

OREGON INSTITUTE OF TECHNOLOGY – PORTLAND
MECHANICAL AND MANUFACTURING ENGINEERING TECHNOLOGY
INCOMING STUDENTS
SURVEY RESULTS
ACADEMIC YEAR 2005/06

THE STUDENTS

Thirty students coming into the bachelor degree Manufacturing Engineering Technology and Mechanical Engineering Technology programs at OIT Portland during the academic year 05/06 took the survey. They were enrolling in an MET 407 course called Integrated Technology Assessment taught by Lawrence J. Wolf. Twenty-two students enrolled for the fall term, four for the winter, and four for the spring. Upon entering the course the students were asked to complete an optional survey. Twenty-seven of them returned the questionnaire in time for processing. One turned it in too late. Two did not return it.

THE SURVEY

The survey consisted of 40 questions. The first three questions concerned the academic background of the students and other commitments in their lives. The second group, containing sixteen questions, probed their agreement regarding expectation, needs, and opinions about education at this juncture in their lives. The third group of questions asked the students to select five features of universities, from among from a list of twenty-one features, which are the most important to them personally. And then, select the five which most entered into their choice of OIT – Portland.

THE ACADEMIC BACKGROUND AND NON-SCHOOL COMMITMENTS OF THE STUDENTS

Exactly two thirds of the respondents have associates degrees. And 14.81% of them already possess bachelor degrees in some field. No demographic data was gathered. However, their ranks include many ethnicities, and two women.

Exactly two thirds of them have full-time jobs. They are coming in with substantial amounts of training for the jobs they now hold. 37% have corporate training. 14.81% have specialized training in the military. 7% have served apprenticeships. 40.74% reported having been to some other kind of “specialized school.”

As would be expected, they are people having many responsibilities other than school and who are not in a position to relocate to a residential campus. 56% have spouses. 30% have children. 52 % have mortgages, and 41% reported having “other commitments.”

WHAT DO THEY THINK ABOUT EDUCATION?

About the school and the programs

They “strongly” disagreed with the statements of questions 4 and 5 asking about their doubts coming to OIT-PDX and about majoring in the MFG or MET programs. By the time they got to the Integrated Technology Assessment course that they had few such doubts. They apparently knew what they were coming to study for.

The importance of evaluation

Their points of strongest agreement, and strongest feelings, had to do with statements concerning the evaluation of their past education, training and experience. (The lower the value the greater the agreement. 1.00 would indicate strong agreement. 2.00 agreement. 3.00 neutral. 4.00 disagreement. 5.00 strong disagreement.) Here are the statements on evaluation **ranked in the order of their agreement:**

“Evaluation of my prior related education, training and experience is very important to me.” (1.78)

“Evaluation of my educational/experience history should be done in my presence so that I can explain and understand.” (1.85)

“Professors in the field I am studying should do the evaluation of my educational and experience history.” (1.88)

“I am a customer, not a piece of raw material.” (1.92)

“Evaluation of my educational and experience history should be done in the context of knowledge about myself.” (2.35)

The quality and convenience of OIT and OIT – Portland specifically

The next set of agreement points had to do with perceptions of OIT itself. The most important of them was that the courses in Portland are scheduled to mesh with their work schedules. Then they go on to reputation and quality, employability, affordability, and getting through the program in a timely fashion.

“Programs at OIT–Portland fit my work schedule.” (1.80)

“OIT has a reputation for quality.” (1.86)

“OIT graduates get jobs.” (1.93)

“OIT is affordable.” (2.00)

“People graduate from OIT programs in a reasonable amount of time.” (2.29)

Licensing and accreditation

The next set of points that garnered agreement had to do with licensing and accreditation. (When comparing against the last section of this survey where accreditation comes out as the third point they are seeking, accreditation is obviously high on their list.) The Integrated Technology Assessment course, by the way, goes on to address their needs for such information.

“I need to know more about licensing in the engineering profession.” (2.15)

“I need to know more about the organization of the engineering profession.” (2.23)

“I need to more clearly know about engineering technology.” (2.27)

“I need to know more about the accreditation of engineering schools.” (2.46)

WHAT WERE THEY LOOKING FOR WHEN THEY CHOSE OIT?

When asked to name five things of importance in their choice of a university, they were asked to select from a list of 21 things including for example a beautiful campus, good student housing, and intercollegiate athletics. As expected, the aforementioned scored a zero with these particular students. However, ten other things listed below appeared often on among their lists of five. Those ten appear below in the order of “The most important things to me as I chose a university.” The first column lists the number of times mentioned. The second gives the number of times that thing was mentioned as a reason they chose OIT-Portland.

Item	Important To me In a University	Why I chose OIT-Portland
BS Degree	14	15
Small classes	13	11
Accreditation	12	12
Employability of graduates	12	11
Type of program	11	16
Grants bachelor degrees	11	9
Reputation of school	10	9
Good teachers	10	13
Evening classes	10	15
Grants masters degrees	5	3

They obviously came to OIT for bachelor’s degree completion. The next thing that came up was the smallness of the classes. But after class size, it’s accreditation once again. Ranking even slightly ahead of employability and type of program.

Reputation, good teachers, employability, and evening classes all come up again. And, some students are even thinking about the master’s degree.

CONCLUSIONS

1. The Mechanical and Manufacturing Engineering Technology degree completion programs in Portland are meeting the wants and needs of the entering students.
2. The way in which prior academic work and other training and experience is being evaluated is correct (In their presence, by professors in the field, in context, and as customers.)
3. OIT and OIT—Portland have good quality perceptions in Portland
4. Accreditation is important to them and should be given more visibility.
5. The Integrated Technology Assessment course is doing the right things.

(SAMPLE RESPONSE)
 STUDENT PRE-SURVEY
 MET 407p, Fall, 2005

ORIENTATION TO MECHANICAL AND MANUFACTURING ENGINEERING TECHNOLOGY
 Oregon Institute of Technology – Portland (OIT – PDX)

My name is: _____(Fill in – Or not.)

1. I have the following degrees and/or certificates: (Check all that apply)
 HS diploma___, GED ____, Associates_X__, Bachelors___, Other _____

2. I have other directly related training or experience: (Check all that apply.)
 Corporate ____, Military ____, Apprentice ____, Special school ____, Other _____

3. I have other commitments in my life: (Check all that apply.)
 Full-time job_X_, Spouse_X_, Children_X_, Mortgage_X_, other _____

From your knowledge at this time indicate your level of agreement with the statements below.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4. I am undecided about a BS degree at OIT-PDX.	_____	_____	_____	<u> X </u>	_____
5. I am undecided about a degree in MFG or MET.	_____	_____	_____	_____	_____
6. OIT has a reputation for quality.	_____	_____	<u> X </u>	_____	_____
7. People graduate from OIT programs in a reasonable amount of time.	_____	<u> X </u>	_____	_____	_____
8. OIT graduates get jobs.	_____	_____	<u> X </u>	_____	_____
9. OIT is affordable.	_____	<u> X </u>	_____	_____	_____
10. Programs at OIT-Portland fit my work schedule.	_____	_____	<u> X </u>	_____	_____
11. I need to know more about the organization of the engineering profession.	_____	_____	<u> X </u>	_____	_____
12. I need to know more about the accreditation of engineering schools.	_____	_____	<u> X </u>	_____	_____
13. I need to know more about licensing in the engineering profession.	_____	_____	_____	<u> X </u>	_____
14. I need to more clearly know more about engineering technology.	_____	_____	<u> X </u>	_____	_____
15. Evaluation of my prior related education, training and experience is very important to me.	_____	<u> X </u>	_____	_____	_____
16. Evaluation of my educational/experience history should be done in my presence so that I can explain and understand.	<u> X </u>	_____	_____	_____	_____
17. Evaluation of my educational/experience history should be done	_____	_____	_____	_____	_____

