

Civil & Environmental Engineering Department Exit Interview Information

Please provide all of the requested information
(Please separate this page from the questionnaire at time of interview)

Name _____
Last First

Address _____
Street

City State Zip
Telephone () _____ () _____
Home Cell Phone

Employment _____
Company Address

E-mail Address (not U of U) _____

Transfer Student _____ If Yes, What School _____

If you had an Internship and/or Part-time work, please provide:

Company _____

Length of Engagement _____

Duties Performed _____

After Graduation Plans:

Tentative Emphasis Area: _____

Job Company _____

Location _____

Salary _____

Graduate School _____

Degree Pursued _____

Other _____

Permanent Address (Parent of other who will know where to locate you should you move, ABET needed)

Name _____

Relation to You () Home Phone Number

Address _____

Note: As you pursue your plans in the future, we would appreciate you taking the time to visit the Civil & Environmental Engineering website (www.civil.utah.edu) and you taking the time to update your information.

CIVIL & ENVIRONMENTAL ENGINEERING

Graduating Student Assessment Form

Please complete this form prior to your exit interview. Your candid, thoughtful comments are valued and needed.

I. General Overview

1. Were you satisfied with the course work in the department? _____ If not, why? _____

2. Were you satisfied with the laboratories in the department? _____ If not, suggestions for improvement: _____

3. Please comment on the advising that you received at the various stages of your academic career.

a) Entering Freshman _____

b) Transfer Student _____

c) Career Guidance _____

4. List one or two of your best experiences in the department: _____

5. Did you have any bad experiences that you would like to comment about? _____

6. What single suggestion can you make for the improvement of the CVEEN department?

7. Are there any other items not covered above that you wish to address? _____

8. Did you participate in leadership opportunities at the University of Utah? _____ If yes, please name and describe what you did with the organization (this includes but is not limited to Student Groups, SAC, CVEEN 4910 Group Leader):

II. Instructor Evaluation

From a broad personal standpoint, which CVEEN professor(s):

- Provided an acceptable or better level of advising _____
- Made you feel that your success was important _____
- Provided a vision of the profession _____

Please provide your opinion of the instructors in the CVEEN department compared to all other University instructors that you have encountered.

Key: 0 = Poor, 1 = Below Average, 2 = Average, 3 = Above average, 4 = Well above average

Instructor	# of Courses*	Item	Scale	Comments
S. Bartlett		Preparation		
		Student effort required		
		Teaching ability		
A. Bordelon		Preparation		
		Student effort required		
		Teaching ability		
S. Burian		Preparation		
		Student effort required		
		Teaching ability		
J. Chambers		Preparation		
		Student effort required		
		Teaching ability		
O. Conroy		Preparation		
		Student effort required		
		Teaching ability		
T. Elliott		Preparation		
		Student effort required		
		Teaching ability		
R. Goel		Preparation		
		Student effort required		
		Teaching ability		
A. Hong		Preparation		
		Student effort required		
		Teaching ability		
L. Ibarra		Preparation		
		Student effort required		
		Teaching ability		
T. Jevremovic		Preparation		
		Student effort required		
		Teaching ability		
E. Lawton		Preparation		
		Student effort required		
		Teaching ability		
P. Martin		Preparation		
		Student effort required		
		Teaching ability		
B. McPherson		Preparation		
		Student effort required		
		Teaching ability		

C. Pantelides		Preparation		
		Student effort required		
		Teaching ability		
C. Pomeroy		Preparation		
		Student effort required		
		Teaching ability		
R. Porter		Preparation		
		Student effort required		
		Teaching ability		
L. Reaveley		Preparation		
		Student effort required		
		Teaching ability		
P. Romero		Preparation		
		Student effort required		
		Teaching ability		
P. Tikalsky		Preparation		
		Student effort required		
		Teaching ability		
H. Yang		Preparation		
		Student effort required		
		Teaching ability		
X. Zhou		Preparation		
		Student effort required		
		Teaching ability		

*The number of courses you took from the instructor

III. Curriculum

1. How would you rank the following basic courses in the Civil & Environmental Engineering curriculum?
2. What was your rank based upon (in comments section)?

Key: 0 = Poor, 1 = Below Average, 2 = Average, 3 = Above average, 4 = Well above average

Course #	Title	Rank	Where Taken	Comments
CVEEN 1000	Intro to Civil & Enviro. Eng.			
CVEEN 2010	Statics			
CVEEN 2130	Statistics/Economics			
CVEEN 2140	Strength of Materials			
CVEEN 3000, 4000	Seminar			
CVEEN 3100	Technical Communication			
CVEEN 3210	Structural Analysis I			
CVEEN 3310	Geotechnical Engineering I			
CVEEN 3410	Hydraulics			
CVEEN 3510	Civil Engineering Materials			
CVEEN 3520	Transportation Engineering			
CVEEN 3610	Environmental Engineering			
CVEEN 4221	Concrete I			
CVEEN 4222	Steel II			
CVEEN4410	Engineering Hydrology			
CVEEN 4910	Prof. Practice & Design			
CVEEN 5110	GIS			
CVEEN 5210	Structural Analysis II			
CVEEN 5220	Concrete Design II			
CVEEN 5230	Steel Design II			
CVEEN 5240	Reinforced Masonry/Timber			
CVEEN 5305	Intro. to Foundation Eng.			
CVEEN 5420	Open Channel Flow			
CVEEN 5510	Highway Design			
CVEEN 5560	Transportation Planning			
CVEEN 5570	Pavement Design			
CVEEN 5605	Environmental II			
CVEEN 5610	Water Chem & Lab			
CVEEN 5810	Cost Estimating			
CVEEN 5820	Project Scheduling			
CVEEN 5830	Project Manage. & Contract.			
CVEEN 5850	Engineering Law			
CVEEN 5920	Groundwater Remediation			

CH EN 2300	Thermodynamics			
CP SC 1000	Engineering Computing			
ECE 2200	Electrical & Eng. Computing			
LEAP 1500	Humanities for Engineers			
LEAP 1501	Social & Ethical Imp. of Eng.			
NUCL 3100	Neutron Based Eng.			
NUCL 4000	Nuclear Science & Eng.			
ME EN 2020	Particle Dynamics			
MG EN 1050	Technical Communication			
MG EN 2400	Surveying			
MSE 2170	Elements of MSE			

Department of Civil & Environmental Engineering Curriculum Evaluation*

(Please circle the corresponding number that ranks the over all curriculum addressed by the particular program outcome.)

Desired Program Outcome / Ranking	IV. Suggestions for Improvement
<p>a. An ability to apply knowledge of mathematics through differential equations, science and engineering. The science should include calculus-based physics, chemistry, and at least one additional area of science, consistent with the program educational objectives.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>b. An ability to design and conduct civil engineering experiments and analyze and interpret the resulting data.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>c. An ability to design a system, component, or process in more than one civil engineering context to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, contractibility, and sustainability.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>d. An ability to function on multi-disciplinary teams.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>e. An ability to identify, formulate, and solve civil engineering problems by applying knowledge of four technical areas appropriate to civil engineering.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>f. An understanding professional and ethical responsibility, and ability to explain the importance of professional licensure.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>g. An ability to communicate effectively using verbal, written and graphical skills.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and social context.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>i. A recognition of the need for, and ability to engage in life-long learning.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>j. A knowledge of contemporary issues.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	
<p>l. An ability to explain basic concepts in management, business, public policy, and leadership.</p> <p style="text-align: center;">High <input type="checkbox"/>5 <input type="checkbox"/>4 <input type="checkbox"/>3 <input type="checkbox"/>2 <input type="checkbox"/>1 <input type="checkbox"/>0 Low</p>	

*Please assess your own capabilities as a graduating senior relative to our desired program outcomes.