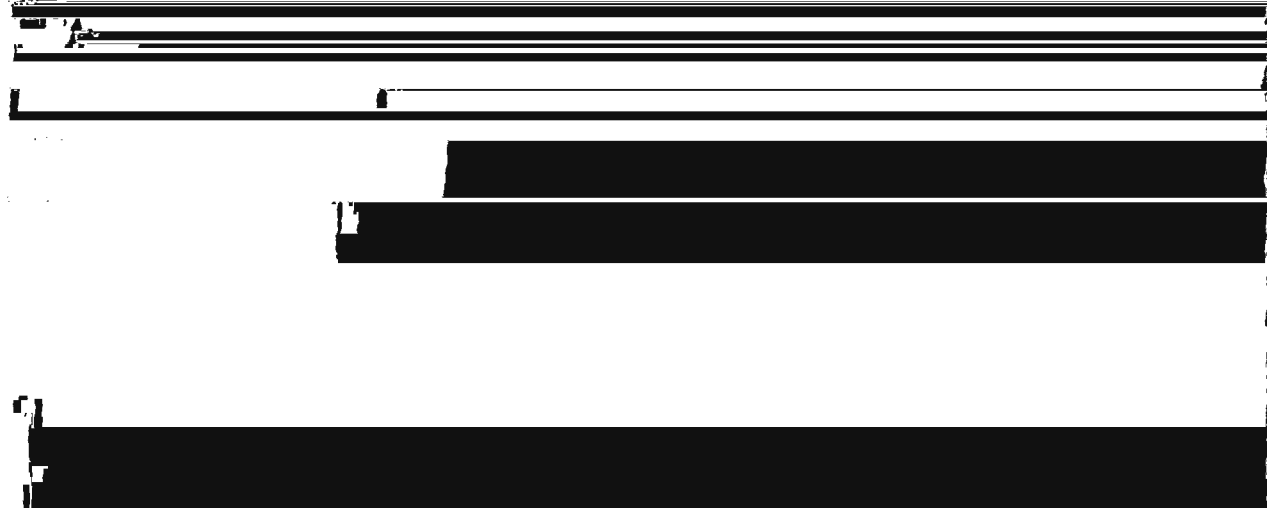
can be identified through trends over the years. For example, ME 225 Computer Applications shows



increased scores in 2003 and 2004 but then drop again for 2006 and 2007. Faculty members are



approximately 20% in subject changes occurred in the course and most of that was in 2003.



and professionalism, social and economic considerations in design problems, and laboratory experiences.

needed closer attention. This was a contributing factor to the development of the new PEOs outlined in Section 2 with an emphasis on global awareness.

Senior Project Evaluation (Appendix C.5)

Each semester, all capstone design projects are evaluated by project sponsors and the instructor. The instructor synthesizes the evaluation results and forwards this information to the ME faculty. The

entire course evaluation is a composite overview consisting of assessment by the instructor. CEE

During the junior and senior years, mechanical engineering students are required to do a group project, write a professional report, and write an ethics and safety paper in various design courses. The objective is for the students to understand and disarm the "realistic constraints" in design problems. Students address various constraints including economic, global, safety, environmental, and sustainability.

Students are expected to initiate and develop their own project design topic in that subject area.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

consultation with the instructor. They are expected to meet every week, submit weekly minutes, and

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

professional conferences. Students are well prepared with a strong foundation of math and physical sciences and core engineering principles, followed by design concepts and their application to practical

[REDACTED]

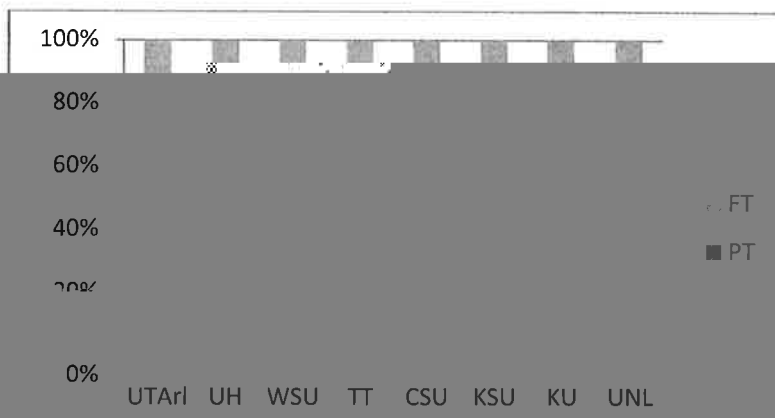
[REDACTED]

[REDACTED]

open ended design problems in several courses. With a view toward increasing retention, we have

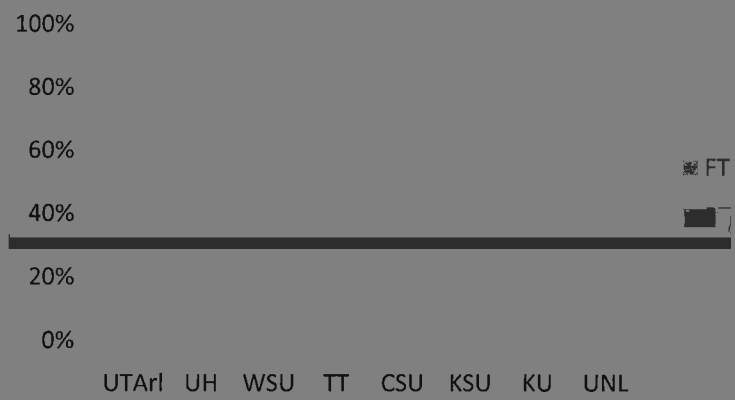
[REDACTED]

[REDACTED]



Source: ASEE Program Profiles 2003-07

Figure 5.2: Percentage of MS Enrollment by Student Status, 2003-07 Average



| Institution | FT (%) | PT (%) |
|-------------|--------|--------|
| UTArI | ~95 | ~5 |
| UH | ~90 | ~10 |
| WSU | ~85 | ~15 |
| TT | ~80 | ~20 |
| CSU | ~75 | ~25 |
| KSU | ~70 | ~30 |
| KU | ~65 | ~35 |
| UNL | ~60 | ~40 |

Formal mechanisms for addressing specific students needs also exist in the ME department at WSU. In addition to continuous feedback from the students to the respective course instructor as well as to the Department Chair, an Exit Survey is administered to every student in his/her final semester. The data

[REDACTED]

generated through these surveys are regularly reviewed and used for continual improvement of faculty performance as well as for upgrading equipment and facilities in the department.

[REDACTED]

technology services.

[REDACTED]

conducting of Technical Workshops and Short Courses for the professional engineers and /

[REDACTED]

Consultancies for the industry and National Laboratories.

Service by WSU ME faculty to the College and University community include: (i) membership in a number of University Senate Committees; (ii) Chairing of the Information Technology communication network.

[REDACTED]

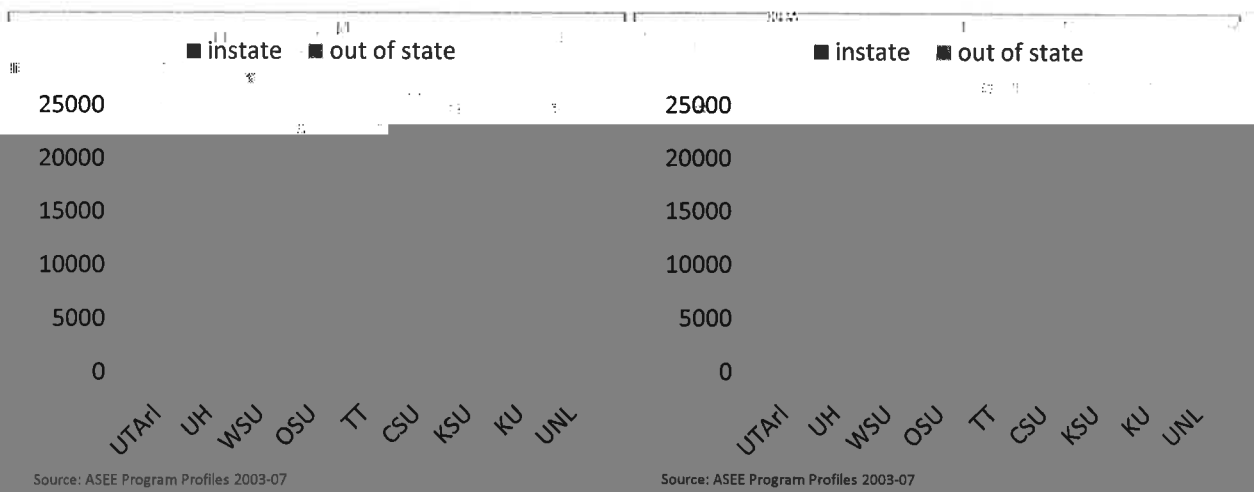
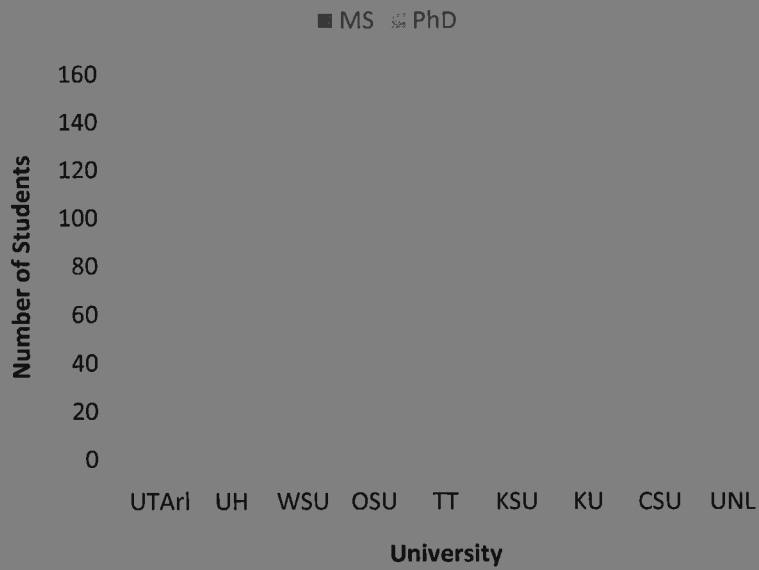


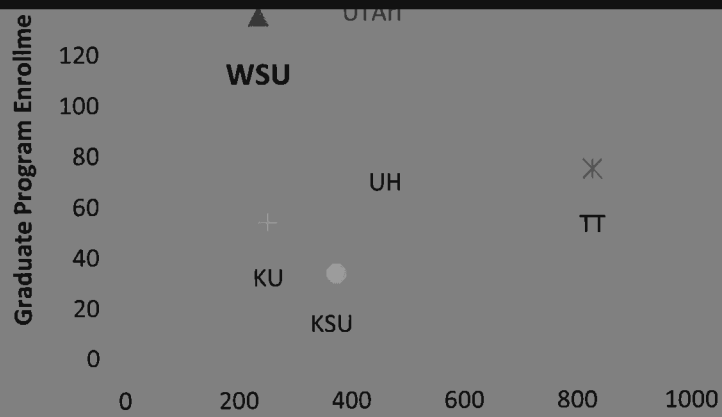
Figure 7.1 Undergraduate (left) and Graduate (right) Tuition and Fees, 2003-07 Average

The average cost of production per credit hour using the statistics presented in Appendix A is \$274.



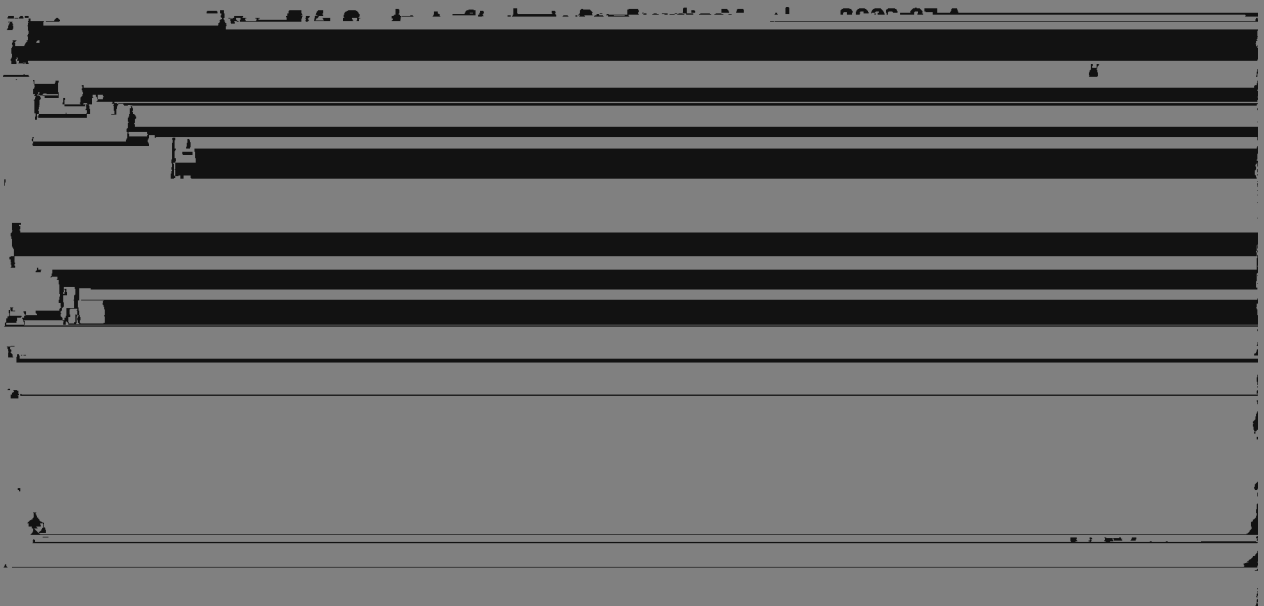
Source: ASEE Program Profiles 2003-07

Figure 7.2: Graduate Enrollment, 2003-07 Average



Source: ASEE Program Profiles 2003-07

Figure 7.3: Graduate Program Enrollment Proportional to Undergraduate, 2003-07 Average



Appendix A. Mechanical Engineering Board of Regents Program Review

| DESCRIPTION | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|-------------|------|------|------|------|------|------|------|
|-------------|------|------|------|------|------|------|------|

Section I: Part A: Academic Instruction Expenditures

| | | | | | | | |
|------------------------|-----------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Salaries/Benefits | \$877,259 | \$978,057 | \$1,141,450 | \$1,244,129 | \$1,223,048 | \$1,179,588 | \$1,187,571 |
| 2. Other Operating Exp | \$48,578 | \$69,677 | \$89,044 | \$51,109 | \$26,283 | \$30,639 | \$62,106 |
| 3. Total | \$925,837 | \$1,047,734 | \$1,230,494 | \$1,295,238 | \$1,249,331 | \$1,210,227 | \$1,249,677 |

Section I: Part B: Student Credit Hour Production

| | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|
| 1. Lower Division | 391 | 385 | 416 | 481 | 436 | 446 | 815 |
| 2. Upper Division | 2,846 | 2,979 | 2,680 | 2,755 | 2,707 | 3,547 | 3,784 |

| | | | | | | | |
|-------------|-------|-------|-------|-------|-------|-------|-------|
| 4. Doctoral | 90 | 92 | 76 | 102 | 55 | 28 | 114 |
| 5. Total | 4,537 | 4,731 | 4,210 | 4,280 | 3,973 | 4,842 | 5,478 |

Section I: Part D: Percentage of Departmental SCH taken by:

1. Their Undergraduate

| | | | | | | | |
|------|------|------|------|------|------|------|------|
| 2002 | 46.6 | 46.8 | 46.8 | 45.3 | 54.3 | 54.8 | 60.8 |
|------|------|------|------|------|------|------|------|

2. Their Graduate

| | | | | | | | |
|--------|------|------|----|------|------|------|------|
| Majors | 33.9 | 34.8 | 32 | 34.9 | 26.4 | 16.6 | 17.2 |
|--------|------|------|----|------|------|------|------|

| | | | | | | | |
|---------------|------|------|------|------|------|------|------|
| 3. Non-Majors | 19.5 | 18.4 | 21.2 | 19.8 | 19.3 | 29.1 | 22.6 |
|---------------|------|------|------|------|------|------|------|

Section I: Part E: Departmental Faculty

1. Tenured/Tenure Track Faculty Head Count

| | | | | | | | |
|------|---|---|----|---|----|----|----|
| 2002 | 8 | 7 | 10 | 8 | 10 | 11 | 10 |
|------|---|---|----|---|----|----|----|

2. Tenured/Tenure Track Faculty with Terminal Degrees

| | | | | | | | |
|------|---|---|----|---|----|----|---|
| 2002 | 8 | 7 | 10 | 8 | 10 | 10 | 9 |
|------|---|---|----|---|----|----|---|

3. Total Tenured

| | | | | | | | |
|---------|----|----|----|----|----|----|----|
| Faculty | 16 | 14 | 20 | 16 | 20 | 21 | 19 |
|---------|----|----|----|----|----|----|----|

| | | | | | | | |
|---|---------|-------------|-------------|---------|---------|---------|---------|
| 8. Total SCH | 2,253.0 | 2,323.0 | 2,129.0 | 1,955.0 | 1,775.0 | 2,065.0 | 2,384.1 |
| 9. Average SCH per Tenured/Tenure Track Faculty | 220.82 | 216.67 | 156.63 | 138.78 | 124.20 | 179.23 | 204.68 |
| 10. Average SCH per | | | | | | | |
| GTA (IOR only) | 112.24 | 89.10 | 128.29 | 269.70 | 114.86 | 5.50 | 7.43 |
| 11. Average SCH per Other Instructional Faculty | 280.8 | 272.5714286 | 305.5555556 | 280 | 290.4 | 208 | 393.75 |
| 12. Average Overall SCH per FTE | | | | | | | |

Section II: Part A: Majors in the Discipline

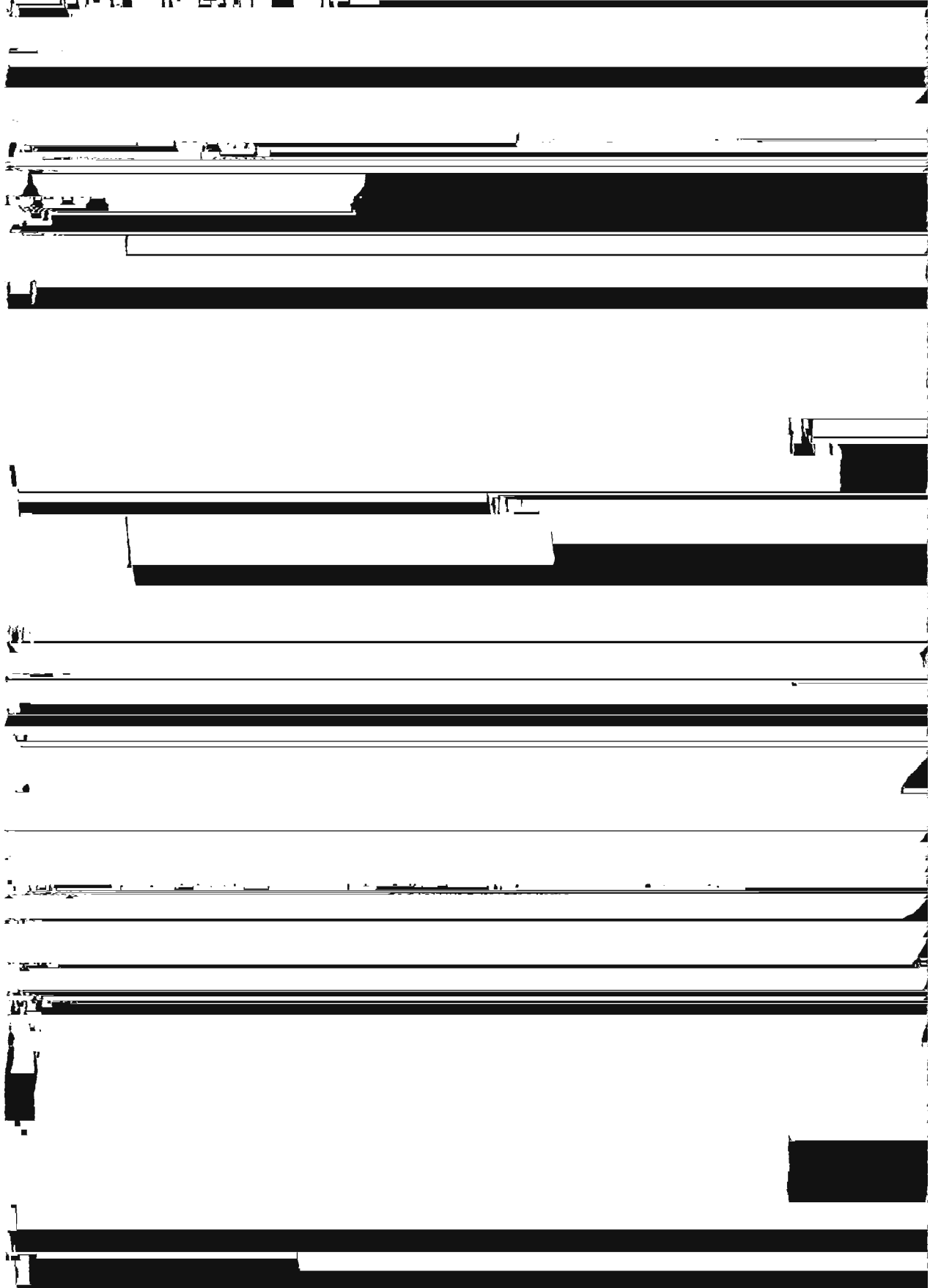
| | | | | | | | |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| 1. Freshman (Sophomore) | | | | | | | |
| (optional) | 63 | 55 | 86 | 74 | 91 | 95 | 127 |
| 2. Jrs., Srs., 5th Year Majors | 166 | 171 | 143 | 159 | 164 | 187 | 212 |
| 3. Masters | 120 | 134 | 141 | 134 | 102 | 102 | 79 |
| 4. 1st Prof / Specialist / Certif. | 0 | 0 | 0 | 0 | | 0 | 0 |
| 5. Doctoral | 15 | 13 | 12 | 17 | 13 | 11 | 13 |

Section II: Part B: ACT Scores of Undergraduate Jrs.,Srs

| | | | | | | | |
|----------------|----|----|----|----|----|----|----|
| 1. Average ACT | | | | | | | |
| 2. Low ACT | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 3. High ACT | 33 | 33 | 30 | 32 | 34 | 34 | 34 |

Appendix B. Vision and Mission Statements

1. Wichita State University Mission Statement



B.2 WSU College of Engineering Vision and Mission Statements

Vision

The College of Engineering at Wichita State University will be recognized nationally and internationally for the following: its excellence based undergraduate and graduate degree programs; collaborative

efforts with industry; and its research programs that support the economic development and global competitiveness of the Wichita metropolitan area, the state of Kansas, and the nation.

Mission

Appendix C. Assessments and Results

| | ① | ② | ③ | ④ | ⑤ | | ① | ② | ③ | ④ | ⑤ | | ① | ② | ③ | ④ | ⑤ | | ① | ② | ③ | ④ | ⑤ | |
|------------|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |
| [REDACTED] | | | | | | | | | | | | | | | | | | | | | | | | |

(5 = excellent—1 = poor)

Amount of _____ Quality of _____

Senior Exit Survey

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Senior Exit Survey Suggestions for Improvement

Please offer constructive criticism of the Mechanical Engineering Program and departmental

[Redacted]

Please list your department favorite instructor/subject. Offer suggestions for improvement

[Redacted]

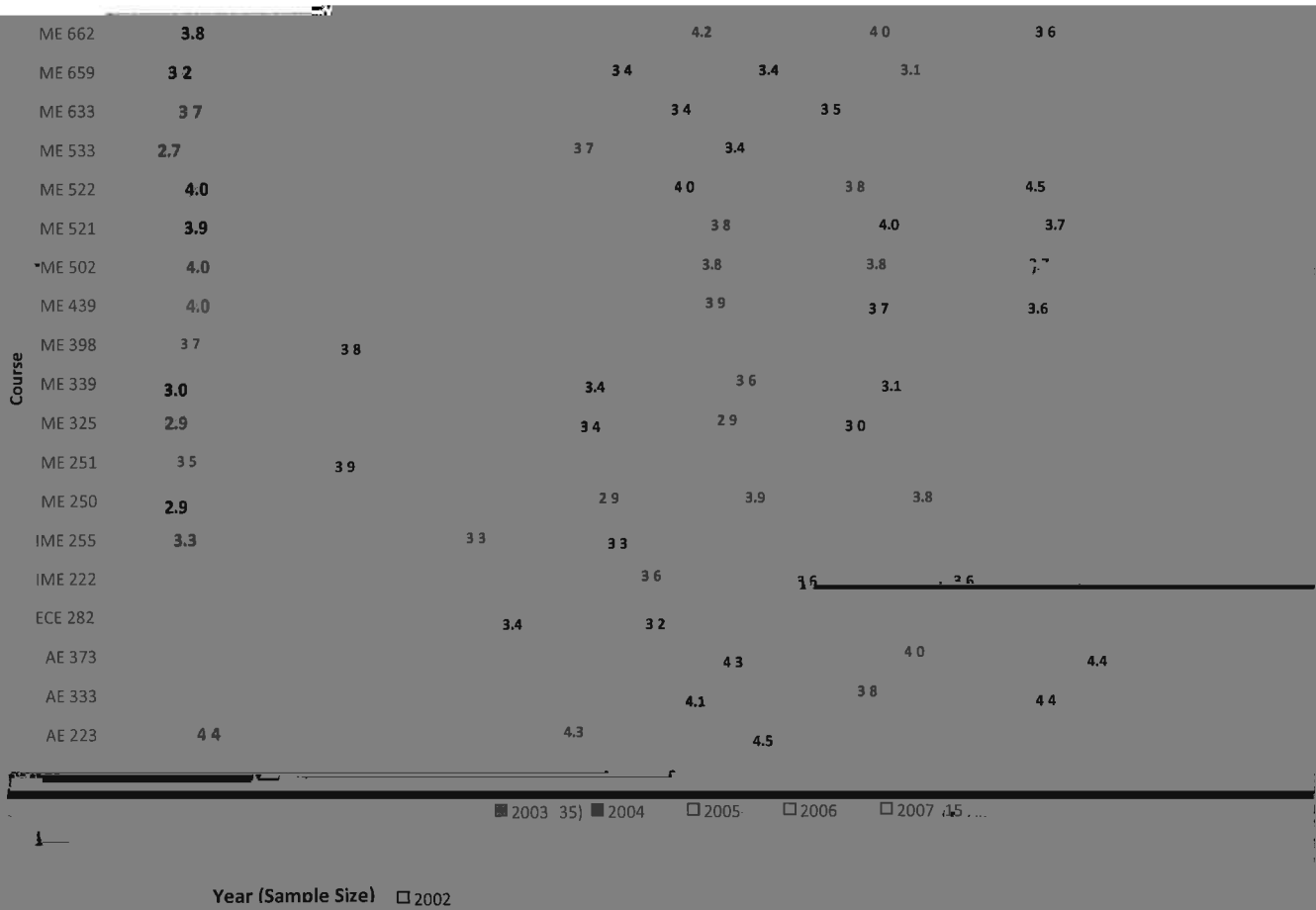


Figure C.1.4 Average Senior Exit Survey Scores (Amount of Learning) 02-07

Section C.2 The ME Senior Exit Interview (Industrial Advisory Board)

Senior Exit Interview with Industry Advisory Board

How do you feel your preparative education compares to your industry experience?

What are your short-term goals? Long-term goals?

| | | | | | | |
|--------------------------------|----------------------|------------------|--------|---------------------------|------------------------------------|---------------------------------|
| Practicing Engineering Science | Communication Skills | Team Work Skills | Ethics | Use of Real-Life Problems | Projects Synergized Various Skills | Successful Practicing Engineers |
| | 3 | 4.3 | 3 | 4.3 | 3.3 | 3.8 |
| | | | | | | 4 |

Summary Comments from an IAB Member

Fall 2006

[REDACTED]

2006.

All students interviewed were satisfied that they received an education commensurate with their investment.
[REDACTED]

Figure C.3 The Curriculum in E.E.E. (CPEE)

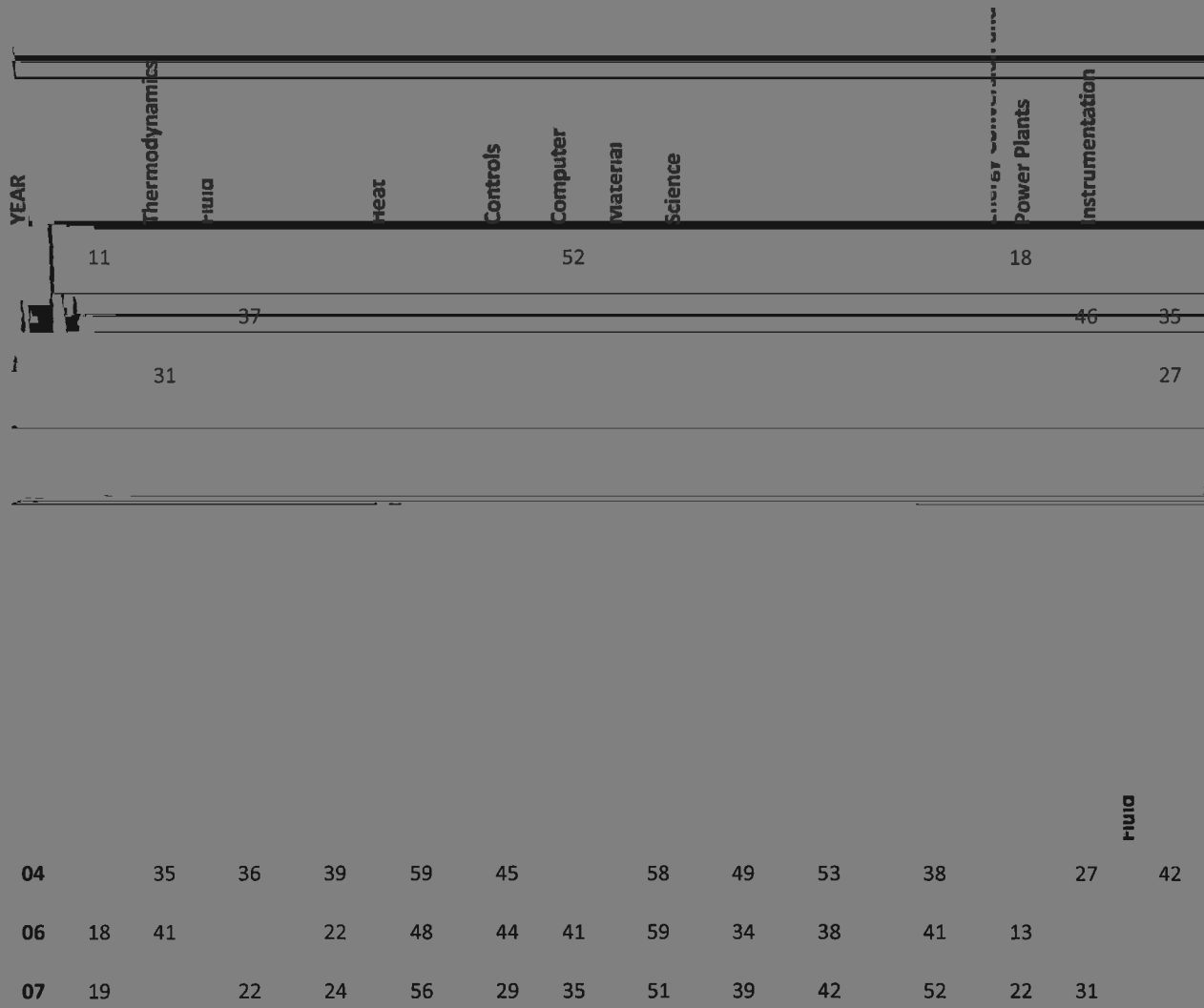
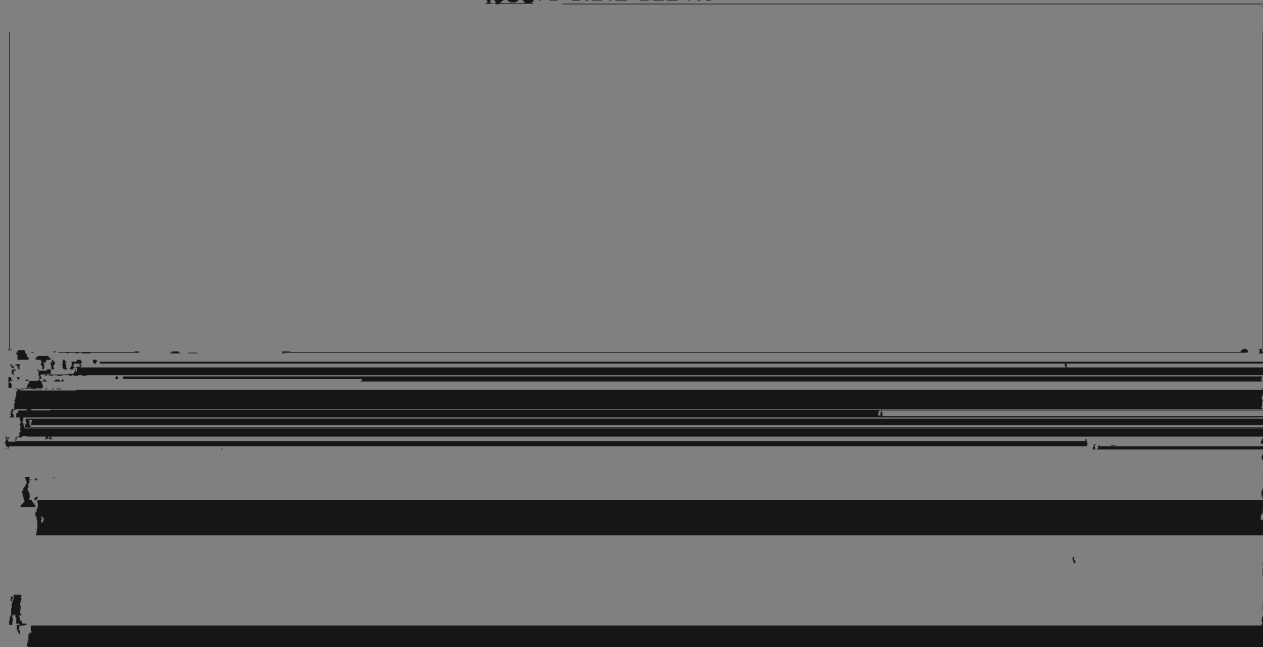


Figure C.3.1 CEE Results 2004-07



Section C.4 The Alumni Survey

WSU ME Alumni Survey Results 2003 and 2005

| Questions | Year | |
|---|---------------|------|
| | 2003 | 2005 |
| | Sample Size= | |
| | 13 | 10 |
| | Average Score | |
| | 4.2 | 4.3 |
| | 4.2 | 4.3 |
| | 4.2 | 4.0 |
| | 3.8 | 4.2 |
| | 3.9 | 4.2 |
| | | 3.9 |
| | 4.2 | |
| | 4.2 | 3.8 |
| | 3.9 | 3.0 |
| | | 3.9 |
| | 4.2 | 3.8 |
| | 4.4 | 4.5 |
| | 3.0 | 3.4 |
| 1. Use knowledge in basic Math and Sciences (physics, chemistry, mathematics, etc.) | 3.1 | 2.6 |
| 2. Use knowledge in engineering sciences (theory) relevant to my major | 3.5 | |
| 3. Model and design systems and components | 3.6 | 3.7 |
| 4. Communicate ideas and results verbally and in writing. | 4.2 | 4.7 |

WSU ME Alumni Survey Results 2007

Sample Size=52

| Questions | Average Score |
|--|---------------|
| Scale: 1- Extremely Poorly, 2- Poorly, 3- Satisfactorily, 4- Well, 5- Extremely Well | |
| 1. Apply basic <i>Math, Science</i> (physics, chemistry, mathematics, etc), and Engineering knowledge. | 4.2 |
| [REDACTED] | 3.7 |
| [REDACTED] | 4.2 |
| [REDACTED] | 3.9 |
| [REDACTED] | 3.6 |
| [REDACTED] | 3.9 |
| [REDACTED] | 3.9 |
| 3. <i>Model and design</i> systems and components. | 3.6 |
| 4. Build multi-disciplinary teams and facilitate team processes/outcomes | 3.8 |
| 5. Integrate knowledge and information for engineering problem solving. | 4.0 |
| 6. Apply engineering standards appropriately | 4.0 |
| 7. <i>Communicate</i> ideas and results verbally and in writing. | 4.0 |
| 8. Work effectively in an international/global environment. | 3.5 |
| 9. Obtain needed additional knowledge and continue self-learning. | 4.2 |

Figure C.4.2 Alumni Survey Results 2007

| | Sample Size | Sponsor Evaluation | | | | E-mail | | Oral | | Final Written | Final Grade |
|-------------|-------------|--------------------|-----|-----|------|--------|------|------|-----|---------------|-------------|
| Spring 2006 | 19 | 90% | 91% | 54% | 100% | 100% | 100% | 88% | 63% | 95% | 87% |
| Spring 2005 | 26 | 92% | 94% | 76% | 100% | 100% | 97% | 88% | 86% | 93% | 93% |
| Fall 2004 | 16 | 88% | 92% | 75% | 100% | 100% | 100% | 94% | 92% | 89% | 91% |
| Spring 2004 | 20 | 93% | 98% | 73% | 100% | 100% | 79% | 95% | 94% | 95% | 90% |

Figure C.5.2 ME 662 Senior Capstone Design Grade Breakdown, Spring 2004–06

Graduate Student Exit Survey

Please evaluate your graduate education by taking a few minutes to complete this questionnaire. Be assured that the information you provide will remain confidential and your answers to the questions will in no way affect your relations with the faculty, staff, or the Graduate School of Wichita State University. The

3. Faculty/staff were accessible

4. On a scale of one (very dissatisfied) to five (very satisfied) at WSU

Very Dissatisfied (1) (2)

Please indicate whether you agree or disagree with the following statements.

Agree (1)

-
-
-

On a scale of one (not at all accessible) to five (very accessible), rate the level of accessibility to each of the following:

Very

(1)

(4)

(5)

(6)

28 Internet access

advising you have received.

Very Dissatisfied (1) (2) (3) (4) (5) Very Satisfied

C.2. RESEARCH ADVISING (Dissertation, Thesis, or Master=s Project advising)

66. How would you rate your relationship with your advisor with respect to this question?

Recall when you first made the decision to pursue graduate studies. How important was each

-
-
-
- 47 Scholarships/fellowships/assistsnhips.....
- 48 Location of WSU
- 49 Reputation of WSU or your department and/or faculty
- 50 An undergraduate advisor

Very Dissatisfied

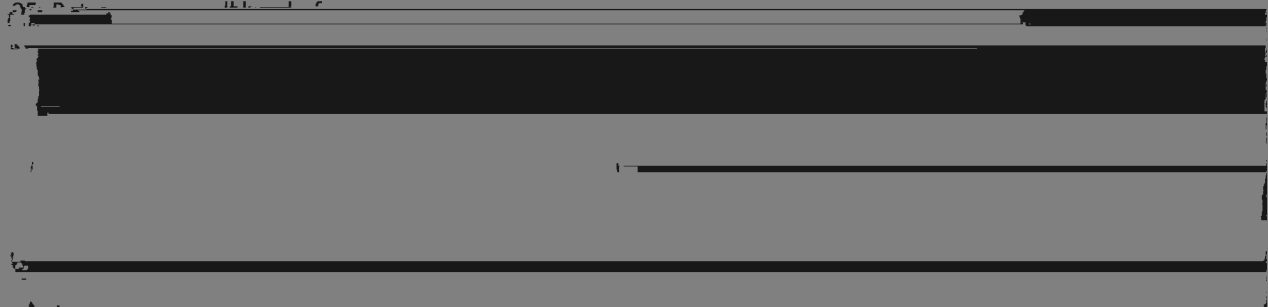
- 53 Convenient times for access (2) (5)
- 54 Access to the library via the internet... (2) (5)
- 55 Resources for research... (2) (5)
- 56 (2) (5)

Very Satisfied

| | 0 | 1 | 2 | 3 or more | Mean | Median |
|---|------|------|-------|-----------|-------------|---------------|
| 21. During a typical semester, about how often did you meet or communicate with an advisor about your dissertation, thesis or master's project? | 0.0% | 0.0% | 18.5% | 81.5% | 2.79 | 3.00 |
| 22. My advisor was accessible when I wanted to talk about my research | | | | | Agree 96.7% | Disagree 3.3% |
| 23. My advisor provided feedback about rough drafts of my research | | | | | 92.9% | 7.1% |
| 24. My advisor provided useful advice about preparing for my research defense | | | | | 92.9% | 7.1% |



| | 2 | 3 | 4 | Very satisfied | Satisfied or higher | Mean | Median |
|---|------|------|------|----------------|---------------------|------|--------|
| 25. I am very satisfied with the advising you received about your dissertation, thesis, or master's project | 1.4% | 2.8% | 6.6% | 25.8% | 63.4% | 4.47 | 5.00 |



satisfaction with the advising you received about your

| | | | | | | | | |
|---|------|------|------|-------|-------|-------|------|------|
| dissertation, thesis, or master's project | 1.4% | 2.8% | 6.6% | 25.8% | 63.4% | 89.2% | 4.47 | 5.00 |
|---|------|------|------|-------|-------|-------|------|------|

D. TECHNOLOGY

| | Not at all | 2 | 3 | 4 | very | Mean | Median |
|---|------------|---|---|---|------|-------------|---------------|
| 26. Was it necessary to have access to WSU technology in order to complete your graduate course work? | | | | | | Agree 91.9% | Disagree 8.1% |

ME Graduate Exit Survey

The ME Graduate Program Assessment must be taken by new graduates in order to receive clearance by the ME. All query in this regard should be directly addressed to the ME Graduate Program Assessment.

G. Overall, did you find the academic atmosphere at WSU intellectually stimulating and helpful for learning?

(1) very much (2) somewhat (3) not at all

read all the questions (A through G) answering; circle around the No. that best

your response – there is room for additional at the bottom:

Did you find the laboratory/computational necessary for your research to be

1) very much (2) just enough (3) not all

Were the above mentioned equipment and upgraded in a timely manner?

1) very much (2) it was alright (3) no

Were there sufficient help provided for using

YOUR COMMENTS:

Please leave your comments below – these may refer to the above questions, or you can suggest any other issue not addressed above, but you feel was critical in your graduate education experience at WSU ME. Thank you for your honest input – this will help us improve our program, and therefore future graduate students will benefit from this.