

2006-561: A COMPARATIVE OBSERVATION OF FULL-TIME VERSUS PART-TIME ENGINEERING TECHNOLOGY STUDENTS WITH RESPECT TO ATTITUDES, PERFORMANCE, RELIABILITY, MATURITY, AND GENERAL PROFESSIONALISM

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A Comparative Observation of Full-Time Versus Part-Time Engineering Technology Students With Respect to Attitudes, Performance, Reliability, Maturity, and General Professionalism

Abstract - Educational institutions that have both day and evening engineering technology programs recruit students for these programs from a number of sources. Day students are primarily recruited from high school or vocational environments in addition to transfers from various two-year community colleges. Evening students, for the most part, have traditionally been comprised of a compendium of students who have already entered the work force and are looking to start or continue their education allowing them to move vertically within their respective companies. The quality, maturity, and behavior of these groups of students are markedly different. This paper discusses some of the differences as observed from these groups over the past several years and makes some suggestions as to how to equalize the playing field as far as curriculum is concerned due to these differences. Cooperative education programs also play a large role in molding day students' attitudes with respect to maturity and professionalism. Students, participating in such curricula, tend to acquire much needed experience and maturity during their coop experiences resulting in a more professional student in the classroom. Comparisons among these groups will be made and suggestions offered as to possible adjustments in curricula to suit these vastly different student groups.

Background

Some years ago, circa 1993, a discussion had taken place between a young faculty member and a much older, more experienced colleague. In that discussion, comments were made relative to the maturity of full-time day engineering technology students versus part-time evening engineering technology students. It seems that the younger professor, who had been teaching courses during the day, could not believe how immature his students were. In that same conversation, the older, more experienced professor commented that he felt that the part-time evening students were by far more mature in all aspects of their performance. This debate continued for some time with the younger faculty member arguing that full time students should inherently be more mature as they are essentially in school all day and have dedicated themselves to their educational programs with full time access to all of the necessary college resources. The older faculty member argued that this may be true for some and indeed was true when the younger faculty member had gone to school, but was no longer the case. He argued that evening students were more mature by virtue of their ages and responsibilities to themselves and their families. He argued that most, if not all, were working and supporting themselves and possibly a family. He reasoned that with the pressures of "real-life," they were forced to make more mature decisions as these decisions would not only affect them, but their wives and children and maybe others.

Some years later, the younger professor had now become the older more experienced professor and had decided to review this issue of "student maturity". From experience, this professor decided that his older colleague had indeed been right all along. In doing so, it was decided to survey evening students from all of the evening engineering technology disciplines: computer,

electrical and mechanical engineering technology in order to quantify the hypothesis that evening students are more mature than their day time counterparts

The Survey

A survey of part-time evening students at Northeastern University was conducted from all of the majors in the college's engineering technology program.¹ Various "random" classes from each major were used for this survey. The number of students surveyed is given by major and shown in Table 1.

Table 1 Number of Students Surveyed and Their Majors

Major	Survey Feedback Number
Electrical Engineering Technology - EET	30
Mechanical Engineering Technology - MET	23
Computer Engineering Technology - CET	9
Unspecified ET Major	18
TOTAL STUDENTS SURVEYED	80

There were a total of 31 questions covered in this survey with 80 students responding. The survey instrument itself can be found in Appendix 1 of this paper.

Evaluating the Data

As shown in Table 1, all of the engineering technology disciplines are represented in this survey. There are also several students who did not declare a major, or simply forgot to list it and are indicated by "unspecified ET major." The following tables attempt to put the survey responses into perspective. Each question is repeated for clarity and some general commentary concerning the results of each is given.

Q-2 How many years have you been attending Northeastern University?

Q-2 TOTAL	Average	3.84375
	Median	3
	Maximum	12
	Minimum	0

EET	Average	4.025
	Median	3
	Maximum	12
	Minimum	0.25
MET	Average	4.543478
	Median	5
	Maximum	12
	Minimum	1
CET	Average	2.666667
	Median	1.5
	Maximum	10
	Minimum	1
Other	Average	3.236111
	Median	2
	Maximum	10
	Minimum	0

Q-3 How many years altogether have you been going to night school?

Q-3 TOTAL	Average	4.73225
	Median	4.25
	Maximum	16
	Minimum	0

EET	Average	4.644333
	Median	4.25
	Maximum	12
	Minimum	0.33
MET	Average	5.326087
	Median	5
	Maximum	14
	Minimum	0.5
CET	Average	3.388889
	Median	3
	Maximum	10
	Minimum	1
Other	Average	4.791667
	Median	4.75
	Maximum	16
	Minimum	0

Q-2 & Q-3 Commentary

From the 80 students surveyed, it can be seen that the average amount of time spent in the pursuit of their educational goals attending night school was between 3.84 and 4.73 years. In addition, students have also indicated a great dedication to their educational pursuits by spending

a maximum of between 10 and 16 years in the pursuit of their various degree goals. Based on the times indicated, it would appear that these students are very dedicated. In addition, when one compares the maximum number of years listed to the median number of years, it can easily be deduced that more students are becoming a part of this evening educational process. The reason for this dedication will be made clear by analysis of subsequent responses to this survey.

Q-4 Are you working a full time job?

Q-4 TOTAL % Working 88.75

EET	% Working	96.66667
MET	% Working	95.65217
CET	% Working	55.55556
Other	% Working	83.33333

Q-5 Do any people report to you as a supervisor?

Q-5 TOTAL % Report 20

EET	% Report	23.33333
MET	% Report	17.3913
CET	% Report	0
Other	% Report	27.77778

Q-6 *If YES to question (5), about how many?*

Very few had subordinates working for them.

Q-7 *If you are working, about how many hours a week do you put in?*

Q-7 TOTAL	Average	39.39375
	Median	40
	Maximum	80
	Minimum	0
EET	Average	43.28333333
	Median	40
	Maximum	65
	Minimum	0
MET	Average	42.17391304
	Median	40
	Maximum	60
	Minimum	0
CET	Average	23.33333333
	Median	40
	Maximum	50
	Minimum	0
Other	Average	37.38888889
	Median	40
	Maximum	80
	Minimum	0

Q-4 to Q-7 Commentary

These questions dealt with the students' working environment responsibilities. As can easily be seen, the majority of part-time students (88.75%) are working some kind of full-time job. In addition, a small number (20%) are additionally burdened by being in a supervisory position. Perhaps the most impressive parameter is the number of hours that part-time student are working. Part-time students, on the average work an average of **39.39** hours per week with an expected median of 40 hours. Most impressive is the fact that in some cases, the maximum number of hours worked was about 80 hours per week. This indicates that students are putting in long hours in addition to meeting their academic responsibilities. In addition, not many students have supervisory roles. This may be something they are striving for and come to realize that an engineering technology degree will help advance their careers.

It is not clear if there is any statistical significance to the revelation that CET students are working only about ½ time compare to the students in the other disciplines. Perhaps this is a further indication of the slow down in the computer programming industry and/or of outsourcing software engineering.

Q-8 Are you married?

Q-8 TOTAL % Married 52.5

EET	% Married	53.33333
MET	% Married	60.86957
CET	% Married	11.11111
Other	% Married	61.11111

Q-9 Do you have children?

Q-9 TOTAL % Children 47.5

EET	% Children	46.66667
MET	% Children	47.82609
CET	% Children	22.22222
Other	% Children	61.11111

Q-8 & Q-9 Commentary

These questions deal with the students' responsibilities and obligations to others i.e. family. Specifically they deal with responsibilities to a wife and or children. The pressures of work and school can be quite overwhelming when these components are mixed together. As can be seen here, over 50% of the part-time student population surveyed is in fact married with spousal responsibilities. In addition, of these same students surveyed, over 47% have one or more

children. One must admit that these types of responsibilities can be an excellent motivator in "forcing" the students' to advance both financially and professionally.

Q-10 How many courses do you take on the average per semester?

Q-10 TOTAL	Average	2.0375
	Median	2
	Maximum	4
	Minimum	1

EET	Average	2
	Median	2
	Maximum	4
	Minimum	1
MET	Average	1.978261
	Median	2
	Maximum	4
	Minimum	1
CET	Average	2.388889
	Median	2.5
	Maximum	3
	Minimum	1
Other	Average	2
	Median	2
	Maximum	4
	Minimum	1

Q-11 About how many hours per week do you spend doing homework assignments?

Q-11 TOTAL	Average	9.30375
	Median	7.5
	Maximum	45
	Minimum	1

EET	Average	10.16
	Median	8.9
	Maximum	30
	Minimum	2
MET	Average	7.826087
	Median	6
	Maximum	25
	Minimum	2
CET	Average	8.666667
	Median	10
	Maximum	20
	Minimum	4
Other	Average	10.08333
	Median	5
	Maximum	45
	Minimum	1

Q-10 & Q-11 Commentary

These questions deal with the amount of time that the student spends in taking classes and their outside time allocations as used for studying and class assignments. As shown here, on the average, a part-time student will take 2+ courses per semester. In addition, they will spend an average of 9.3 hours studying and preparing for these courses. This is an average of **4.581** hours per course spent outside of class.

The following questions *Q-12 to Q-17*, deal with the students' own impressions of the relative importance of their education.

Q-12 In the grand scheme of things, how important would you rate your education?

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>No Comment</u>
Q-12 TOTAL	80.00%	13.75%	2.50%	3.75%
EET	90.00%	6.67%	0.00%	3.33%
MET	82.61%	17.39%	0.00%	0.00%
CET	66.67%	11.11%	11.11%	11.11%
Other	66.67%	22.22%	5.56%	5.56%

Q-13 If you are a part time student, will the degree you will be receiving affect your job status?

	<u>Yes</u>	<u>No</u>	<u>No Comment</u>
Q-13 TOTAL	66.25%	28.75%	5.00%
EET	70.00%	30.00%	0.00%
MET	78.26%	17.39%	4.35%
CET	44.44%	22.22%	33.33%
Other	55.56%	44.44%	0.00%

Q-14 Do you believe the degree that you will receive will help to move you vertically within your company?

	<u>Yes</u>	<u>No</u>	<u>No Comment</u>
Q-14 TOTAL	63.75%	27.50%	8.75%
EET	66.67%	26.67%	6.67%
MET	78.26%	13.04%	8.70%
CET	55.56%	33.33%	11.11%
Other	44.44%	44.44%	11.11%

Q-15 Do you believe the degree you will receive will enhance your income in some way?

	<u>Yes</u>	<u>No</u>	<u>No Comment</u>
Q-15 TOTAL	90.00%	5.00%	5.00%
EET	90.00%	0.00%	10.00%
MET	95.65%	4.35%	0.00%
CET	88.89%	11.11%	0.00%
Other	83.33%	11.11%	5.56%

Q-16 What is the degree (& major) you will be receiving?

	<u>Associates</u>	<u>Bachelors</u>	<u>Certificate</u>	<u>Other (Unspecified)</u>
Q-16 TOTAL	3.75%	57.50%	1.25%	37.50%
EET	3.33%	53.33%	0.00%	43.33%
MET	0.00%	56.52%	0.00%	43.48%
CET	0.00%	66.67%	0.00%	33.33%
Other	11.11%	61.11%	5.56%	22.22%

Q-17 If you will be receiving an Associates degree (only), will you be continuing on to a Bachelors degree?

Note, that three students, who listed that they were to receive an Associates degree, all expect to continue on to a Bachelors degree.

Q-12 & Q-17 Commentary

These questions deal with the students’ perception of the importance of the degree they will be receiving and in what ways receiving this degree will advantage them. Over 80% of the students surveyed rated their education as “very important”. A majority of students, over 66%, felt that their job status would be affected in some positive way. In addition, over 63% felt that this degree would help them move vertically within their company or elsewhere. Over 90% agreed that receiving this degree would cause an increase in their salary. Approximately 60% of the students surveyed will be receiving a bachelor’s degree.

Q-18 If you could name the main reason why you are going to school and putting in so much time, that reason would be:

	<u>Self Satisfaction</u>	<u>Financial Gain</u>	<u>Other/Both</u>
Q-18 TOTAL	37.50%	41.25%	21.25%
EET	36.67%	36.67%	26.67%
MET	39.13%	34.78%	26.09%
CET	0.00%	77.78%	22.22%
Other	55.56%	38.89%	5.56%

Q-19 What do you believe to be the biggest motivator in getting a degree?

	<u>Personal Satisfaction</u>	<u>A Better Way of Life for Your Family -Financial Gain Only</u>	<u>Corporate Position Advancement Only</u>	<u>Money & Corporate Position Advancement Combination</u>
Q-19 TOTAL	33.75%	27.50%	2.50%	37.50%
EET	40.00%	30.00%	0.00%	33.33%
MET	34.78%	4.35%	4.35%	56.52%
CET	22.22%	55.56%	0.00%	22.22%
Other	27.78%	38.89%	5.56%	27.78%

Q-18 & Q-19 Commentary

Self-motivation of students to attend night school is an important component to their success. Of the 80 students surveyed, there was a pretty close split between the motivators of “self satisfaction” and “financial gain”. The largest group did agree that financial gain was most important to them. In addition, there was also a close decision between “*personal satisfaction,*” “*A better way of life for you family by financial gain only*”, and “*Money and corporate position advancement combination.*” It would seem that all of these students want something tangible as a result of their investing so much of their precious time on education. Since they are all split on this choice, it would seem that they probably all want some of each of the choices.

Q-20 Do you believe that your performance in class relates to a selection from question (19)?

	<u>Yes</u>	<u>No</u>	<u>No Comment</u>
Q-20 TOTAL	75.00%	20.00%	5.00%
EET	76.67%	16.67%	6.67%
MET	86.96%	13.04%	0.00%
CET	66.67%	33.33%	0.00%
Other	61.11%	27.78%	11.11%

Q-21 What is your current GPA?

Q-21 TOTAL QPA	Average	3.428761
	Median	3.5
	Maximum	4
	Minimum	2

EET	Average	3.335429
	Median	3.525
	Maximum	4
	Minimum	2
MET	Average	3.500476
	Median	3.6
	Maximum	3.95
	Minimum	2.7
CET	Average	3.508889
	Median	3.5
	Maximum	4
	Minimum	2.77
Other	Average	3.458462
	Median	3.4
	Maximum	3.92
	Minimum	3

Q-22 If you are a day student, do you think that your coop experience affects the way in which you perform in class?

Since only night students were surveyed, there is no statistical data for this question in this paper. From experience, it appears that the coop experience has matured some of the student population in some way – some more than others. There has been a small population of students that seem to have a hard time maturing under any circumstances.

Q-20 & Q-22 Commentary

Students were asked if they thought that their performance in class might be related to the motivating issues of question 19. Over 75% agreed that their performance in class is closely related to their desired payback as listed in question 19. This can be seen by the QPA grades of these students. An average of **3.42** can be seen which takes into account all of the interdepartmental groups listed in question 21. Note that the highest possible QPA is 4.0.

Q-23 What is your current age?

Q-23 TOTAL QPA	Average	34.06329
	Median	35
	Maximum	55
	Minimum	19

EET	Average	33
	Median	35
	Maximum	49
	Minimum	19
MET	Average	36.3913
	Median	37
	Maximum	55
	Minimum	23
CET	Average	29.22222
	Median	29
	Maximum	42
	Minimum	21
Other	Average	35.35294
	Median	35
	Maximum	48
	Minimum	21

Q-24 Are you a homeowner?

	<u>Yes</u>	<u>No</u>	<u>No Comment</u>
Q-24 TOTAL	43.75%	55.00%	1.25%
EET	46.67%	53.33%	0.00%
MET	65.22%	34.78%	0.00%
CET	11.11%	77.78%	11.11%
Other	27.78%	72.22%	0.00%

Q-25 If married, does your partner work?

	<u>Yes</u>	<u>No</u>	<u>Other/Unmarried</u>
Q-25 TOTAL	38.75%	21.25%	40.00%
EET	40.00%	26.67%	33.33%
MET	56.52%	4.35%	39.13%
CET	0.00%	0.00%	100.00%
Other	33.33%	44.44%	22.22%

Q-26 Do you live at home?

Due to the nature of this (Q-26) question, the data will not be presented as it was thought in the final analysis to not be relevant.

Q-23 & Q-26 Commentary

These questions deal with a students' maturity and their outside responsibilities. As given in the response to question 23, the average age of a night school student is 32 years. Approximately 50% of the students surveyed own their own homes. In addition, over 38% of the respondents have marital working partners. Notice that a whopping 40% are unmarried!

It is interesting to note that even with 40% of the respondents being unmarried there still seems to be a more seriousness of purpose in the evening and usually older student. Suggesting perhaps that future hopes of marrying will only be benefited by an advanced degree.

Q-27 If you had it to do over again (where applicable), would you have started college immediately after high school?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Q-27 TOTAL	62.50%	11.25%	26.25%
EET	70.00%	13.33%	16.67%
MET	65.22%	8.70%	26.09%
CET	33.33%	11.11%	55.56%
Other	61.11%	11.11%	27.78%

Q-27 Commentary

It can be seen that the vast majority would have started their college education right out of high school if they had it to do over again. A few did say that they were happy doing it as they had. A moderate group selected other. This case seems to be made up of those students who have changed careers by transferring from another program or simply changing careers in midstream.

Q-28. *In your opinion, what is the biggest impediment to going to school at night?*

This question is totally subjective. A sample of the responses are listed here for completeness.

- Late hours.
- Travel time to and from class.
- Classes end very late. Not enough time to spend with family.
- Scheduling conflicts with my son.
- I would rather be with my kids.
- Job, family, quality time with family, time commitment.
- Left over energy at end of day enabling class attendance.
- Traffic, driving, distance.
- Working during the day.
- Commuting to Boston for all courses.
- Money & time issue.
- Extremely expensive, not enough aid from employers.
- To get some \$\$\$ during the day to cover expenses, rent, gas, bills...and school.
- Stress from homework and lack of sleep.
- Too tired after work.
- After a long day at work, sitting through 4 hours of classes.
- Getting home late.
- Making time!
- Time / schedule.
- Not having enough time for everything that needs to be done, work, family time, homework, & rest!
- Juggling the big three – work, home life as a parent, and school.
- Home work and time constraints.

- The longer time period to earn a degree!
- The lack of sleep and dinner in the parking lot in addition to loss of time with the wife and family.
- Commute to school and finding time to do homework.
- Time & money.

Q-28 Commentary

The items shown for question 28 are a partial list of the student responses to this question. They can be considered a first hand summary of their thoughts and feelings about impediments to taking night classes. As can be seen, they all seem to agree that night school takes a toll on their time as related to family and work due to the large amount of time spent and required on this venture. Financial issues are also prevalent as many students find their education very expensive with employers providing limited re-imbursments to them.

Q-29 *What are the advantages to going to school at night?*

This question is totally subjective. A sample of the responses are listed here for completeness.

- I work during the day and night is the only possibility.
- The students are all very motivated.
- Quality of the students.
- Can work a normal job
- Allows me to have a full time job during the day. I used to be a day student and I like the structure of night classes more. More mature classmates. Serious questions and discussions.
- Save tuition.
- Time for both school and work. More professional atmosphere in class in comparison with day school.
- Dealing with mature people that are serious about education.
- Still have weekends off.
- Increased job knowledge and self-esteem.
- Interact with professionals.
- Mature student population. Instructors seem more motivated.
- Opportunity to interact with students that are already working in my field of study.
- No bratty kids. (Day students).
- Application of knowledge gained from work experience.
- Quality of teacher as well as student.

Q-29 Commentary

Question 29 asks for the students' opinions as to the advantages of going to night school. As can be seen by the various student responses to this question, there is a large leaning to their recognition of the fact that their fellow students seem to be more mature. In fact, most of the students have noted that they enjoy participating in their classes for that very reason. Other noted that the demands of their work schedules prohibit other educational possibilities. One noted their distaste for "bratty day students" as some classes may be a mixture of both day and evening students. It appears from these answers that the students taking night courses are more aware of their total surroundings including the more real-world element of professional interpersonal relationships. From experience, most day students are concerned with other less meaningful mundane social items such as the amount of possible holidays in a given semester, what their fellow students will be doing after classes etc.

Q-30 Do you believe your maturity and or existing personal experiences benefit your evening studies?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Q-30 TOTAL	85.00%	8.75%	6.25%
EET	86.67%	3.33%	10.00%
MET	95.65%	4.35%	0.00%
CET	55.56%	22.22%	22.22%
Other	83.33%	16.67%	0.00%

Q-30 Commentary

As can be seen here, students from all of the engineering technology departments seem to agree that their maturity and personal experiences have helped them with their evening studies. It is unclear as to why the CET group did not score as high as the rest. But on the whole, a whopping 85% felt that they were helped greatly by their outside experiences and self maturity.

Q-31 When there are day students in you class, are they generally a hindrance, an aid to, or no difference to the course content or decorum?

	<u>Hindrance</u>	<u>Aid to</u>	<u>No difference</u>
Q-31 TOTAL	12.50%	6.25%	81.25%
EET	20.00%	6.67%	73.33%
MET	13.04%	8.70%	78.26%
CET	0.00%	0.00%	100.00%
Other	5.56%	5.56%	88.89%

Q-31 Commentary

From the data taken, evening students seemed to indicate that the presence of day students in their classes made no difference to the overall course decorum of value of the content of the course itself. Oddly enough, there was a larger group of evening students that said that of their experiences with day students in their classes, there was a tendency of the day students to be more of a hindrance than an aid to the decorum or course content. Note that the lowest score from the EET respondents implied that day students did not aid in the positive re-enforcement of the overall course content or decorum of the class.

Summary

As one can easily observe, there was in fact an enormous amount of information gathered for this paper. In addition, with over 80 respondents, there is arguably enough data to get a true sense of the maturity of the evening students, at least at Northeastern University, if not elsewhere. Although no specific coop experienced students were surveyed, it is the experience of the authors that coop does in fact bring a certain amount of maturity to the full time day student population. In fact, if one were to weigh the growth and maturity of students during their progressive coop years, one could almost compare the growth at their final year of coop and a full time employee during their first or second year in industry. The evening students that were surveyed in this paper have had an average age of 34 with a possible 10 to 16 years of industrial experience under their belts. By simple reasoning and a review of the responses from this survey, it can easily be seen that evening students are much more grounded in their assessment of their future growth requirements and potential.

A good comparison of the day and evening student population is given by the Industrial Control Systems course sequence as given in the electrical engineering technology program at Northeastern University. Over 200 students have completed this sequence since its inception a little over 5 years ago. During that time, both day and evening students have participated in that course of study. From an observation of both segments, it can unequivocally be said that the part-time evening students have performed in a far more professional and mature manner. In fact, given the same project material, evening students complete their assignments in a more complete and thorough manner than their day school counterparts. Also, it has been shown that the evening design assignment projects have been completed in about 80% of the time required by the day school students. As part of the course requirements in that program, a team design approach is required where each team is made up of only two students^{2,3}. Observing these teams can easily show the extreme they go to in combining their knowledge for the greater good of their team⁴. In the day program, usually a single team member takes the lead and the other student will just follow.

In the grand scheme of things, it appears that the older faculty member who was originally, mentioned at the beginning of this paper, and started this controversial issue was right all along. From the data taken and the conclusions drawn, it can easily be said that the part-time evening students perform in a much more professional and mature way. This is in no part meant to detract from the day (full time) students' ability but simply to point out that there is a difference between these two classes of students. In fact, during an informal discussion, evening part-time students were asked if they had an opinion as to how to handle the clearly defined maturity differences between the day and evening students. The all seemed to agree that maturity simply came with the territory of the evening students by virtue of their field experiences and they had no suggestions as to how to level the playing field.

That being the case, one must now make some decisions as to how to better educate these groups. That is, how do we as educators bring these two groups into parity with each other? The answer is not a simple one. On one hand, they both will receive the same degree at the end. On the other, there is no way to put an old head on young shoulders. As you see, this is not an easy

puzzle to solve but it is a subject worth thinking about. For example, is it viable to encourage day students to take an evening course where they can come into contact with the mature, responsible student? Or will this have a net detrimental effect on the evening student's concentration if the day students become more of a hindrance than they are presently? Perhaps one of the non-technical electives offered to the day students is a course on the sociology of non-degreed employees in the United States in the 21st century. Certainly one of the easiest remedial actions that could be taken would be to show the day students examples of the work (exams, homework, project papers, etc.) produced by the evening students in the same course⁵. The subliminal effect on the day students should be positive.

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Appendix 1

Part-Time Student Survey Instrument

October 10, 2005

Currently I am writing a paper for American Society for Engineering Education also known as the ASEE. My topic involves the differences between full time day students and part time evening students as related to maturity, professionalism and a host of other attributes. Please help by completing the following short questionnaire. It is completely anonymous!

Thanks in advance, Prof. J. Tapper, Engineering Technology

1. Are you a day (full time) or evening (part time) student?(Circle) DAY EVENING
2. How many years have you been attending Northeastern University? _____
3. How many years altogether have you been going to night/day school? _____ Years
4. If you are working a full time job, what is your job title? _____
5. Do any people report to you as a supervisor? YES NO
6. If YES to question (5), about how many? _____
7. If you are working, about how many hours a week do you put in? _____ Hours
8. Are you married? YES NO?
9. Do you have children? YES NO
10. How many courses do you take on the average per semester? _____ Courses
11. About how many hours per week do you spend doing homework assignments? _____ Hours
12. In the grand scheme of things, how important would you rate your education?
(CIRCLE ONLY ONE and BE HONEST!) Somewhat Important
Important
Very Important
13. If you are a part time student, will the degree you will be receiving affect your job status? YES NO
14. Do you believe the degree that you will receive will help to move you vertically within your company?
(IF APPLICABLE) YES NO
15. Do you believe the degree you will receive will enhance your income in some way? YES NO
16. What is the degree (& major) you will be receiving? _____ degree
17. If you will be receiving an Associates degree (only), will you be continuing on to a Bachelors degree?
YES NO
18. If you could name the main reason why you are going to school and putting in so much time, that reason would be: (Circle one)
(BE HONEST HERE!)

Self Satisfaction
Financial Gain

19. What do you believe to be the biggest motivator in getting a degree? (Circle one)

- Personal Satisfaction
- A better way of life for your family i.e. – financial gain only
- Corporate position advancement only
- Money & corporate advancement position combination

20. Do you believe that your performance in class relates to a selection from question (19)? YES NO

21. What is your current GPA? _____

22. If you are a day student, do you think that your coop experience affects the way in which you perform in class? YES NO

23. What is your current age? _____ years old

24. Are you a homeowner? YES NO

25. If married, does your partner work? YES NO

26. Do you live at home? YES NO

27. If you had it to do over again (where applicable), would you have started college immediately after high school? YES NO

28. In your opinion, what is the biggest impediment to going to school at night? Be brief please.

29. What are the advantages to going to school at night? Be brief..

30. Do you believe your maturity and or existing personal experiences benefit your evening studies? YES NO

31. When there are day students in you class, are they generally a *hindrance*, an *aide to*, or *no difference* to the course content or decorum? Please select one only!

- Hindrance
- Aide
- No difference