

**MIAMI UNIVERSITY
PAPER AND CHEMICAL ENGINEERING DEPARTMENT
64 Engineering Building
Oxford, OH 45056**

EMPLOYER EVALUATION FORM

Student Name _____ Grade Level _____
Supervisor _____
Company _____ Work period _____

INSTRUCTIONS: The immediate supervisor should evaluate the student objectively, comparing him/her with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs.

ACADEMIC PREPAREDNESS

Did you find the student's academic preparation adequate for your needs?

Yes No Not Sure

If no or not sure, in which areas would you have liked to see more proficiency?

Technical writing Working with others
Computer skills Others (please list)

If you care to make any comments on the following topics (or your own) relative to the co-op student's academic preparation, please do so here.

Work habits

Safety awareness

Accepting responsibility

Communicating with e-mail, etc.

Total quality concepts

Fundamentals of math, science, and engineering

Additional Remarks:

Department of Paper and Chemical Engineering

Employer Outcomes Survey

Rating

1=None; 2=Very Little; 3=Some; 4=Much; 5=Very Much; N/A=Not Applicable

How much has your Employee's education at Miami University contributed to achieving the following outcomes:

		1	2	3	4	5	N/A
A	Ability to apply knowledge of mathematics, science and engineering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Ability to design and conduct experiments, as well as to analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Ability to function on multidisciplinary teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Ability to identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Understanding of professional and ethical responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Ability to communicate effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Recognition of the need for, and an ability to engage in life-long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>