

Tables 7.1a-h. As of fall 2010, over 85% of the syllabi in all three Schools – Engineering, Natural Sciences and Social Sciences, Humanities and Arts – include student learning outcomes (SLOs); 94% of programs^{1,2} have identified program learning outcomes (PLOs); 84% of programs have prepared multiyear assessment plans, and 86% have curriculum maps depicting the relationship between SLOs and PLOs. Of the 25 programs with assessment plans in place at the time of the Capacity and Preparatory Review, 92% submitted their first PLO Assessment Report in spring 2010.

¹ Undergraduate majors and stand alone minors, Core 1 and 100, and CCGA approved graduate programs.

² The exceptions are two minors, each with fewer than five students, and the Individual Graduate Program. The latter encompasses the eight graduate emphasis areas, all of which have developed PLOs.

UCMERCED

Table 7.1a: Inventory of Educational Effectiveness Indicators

School of Social Sciences, Humanities and Arts: Program and Degree		Anthropology, B.A. ¹ & Minor	Cognitive Sciences, B.A. & Minor	Economics, B.A. & Minor	History, B.A. & Minor	Literatures & Cultures, B.A. & Minor	Management, B.A. & Minor	Political Science, B.A.	Psychology, B.A. & Minor	Sociology, B.A.
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>
2. Where publish Program Learning Outcomes?	All Course Syllabi	X			X	X		X	X	X
	Some Course Syllabi		X							
	Catalog	X	X	X	X	X	X	X	X	X
	Program/School Website	X	X	X	X	X	X	X	X	X
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Capstone Courses					X				
	Senior Project				X	X				
	Embedded Questions	X	X			X		X		X
	Comprehensive Assessment Exam								X	
	Portfolio Review					X planned				
	Student Survey	X	X					X	X	
	Alumni Survey	X				X planned			X	X
	Student Focus Group							X	X	X
	Student Interviews								X	
	Placement Rates	X								
Other _____					Other short papers and projects, analytical papers and projects, exams, internship project, reports, presentations	Reflective essay		Assessment of research papers		Course assignments (presentation and written assignments)

¹Items pertaining to questions 2-5 will be phased in over a 3-year period. Details are described in the Anthropology Program's FAO Report.

Table 7.1a: Inventory of Educational Effectiveness Indicators

School of Social Sciences, Humanities and Arts: Program and Degree		Anthropology, B.A. ¹ & Minor	Cognitive Science, B.A. & Minor	Economics, B.A. & Minor	History, B.A. & Minor	Literatures & Cultures, B.A. & Minor	Management, B.A. & Minor	Political Science, B.A.	Psychology, B.A. & Minor	Sociology, B.A. & Minor
4. Who interprets the evidence/data? What is the process? ²	Some Faculty		X		X					
	Program - Entire Faculty	X						X	X	X
	Program Assessment Committee					X		X		
	Program Chair/Head								X	
	School Staff	X	X	X	X	X	X	X	X	X
	School Dean	X	X	X	X	X	X	X	X	X
	SACA ³	X	X	X	X	X	X	X	X	X
5. How are findings used?	Improve Assessment Process	X	X		X	X		X	X	X
	Improve Curriculum	X	X		X	X		X	X	X
	Examine Curriculum Content	X	X		X	X		X	X	X
	Examine Skill Development	X			X	X		X	X	X
	Change Pedagogy	X	X		X			X	X	X
	Stimulate Faculty Discussion	X	X		X	X		X	X	X
	Re-examine PLOs	X	X		X	X		X	X	X
6. Date of last program review ⁴	Scheduled	Scheduled	In progress	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled

¹Items pertaining to questions 2-5 will be phased in over a 3-year period. Details are described in the Anthropology Program's FAO Report.

² See Faculty Accreditation Reports for program specific processes.

³ Senate-Administrative Council on Assessment

⁴ [Program reviews are now scheduled or in progress.](#)

Table 7.1b: Inventory of Educational Effectiveness Indicators

School of Social Sciences, Humanities and Arts: Stand Alone Minors		American Studies Minor	Chicano/a Studies Minor	Media Arts Minor	Global Arts Studies Minor	Philosophy Minor	Public Health Minor	Service Science Minor	Spanish Minor	Writing Minor
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		UD ¹	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	UD ¹	<u>D</u>	<u>D</u>
2. Where publish Program Learning Outcomes?	All Course Syllabi			X	X					
	Some Course Syllabi					X	X			
	Catalog		X	X	X	X	X		X	X
	Program/School Website		X	X	X	X	X		X	X
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Capstone Courses				X					
	Senior Project				X					
	Exhibit			X	X					
	Embedded Questions		X	X		X	X			
	Portfolio Review		X	X					X	X
	Student Survey		X						X	X
	Alumni Survey									X
	Student Interviews		X				X		X	
	Student Focus Group						X			X
Other _____		Reflective essay		Senior Project; Exhibit		Course project				Essays

¹ Fewer than 5 students enrolled.

Table 7.1b: Inventory of Educational Effectiveness Indicators

School of Social Sciences, Humanities and Arts: Stand Alone Minors		American Studies Minor	Chicano/a Studies Minor	Media Arts Minor	Global Arts Studies Minor	Philosophy Minor	Public Health Minor	Service Science Minor	Spanish Minor	Writing Minor
4. Who interprets the evidence/data? What is the process? ¹	Some Faculty						X		X	X
	Program - Entire Faculty				X	X				
	Program Assessment Committee		X				X			X
	Program Curriculum Committee									X
	Program Chair/Head		X	X			X			X
	School Staff	X	X	X	X	X	X	X	X	X
	Dean	X	X	X	X	X	X	X	X	X
	SACA ²	X	X	X	X	X	X	X	X	X
5. How are findings used?	Improve Assessment Process		X	X		X	X		X	X
	Improve Curriculum		X	X	X		X		X	X
	Examine Curriculum Content		X	X		X	X		X	X
	Examine Skill Development		X	X					X	X
	Change Pedagogy		X	X					X	X
	Stimulate Faculty Discussion		X	X	X		X		X	X
	Re-examine PLOs		X	X		X	X		X	X
6. Date of last program review ³		Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	In progress

¹ See Faculty Accreditation Reports for program specific processes.

² Senate-Administrative Council on Assessment

³ [Program reviews are now scheduled or in progress.](#)

Table 7.1c: Inventory of Educational Effectiveness Indicators

School of Natural Sciences: Program and Degree		Applied Mathematical Sciences, B.S. & Minor	Biological Sciences, B.S.	Chemical Sciences, B.S.	Earth Systems Science, B.S.	Physics, B.S. & Minor	Environmental Science & Sustainability Minor	Natural Sciences Education Minor
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>
2. Where publish Program Learning Outcomes?	All Course Syllabi							
	Some Course Syllabi	X		X	X	X		
	Catalog	X	X	X	X	X	X	X
	Program/School Website	X	X	X	X	X	X	X
	Other _____				Advising Checklists			
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Capstone Courses	Under development		X	X			
	Senior Project					X		
	Exhibit							X
	Embedded Questions	X	X				X	X
	Comprehensive Assessment Exam			X				X
	Student Survey	X	X	X	X	X		X
	Alumni Survey	X			X	X		X
	Employer Survey							X
	Student Focus Group	X					X	
	Student Interviews	X			X	X	X	X
	Placement Rates				X			
	Grad Thesis					X		
	Other _____		Lab reports	GRE scores; Upper division research and laboratory reports		Independent assessment of final exams in core courses		

Table 7.1c: Inventory of Educational Effectiveness Indicators

School of Natural Sciences: Program and Degree		Applied Mathematical Sciences, B.S. & Minor	Biological Sciences, B.S.	Chemical Sciences, B.S.	Earth Systems Science, B.S.	Physics, B.S. & Minor	Environmental Science & Sustainability Minor	Natural Sciences Education Minor
4. Who interprets the evidence/data? What is the process? ¹	Some Faculty		X				X	X
	Program - Entire Faculty	X		X	X	X		
	Program Curriculum Committee		X		X			
	Program Chair/Head	X		X				X
	School Curriculum Committee			X	X			
	School Staff	X	X	X	X	X	X	X
	Dean	X	X	X	X	X	X	X
SACA ²	X	X	X	X	X	X	X	
5. How are findings used?	Improve Assessment Process	X	X	X	X	X	X	X
	Improve Curriculum	X	X	X	X	X	X	X
	Examine Curriculum Content	X	X	X	X	X	X	X
	Examine Skill Development	X		X	X	X	X	X
	Change Pedagogy			X	X	X	X	X
	Stimulate Faculty Discussion	X	X	X	X	X	X	X
	Re-examine PLOs		X		X	X	X	X
	Other _____				Change course instructors			
6. Date of last program review ³		Scheduled	Scheduled	Scheduled	Scheduled	In progress	Scheduled	Scheduled

¹ See Faculty Accreditation Reports for program specific processes.

² Senate-Administrative Council on Assessment

³ [Program reviews are now scheduled or in progress.](#)

Table 7.1d: Inventory of Educational Effectiveness Indicators

School of Engineering: Program & Degree		Bioengineering, B.S.	Computer Science & Engineering, B.S.	Environmental Engineering, B.S.	Materials Science & Engineering, B.S.	Mechanical Engineering, B.S.
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>
2. Where publish Program Learning Outcomes?	All Course Syllabi	X	X	X		X
	Some Course Syllabi				X	
	Catalog	X	X	X	X	X
	Program/School Website	X	X	X	X	X
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Capstone Courses	X	X	X	X	
	Embedded Questions	X			X	
	Portfolio Review					X
	Student Survey	X		X	X	X
	Alumni Survey	X	X	X	X	
	Employer Survey		X			
	Licensure Exam			X		
	Student Interviews			X		
Other _____		Extracurricular activities	Feedback from advisory boards		Faculty- Program and University Advisory Boards meetings; Course Evaluations	

Table 7.1d: Inventory of Educational Effectiveness Indicators

School of Engineering: Program & Degree		Bioengineering, B.S.	Computer Science & Engineering, B.S.	Environmental Engineering, B.S.	Materials Science & Engineering, B.S.	Mechanical Engineering, B.S.
4. Who interprets the evidence/data? What is the process? ¹	Some Faculty					
	Program - Entire Faculty	X	X	X	X	X
	School Curriculum Committee			X		
	School Administrator(s)			X		
	School Staff	X	X	X	X	X
	Dean	X	X	X	X	X
	SACA ²	X	X	X	X	X
	Other _____	Center for Research on Teaching Excellence; Institutional Planning & Analysis				Center for Research on Teaching Excellence; Institutional Planning & Analysis
5. How are findings used?	Improve Assessment Process		X	X	X	
	Improve Curriculum	X	X	X	X	X
	Examine Curriculum Content	X	X	X	X	X
	Examine Skill Development		X	X	X	X
	Change Pedagogy		X	X	X	
	Stimulate Faculty Discussion			X	X	
	Re-examine PLOs			X		
6. Date of last program review ³	Scheduled	Scheduled	In progress	Scheduled	Scheduled	

¹ See Faculty Accreditation Reports for program specific processes.

² Senate-Administrative Council on Assessment

³ [Program reviews are now scheduled or in progress.](#)

Table 7.1e: Inventory of Educational Effectiveness Indicators

Graduate Programs		Environmental Systems, M.S. & Ph.D.	Cognitive & Information Sciences, Ph.D. ¹	Psychological Sciences, Ph.D. ¹	Quantitative & Systems Biology, M.S. & Ph.D. ¹
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		D	D	D	<u>D</u>
2. Where publish Program Learning Outcomes?	All Course Syllabi				
	Some Course Syllabi	X	X		
	Catalog	UD	UD ²	UD ²	UD ²
	Program Website	UD	UD ²	UD ²	X
	Other _____	Appendix to ES Policy and Procedures	CCGA Proposal	CCGA Proposal	CCGA Proposal
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Comprehensive Assessment Exam		X (candidacy exam)		X (candidacy exam)
	Portfolio Review	X	X	X (candidacy portfolio)	
	Student Survey	X	X		
	Alumni Survey	X	X	X	
	Employer Survey	X			
	Graduate Student Teaching Experience			X	X
	Licensure Exam				
	Student Focus Group				
	Student Interviews	X			
	Placement Rates	X	X (with alumni survey)	X (exit)	
	Dissertation	X	X	X (proposal & dissertation)	X
	Thesis	X	X (thesis proposal)		X (thesis proposal)
		Other _____	Community Client Survey	First and second year research reports	Pre-candidacy project, service activities, coursework

¹ Pending WASC approval.

² After CCGA and WASC approval.

Table 7.1e: Inventory of Educational Effectiveness Indicators

Graduate Programs		Environmental Systems, M.S. & Ph.D.	Cognitive & Information Sciences, Ph.D. ¹	Psychological Sciences, Ph.D. ¹	Quantitative & Systems Biology, M.S. & Ph.D. ¹
4. Who interprets the evidence/data? What is the process?	Some Faculty			X	
	Program - Entire Faculty	X			
	Program Advising Committee	X			
	Program Assessment Committee			X (Education Policy Committee)	X (Education Policy Committee)
	Program Curriculum Committee	X			
	Program Chair/Head	X			
	School Curriculum Committee	X			
	School Staff	X	X	X	X
	Dean	X	X	X	X
	Graduate and Research Council	X			
	SACA ²	X	X	X	X
	Other _____	External Evaluation Committee			
	5. How are findings used?	Improve Assessment Process	X	X	X
Improve Curriculum		X	X	X	X
Examine Curriculum Content		X	X	X	X
Examine Skill Development		X	X	X	X
Change Pedagogy		X	X	X	X
Stimulate Faculty Discussion		X	X	X	X
Re-examine PLOs		X	X	X	X
Other _____					
6. Date of last program review		2007	In review ³	In review ³	In review ³

¹ Pending WASC approval.

² Senate-Administrative Council on Assessment

³ By the UC Coordinating Council on Graduate Affairs (CCGA) for approval of new programs.

Table 7.1f: Inventory of Educational Effectiveness Indicators

Graduate Programs		Individual Graduate Program¹						
		Applied Mathematics ^{2,3}	Biological Engineering & Small-scale Technologies ^{2,3}	Electrical Engineering & Computer Science ^{2,3}	Mechanical Engineering & Applied Mechanics ^{2,3}	Physics & Chemistry ^{2,3}	Social & Cognitive Sciences ^{3,4}	World Cultures ^{2,3}
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		D (draft)	D	D	D	D	N/A	D
2. Where publish Program Learning Outcomes?	All Course Syllabi							
	Some Course Syllabi							
	Catalog							
	Program Website							
	Other _____							
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Embedded Questions							
	Comprehensive Assessment Exam							
	Portfolio Review							
	Student Survey							
	Alumni Survey							
	Employer Survey							
	Licensure Exam							
	Student Focus Group							
	Student Interviews							
	Placement Rates							
	Dissertation							
	Thesis							
	Other _____							

¹ Umbrella program offering Master and Ph.D. degrees for seven graduate emphasis areas. PLOs have been drafted and are under review by the GRC.

² Graduate emphasis area under the umbrella Individual Graduate Program.

³ As noted in UC Merced's Capacity and Preparatory Review Report, graduate emphasis areas will develop assessment plans in preparation for the UC CCGA approval process or for proceeding through UC Merced's graduate program review process.

⁴ This graduate emphasis area under the Individual Graduate Program incubated the Psychology and Cognitive and Information Sciences group, reflecting those learning outcomes (see Table 7.1e).

Table 7.1f: Inventory of Educational Effectiveness Indicators

Graduate Programs		Individual Graduate Program ¹						
		Applied Mathematics ²	Biological Engineering & Small-scale Technologies ²	Electrical Engineering & Computer Science ²	Mechanical Engineering & Applied Mechanics ²	Physics & Chemistry ²	Social & Cognitive Sciences ²	World Cultures ²
4. Who interprets the evidence/data? What is the process?	Some Faculty							
	Program - Entire Faculty							
	Program Advising Committee							
	Program Curriculum Committee							
	Program Chair/Head							
	School Curriculum Committee							
	School Staff							
	Dean							
	Graduate and Research Council							
	SACA ³							
Other _____								
5. How are findings used?	Improve Assessment Process							
	Improve Curriculum							
	Examine Curriculum Content							
	Examine Skill Development							
	Change Pedagogy							
	Stimulate Faculty Discussion							
	Re-examine PLOs							
	Other _____							
6. Date of last program review		Pending ²	Pending ²	Pending ²	Pending ²	Pending ²	Pending ²	Pending ²

¹ Umbrella program offering Master and Ph.D. degrees for seven graduate emphasis areas.

² Within 7 years of being established, the group will proceed through the program review process associated with gaining UC CCGA approval as an independent graduate program or undergo program review under UC Merced's program review policy for graduate programs.

³ Senate-Administrative Council on Assessment



Table 7.1g: Inventory of Educational Effectiveness Indicators

General Education		Lower Division: Core 1	Upper Division: Core 100 ¹
1. Are Program Learning Outcomes (PLOs) developed? D= Developed UD= Under Development UR= Under Revision		D	D
2. Where publish Program Learning Outcomes?	All Course Syllabi	X	X
	Catalog	X	X
	Program/School Website	X	X
3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated program learning outcomes?	Exhibit		X
	Embedded Questions	X	X
	Portfolio Review		X
	Student Survey	X	X
4. Who interprets the evidence/data? What is the process? ²	Some Faculty	X	X
	Program Curriculum Committee	X	X
	Program Chair/Head	X	X
	School Staff		
	Dean	X	X
	SACA ³	X	X
5. How are findings used?	Improve Assessment Process	X	X
	Improve Curriculum	X	X
	Examine Curriculum Content	X	X
	Examine Skill Development	X	X
	Change Pedagogy	X	X
	Stimulate Faculty Discussion	X	X
	Re-examine PLOs	X	X
6. Date of last program review ⁴		Scheduled	Scheduled

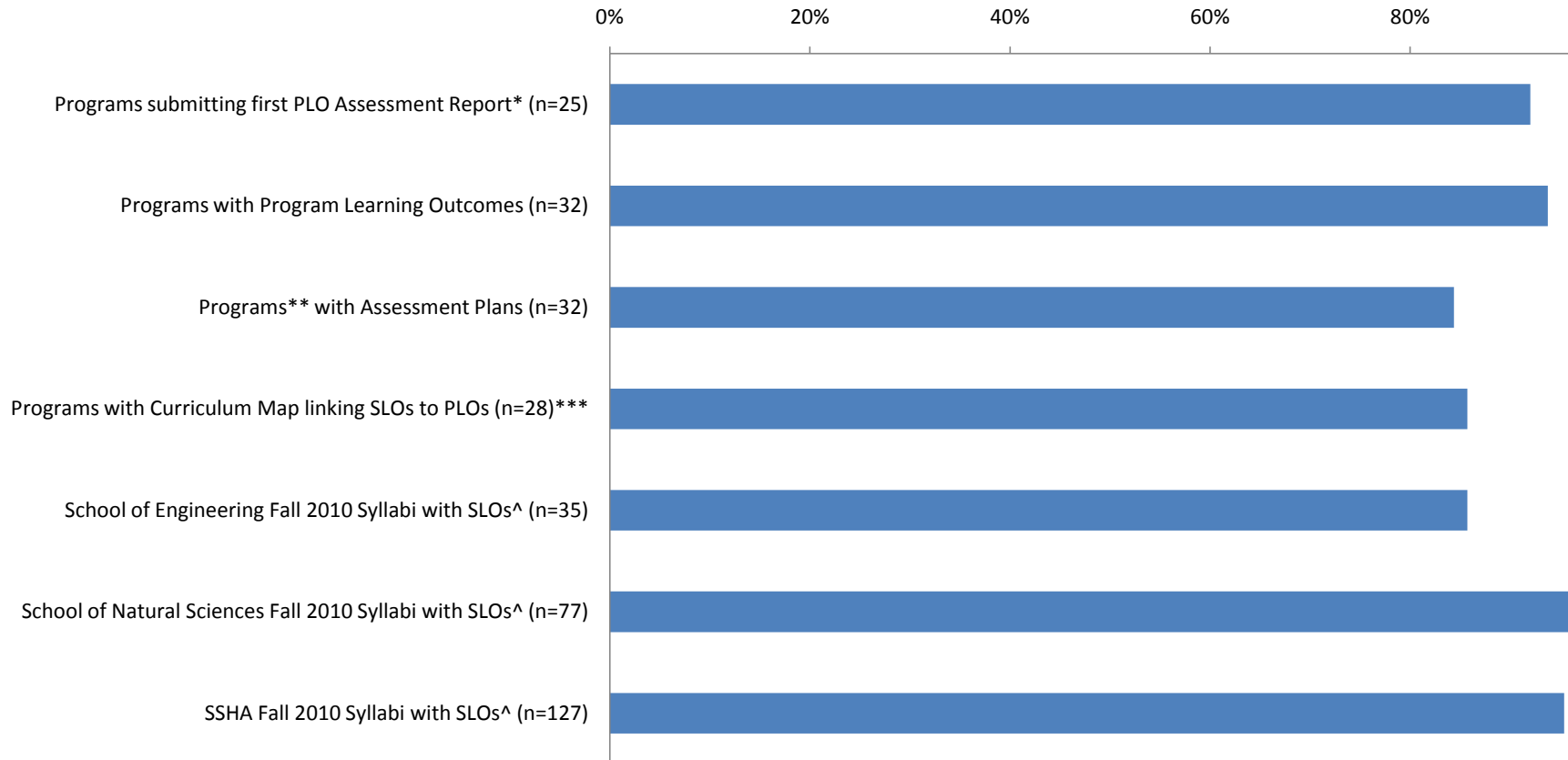
¹Includes WRI 100: Advanced Composition, WRI 116: Writing in the Natural Sciences, WRI 117: Writing in the Social Sciences and Humanities, WRI 118: Management Communication, WRI 119: Writing for Engineering

² See Faculty Accreditation Reports for program specific processes.

³ Senate-Administrative Council on Assessment

⁴ [Program reviews are now scheduled or in progress.](#)

Educational Effectiveness Summary Chart



* Includes only programs that had developed an assessment plan at the time of the CPR; Program Learning Outcome (PLO).

** Majors, Stand Alone Minors, Graduate Programs and General Education as of Fall 2010 (n=32).

*** Of programs with an assesment plan as of Fall 2010.

^Undergraduate and Graduate; Student Learning Outcomes (SLOs)

UCMERCED

Table 8.1. At this time only the School of Engineering has programs that will be undergoing specialized program accreditation reviews (through ABET). Five programs – Biological Engineering, Computer Science and Engineering, Environmental Engineering, Materials Science and Engineering, and Mechanical Engineering – anticipate requesting ABET review for the fall of 2012.



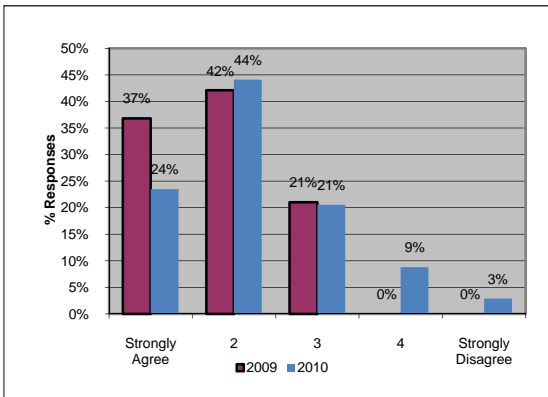
Table 8.1: Inventory of Concurrent Accreditation and Key Performance Indicators

Name of accredited or certificated program	Professional, special, state*, or programmatic accreditation agency for this program	Date of most recent accreditation action by agency	Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	One performance indicator accepted by the agency; selected by program	For one indicator, provide 3 years' trend data. Use link to cell for graph is desired.
Biological Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	<p>Indicator: Student confidence in their ability to work within engineering management teams including their satisfaction with the education and experience they received through this program in this regard.</p> <p>Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..</p>	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Computer Science & Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	<p>Indicator: Student confidence in their appreciation and understanding of global issues relative to their career choice including their satisfaction with the education and experience they received through this program in this regard.</p> <p>Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..</p>	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Environmental Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	<p>Indicator: Student confidence in their ability to design and conduct experiments including their satisfaction with the education and experience they received through this program in this regard.</p> <p>Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..</p>	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Materials Science & Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	<p>Indicator: Student confidence in their skills in oral and written communication including their satisfaction with the education and experience they received through this program in this regard.</p> <p>Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..</p>	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Mechanical Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	<p>Indicator: Student confidence in their ability to engage in lifelong learning through their professional careers including their satisfaction with the education and experience they received through this program in this regard.</p> <p>Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..</p>	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.

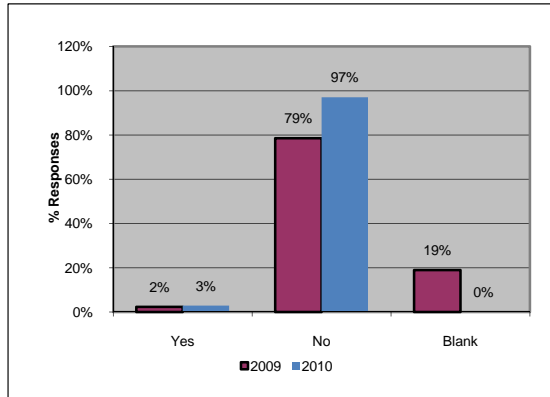
*Within the WASC region only

School of Engineering Senior Exit Survey Trend

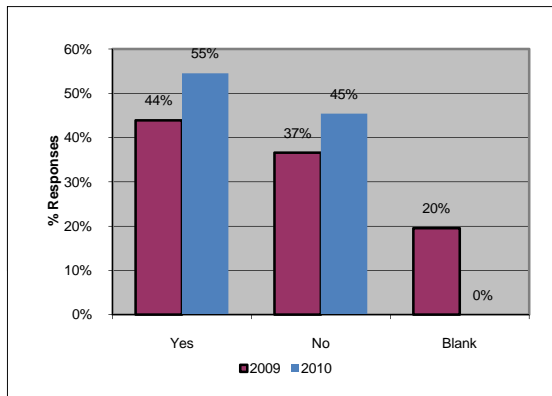
As a graduating senior, I feel adequately prepared to independently design and conduct experiments.



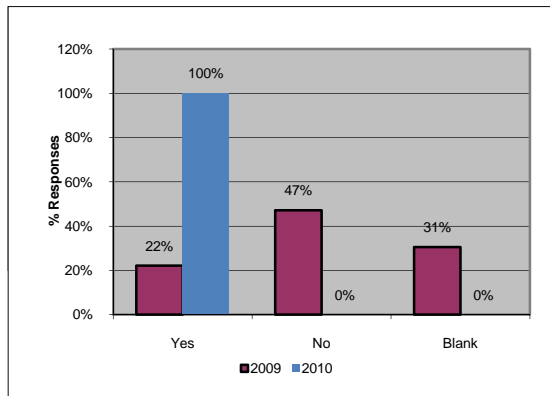
I have taken the Fundamentals of Engineering exam.



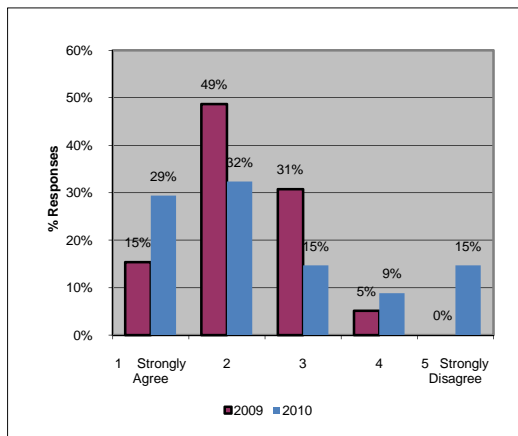
If you have not taken the Fundamentals of Engineering exam, do you plan to take it within two years of graduation?



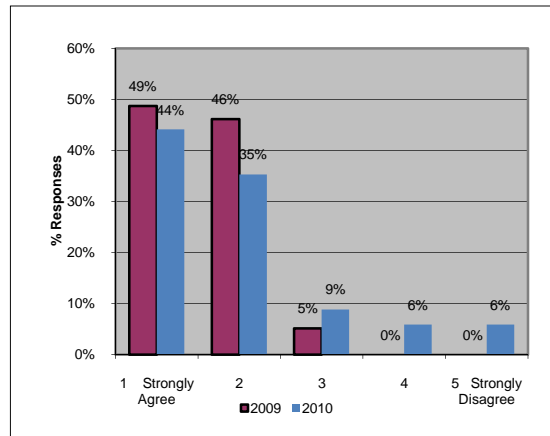
If you have taken the Fundamentals of Engineering exam, do you plan to take the Professional Engineering exam after 5 years EIT experience?



In general, teamwork experiences in my undergraduate courses (when applicable) were positive.

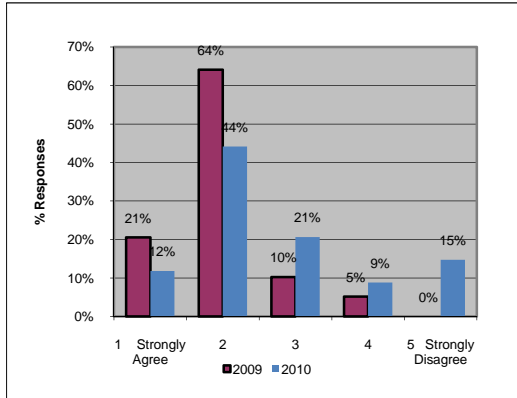


I have a conceptual understanding of group dynamics and team project experiences, which have, given me the skills and strategies that will make any future teamwork successful.

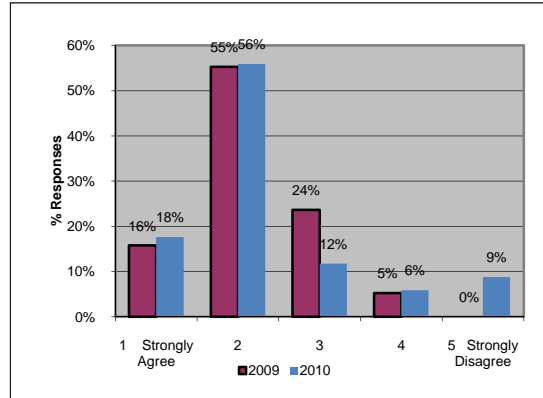


School of Engineering Senior Exit Survey Trend

The instruction and guidance in teamwork I have received from my major-specific professors in core upper-division courses were adequate.

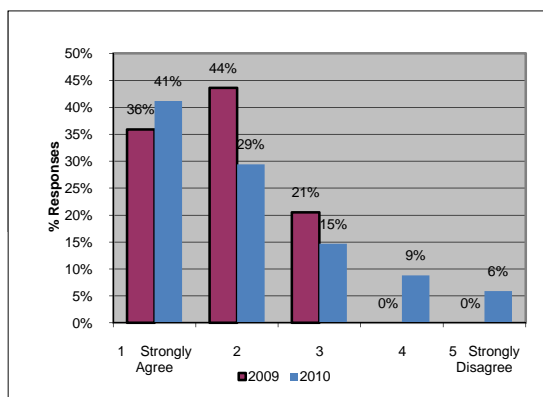
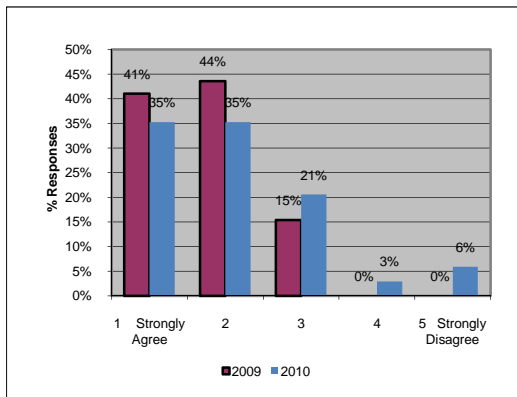


The instruction and guidance in teamwork I have received from other School of Engineering professors were adequate.



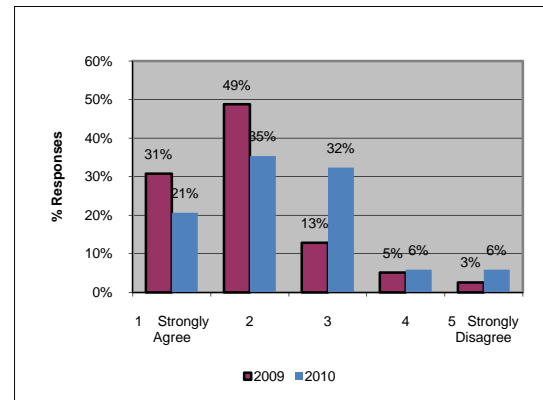
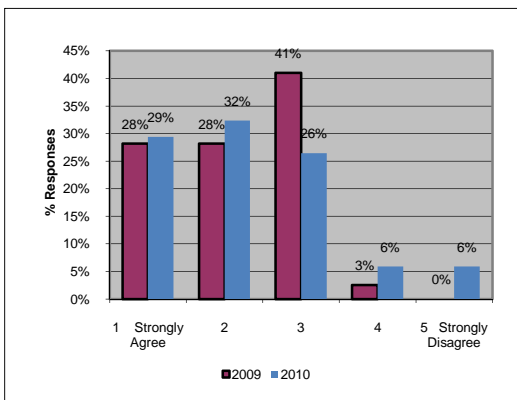
I am confident that my undergraduate instruction in oral and written communication skills has prepared me to perform capably on the job.

I fully understand the kinds of writing and speaking I will be asked to do as a professional engineer.



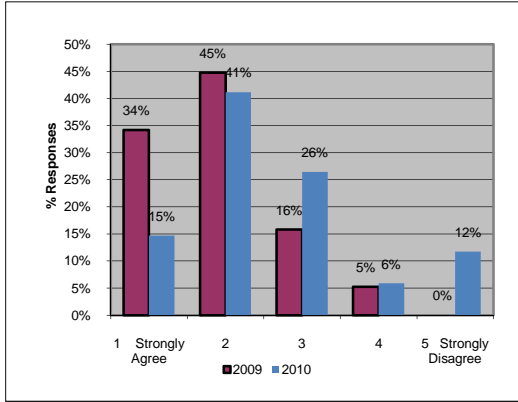
I received high quality guidance and instruction in writing and speaking.

I believe that I have an adequate understanding of the global issues relating to engineering and the societal context of engineering as a profession.

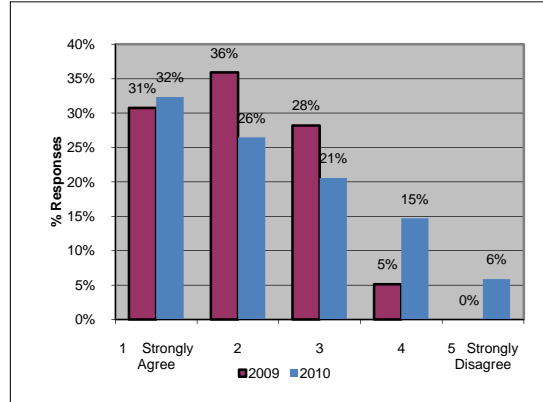


School of Engineering Senior Exit Survey Trend

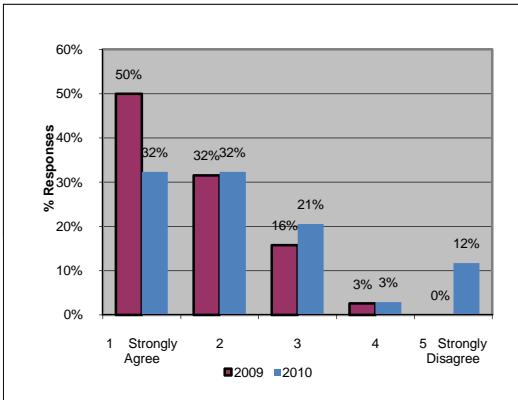
I believe that my education at UC Merced, School of Engineering has contributed significantly to my understanding of the global issues relating to engineering and the societal context of engineering as a profession.



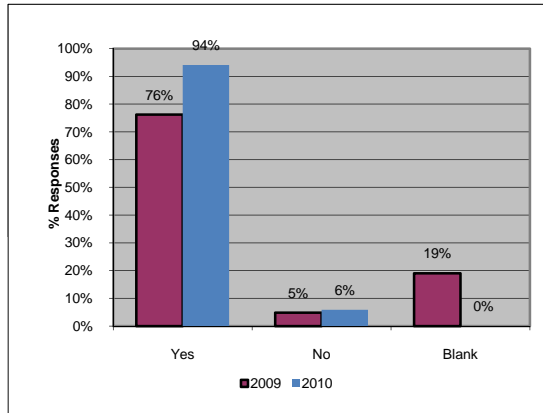
Additional educational opportunities are needed for future students to understand the broader context of engineering in society.



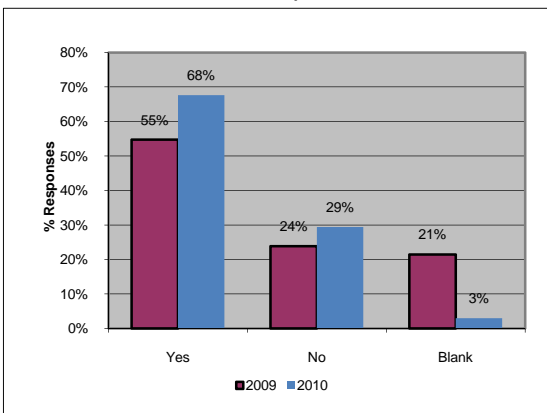
I have participated in life-long learning activities while an undergraduate student on campus.



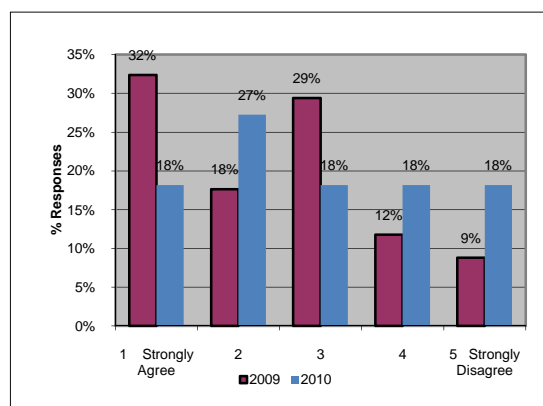
I have participated in life-long learning and plan to pursue life-long learning related to my engineering field.



While an undergraduate student, I was a member of, and participated in, at least one engineering society professional organization on campus.

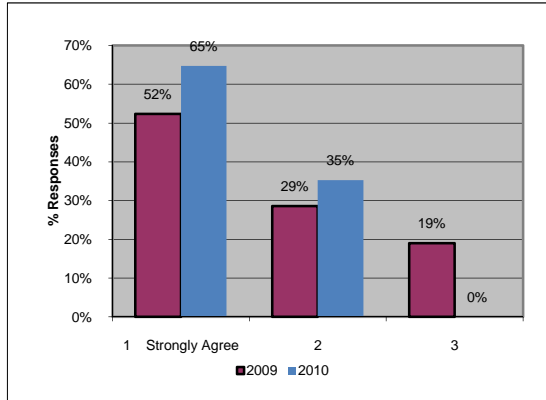


My participation in student professional chapters helped me to continue as an engineering student at UC Merced.

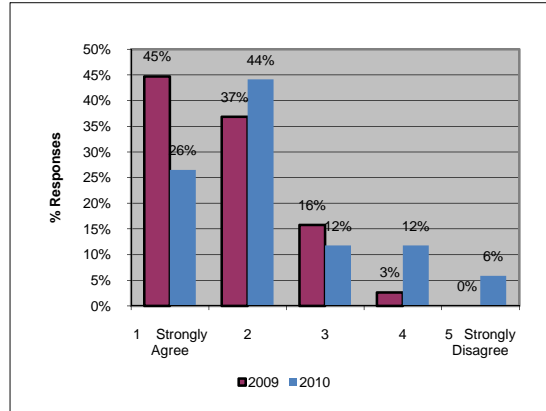


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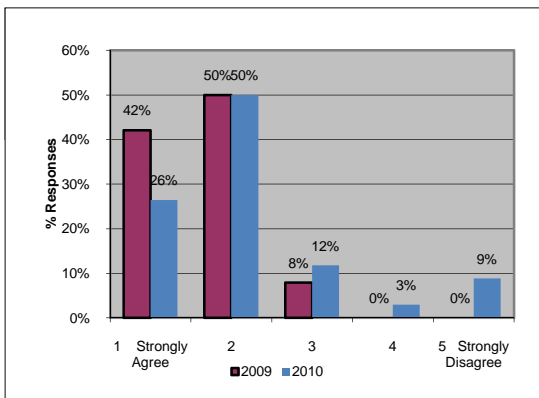
I plan to become a full member in a engineering professional society after graduation.



My undergraduate education at UC Merced, School of Engineering has adequately prepared me to use my time management and interpersonal communication skills to become a successful engineering professional.



My undergraduate education at UC Merced, School of Engineering has adequately prepared me to use my skills and techniques for information-gathering to become a successful engineering professional.



My total undergraduate instruction and guidance at UC Merced, School of Engineering has adequately prepared me to become a successful engineering professional.

