



America's Brightest **ORANGE**

Oklahoma State University

University Assessment and Testing

2021 OSU Alumni Survey

Survey Report – Chemical Engineering

The OSU Alumni Survey is a survey designed to collect information about OSU graduated students. More specifically, it is designed to collect information on their career, educational achievements, and their experience with OSU. This information will be used to improve academic programs and student experiences at OSU for generations to come. This survey targeted alumni of undergraduate and graduate programs who received their degree in 2015 and/or 2019. The survey was administered online by OSU-University Assessment and Testing (UAT) in March 2021 through May 2021. Departments may request additional information by contacting UAT (assessment@okstate.edu).

Survey Questions

Respondents were asked 35 items; 26 were institutional level items and 9 were program-specific questions developed by College of Engineering, Architecture and Technology. Institutional level items were given to all OSU alumni and the items were featured on categories; continuing education, well-being and community, demographic, satisfaction, career reflection, and current job or career.

Target Population / Response Rate – Chemical Engineering

	OSU Degree Received:		
	<u>2015</u>	<u>2019</u>	<u>Total</u>
Number of graduates (<i>n</i>)	39	79	118
Number of survey respondents (<i>n</i>)	9	18	27
Response rate	23.1	22.8	22.9

1. Since graduating from OSU, how would you describe your activity? (This item was "mark all that apply")	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Not engaged in paid employment, nor enrolled in graduate or professional school	0	0.0	0	0.0
Enrolled in graduate or professional school	1	11.1	7	38.9
Employed full-time or part-time	5	55.6	11	61.1
Both employed (other than graduate assistant) and continuing my education	3	33.3	0	0.0
Self-employed	0	0.0	0	0.0

2. Whether or not you are currently employed, in what area is your principal occupation?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Engineering	7	77.8	12	66.7
Computer Science, Programming or Technology	0	0.0	0	0.0
Science, Social Science, or Mathematics	0	0.0	0	0.0
Health or Mental Health	1	11.1	1	5.6
Business or Management	0	0.0	1	5.6
Finance or Accounting	0	0.0	0	0.0
Education, Training, or Library	0	0.0	0	0.0
Legal	1	11.1	1	5.6
Writing, Journalism, or Design	0	0.0	0	0.0
Public Service, Policy, or Politics	0	0.0	0	0.0
Public Relations, Marketing, or Sales	0	0.0	0	0.0
Architecture	0	0.0	0	0.0
Art, Performing, or Athletics	0	0.0	0	0.0
Participating in a volunteer or service program	0	0.0	0	0.0
Serving in the U.S. military	0	0.0	0	0.0
Other occupational area (INSERT FIELD)	0	0.0	3	16.7



Continuing Education

Participants who indicated they were continuing their education responded to the following items.

	2015		2019	
	<i>n</i>	%	<i>n</i>	%
3. What graduate or professional degree are you pursuing or, if you completed a degree, what degree did you complete? (This item was "mark all that apply")				
Graduate Certificate	0	0.0	0	0.0
Master's	3	60.0	2	50.0
Doctoral	0	0.0	0	0.0
Medical (includes nursing, osteopathy, dental, vet, and more)	1	20.0	1	25.0
Law	1	20.0	1	25.0
Other (INSERT FIELD)	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

	2015	2019
	4. What was the name of your graduate or professional school?	
King Abdullah University of Science and Technology	1	0
Oklahoma State University	0	1
OU College of Medicine	0	1
Petroleum Engineering	0	1
SMU Dedman School of Law	0	1
University of Florida	0	1
University of Oklahoma College of Law	1	0
University of Texas at Dallas	0	1

	2015		2019	
	<i>n</i>	%	<i>n</i>	%
5. How well did your OSU program prepare you for graduate or professional education program?				
Very well	4	100.0	3	42.9
Adequately	0	0.0	3	42.9
Not very well	0	0.0	1	14.3
Not at all	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0



Well-being & Community

6. How connected do you feel to OSU?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very connected	1	11.1	2	16.7
Moderately connected	3	33.3	3	25.0
Somewhat connected	3	33.3	5	41.7
Not very connected	2	22.2	2	16.7

7. Are you regularly in touch with people you met at OSU? (This item was "mark all that apply")	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Yes, with my advisor(s)	0	0.0	1	5.9
Yes, with professors or staff	2	14.3	0	0.0
Yes, with members of my team, club, or sorority/fraternity	5	35.7	4	23.5
Yes, with classmates/friends I met at OSU	6	42.9	9	52.9
No	1	7.1	3	17.6

8. How much has your overall quality of life been enhanced by your Oklahoma State University experience?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Much	7	77.8	9	75.0
Somewhat	2	22.2	2	16.7
Little	0	0.0	1	8.3
None	0	0.0	0	0.0

9. In the past twelve months, how often have you participated in unpaid volunteer work?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
More than once a week	2	22.2	0	0.0
About once a week	0	0.0	1	8.3
About once a month	0	0.0	1	8.3
Every few months	3	33.3	2	16.7
Once or twice in the past year	4	44.4	3	25.0
Not at all	0	0.0	5	41.7



10. How would you change the emphasis OSU placed on these aspects of education and college life?

10a. Making ethical and thoughtful decisions	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	1	11.1	2	16.7
Keep about the same	4	44.4	5	41.7
Increase somewhat	2	22.2	5	41.7
Increase a great deal	1	11.1	0	0.0
I don't know	1	11.1	0	0.0

10b. Exploring alternative values, perspectives, and beliefs from around the world	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Reduce a great deal	0	0.0	2	16.7
Reduce somewhat	2	22.2	0	0.0
Keep about the same	5	55.6	4	33.3
Increase somewhat	1	11.1	2	16.7
Increase a great deal	1	11.1	3	25.0
I don't know	0	0.0	1	8.3

10c. Improving written and oral communication skills	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	4	44.4	4	33.3
Increase somewhat	2	22.2	5	41.7
Increase a great deal	3	33.3	3	25.0
I don't know	0	0.0	0	0.0



10d. Improving ability to think critically (analytically and logically)	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	4	44.4	5	41.7
Increase somewhat	3	33.3	4	33.3
Increase a great deal	2	22.2	3	25.0
I don't know	0	0.0	0	0.0

10e. Ability to interact positively with people who are different from you	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Reduce a great deal	0	0.0	1	8.3
Reduce somewhat	1	11.1	1	8.3
Keep about the same	5	55.6	4	33.3
Increase somewhat	1	11.1	2	16.7
Increase a great deal	2	22.2	4	33.3
I don't know	0	0.0	0	0.0

10f. Developing good health habits and physical fitness	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Reduce a great deal	0	0.0	2	16.7
Reduce somewhat	0	0.0	2	16.7
Keep about the same	4	44.4	2	16.7
Increase somewhat	3	33.3	4	33.3
Increase a great deal	2	22.2	1	8.3
I don't know	0	0.0	1	8.3



Academic Satisfaction

11. Please rate your degree of satisfaction with each of the following items:

11a. The quality of teaching at OSU	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	2	22.2	5	41.7
Satisfied	7	77.8	3	25.0
Neutral	0	0.0	2	16.7
Dissatisfied	0	0.0	2	16.7
Very Dissatisfied	0	0.0	0	0.0
Not applicable	0	0.0	0	0.0

11b. Availability of courses needed for your degree program	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	2	22.2	4	33.3
Satisfied	5	55.6	4	33.3
Neutral	2	22.2	3	25.0
Dissatisfied	0	0.0	0	0.0
Very Dissatisfied	0	0.0	1	8.3
Not applicable	0	0.0	0	0.0

11c. OSU academic facilities (e.g. classrooms, labs, buildings, etc.)	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	1	11.1	6	50.0
Satisfied	5	55.6	3	25.0
Neutral	1	11.1	2	16.7
Dissatisfied	2	22.2	1	8.3
Very Dissatisfied	0	0.0	0	0.0
Not applicable	0	0.0	0	0.0



11d. OSU academic advising	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	0	0.0	3	25.0
Satisfied	6	66.7	5	41.7
Neutral	0	0.0	1	8.3
Dissatisfied	2	22.2	1	8.3
Very Dissatisfied	1	11.1	2	16.7
Not applicable	0	0.0	0	0.0

11e. Preparation to handle non-career related goals (e.g. family, finances, etc.)	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	0	0.0	2	16.7
Satisfied	4	44.4	2	16.7
Neutral	2	22.2	4	33.3
Dissatisfied	2	22.2	2	16.7
Very Dissatisfied	1	11.1	2	16.7
Not applicable	0	0.0	0	0.0

11f. Availability of internship/practicum experiences	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	2	22.2	3	25.0
Satisfied	5	55.6	3	25.0
Neutral	1	11.1	2	16.7
Dissatisfied	1	11.1	0	0.0
Very Dissatisfied	0	0.0	3	25.0
Not applicable	0	0.0	1	8.3

11g. Overall education at OSU	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	2	22.2	5	41.7
Satisfied	7	77.8	4	33.3
Neutral	0	0.0	2	16.7
Dissatisfied	0	0.0	1	8.3
Very Dissatisfied	0	0.0	0	0.0
Not applicable	0	0.0	0	0.0



12. If you could start over, would you still choose to attend Oklahoma State University?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Definitely yes	6	66.7	4	33.3
Probably yes	3	33.3	5	41.7
Uncertain	0	0.0	1	8.3
Probably no	0	0.0	1	8.3
Definitely no	0	0.0	1	8.3

Career Reflection

Participants who indicated they were employed responded to the following items.

13. How closely is your job related to your field of study?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Not related	1	12.5	3	42.9
Somewhat related	2	25.0	0	0.0
Directly related	5	62.5	4	57.1

14. How well did OSU prepare you for meaningful employment?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very well	5	62.5	3	42.9
Adequately	3	37.5	3	42.9
Not very well	0	0.0	1	14.3
Not at all	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

15. Overall, how satisfied are you with your career?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Very Satisfied	4	50.0	4	57.1
Satisfied	3	37.5	1	14.3
Neutral	1	12.5	1	14.3
Dissatisfied	0	0.0	0	0.0
Very Dissatisfied	0	0.0	1	14.3



Current Job or Career

16. Are you employed full-time (on average 30 hours or more per week) or part-time (on average less than 30 hours per week)?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Full-time	8	100.0	7	100.0
Part-time	0	0.0	0	0.0

17. How long did it take to find your first employment after graduating from OSU?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Employed by graduation	3	37.5	3	42.9
3 months after graduation	3	37.5	0	0.0
6 months after graduation	1	12.5	3	42.9
9 months after graduation	0	0.0	0	0.0
1 year after graduation	0	0.0	1	14.3
over 1 year after graduation	1	12.5	0	0.0

18. What is your official job title?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Applications Engineer	1		0	
Associate Process Engineer	0		1	
Business Analyst	0		1	
Chemical Engineer	1		0	
Facilities Engineer	1		0	
Field Engineer	0		1	
Litigation	1		0	
Manufacturing Engineer	1		0	
Performance Shift Supervisor	1		0	
Process Engineer	1		2	
Sales specialist	0		1	
Supervisor process development engineering	1		0	



19. What is the name of your current employer? Please include full name (no abbreviations). ¹
Ascend Performance Materials
Baker Hughes
BakerHughes
Holly Frontier Refining
John Zink Hamworthy Combustion
Miller Johnson Antonesse & White
PEC Consulting Group, PENTA Engineering Corp.
Prefer not to answer
Seattle children's hospital
Valero Energy
Wester Midstream Partners
Zeeco
Zilliant

20. Which of the following best describes your employer?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
A corporation, partnership, or private business	6	75.0	6	85.7
Military	0	0.0	0	0.0
Other governmental entity	0	0.0	0	0.0
Charity or other nonprofit entity	1	12.5	0	0.0
Educational institution	0	0.0	0	0.0
Other	1	12.5	1	14.3
Prefer not to answer	0	0.0	0	0.0

¹Current Employer is presented exactly as reported by survey respondents.



21. Does your job require: (This item was "mark all that apply")	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Technology skills	7	11.5	6	12.5
Conducting research	4	6.6	1	2.1
Extensive training	4	6.6	4	8.3
Math skills	7	11.5	5	10.4
Problem solving/analytic reasoning	8	13.1	6	12.5
Speaking to a group	8	13.1	7	14.6
Use of specialized machinery	3	4.9	1	2.1
Use of specialized software	6	9.8	5	10.4
Working with a diverse group of people	7	11.5	6	12.5
Writing reports, memos, papers, publications, etc.	7	11.5	7	14.6

22. What is your approximate total annual salary (including bonuses), before taxes?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Less than \$15,000	0	0.0	0	0.0
\$15,000 but less than \$25,000	0	0.0	1	14.3
\$25,000 but less than \$35,000	0	0.0	0	0.0
\$35,000 but less than \$45,000	1	12.5	0	0.0
\$45,000 but less than \$55,000	0	0.0	1	14.3
\$55,000 but less than \$65,000	0	0.0	0	0.0
\$65,000 but less than \$75,000	1	12.5	1	14.3
\$75,000 but less than \$100,000	1	12.5	3	42.9
\$100,000 but less than \$125,000	3	37.5	1	14.3
\$125,000 but less than \$150,000	1	12.5	0	0.0
Over \$150,000	0	0.0	0	0.0
Prefer not to answer	1	12.5	0	0.0



Demographics

23. Which OSU campus do you most identify with?	2015		2019	
	<i>n</i>	%	<i>n</i>	%
Stillwater	9	100.0	12	100
Tulsa	0	0.0	0	0.0
Equally Stillwater or Tulsa	0	0.0	0	0.0
Online	0	0.0	0	0.0

24. In which country do you currently reside?	2015		2019	
	Saudi Arabia	1		1
United States of America	6		10	

24a. In which state do you currently reside?	2015		2019	
	IN	1		0
KS	1		0	
MO	0		1	
OK	1		0	
OK-OKC	0		1	
OK-STW	0		2	
OK-TUL	1		1	
TX	1		4	
WA	1		0	

Overall

25. What could OSU have done to better serve you?
Choose dedicated professors, not endorse grades over learning, not hire self promoting academics who's only job is to keep their job by doing the bare minimum. Not choosing professors who want to endorse further schooling despite not believing that it's a worthwhile endeavor, they just want to keep their enrollment numbers up even if it's a terrible life decision for the prospective students.
Disability services could have been more engaged in helping with issues that arose.
Distinguish professors who focus on teaching over research.



25. What could OSU have done to better serve you?
Greater emphasis on technical skills and fewer 'humanities'.
I didn't like the hands off approach that the advisors took to figure out individual semesters schedules. This put a lot of pressure on the student to pick semester schedules so he/she can graduate on time. I feel like this should be the advisors responsibility. Don't take away the college experience from younger generations. Towards the tail end of my time in Stillwater, I felt like college students were started to be treated like high school students in the sense that extra curricular activities were heavily monitored and enforced by the school.
More opportunities in Biomedical Engineering or Biochemical Engineering and ties to Pharmaceutical industries
Offer workshops about personal finance
OSU did an excellent job overall, don't really have any complaints. The courses and professors (for the most part) were tough but rewarding. We were exposed to a variety of activities and projects. OSU definitely prepared me for what I have experienced in the professional world.
Parking
Provide less ASPEN simulation solving, and more in depth use of excel and solving plant mass and energy balances. Separating the economics and design courses to maybe back to back or simultaneously through different courses. Focusing on different industries, Chemical engineers are diverse and adaptive and we have been taught that but having different industry "outlets" to look into would have beneficial.

26. What additional information would you like OSU to know?
Critical race theory and forced diversity will only damage the OSU community. Common goals and ideals are what create a racially diverse AND cohesive community.
I felt like the professors that taught chemical engineering during my time (2010-2015) were very focused on teaching you practical information in order to help you succeed in industry. I hope successive professors do not stray away from this and start only teaching theoretical concepts that only are helpful in academia. In my opinion, college should prepare you to get a job and make money, not stay in school.
Keep on rockin
Perhaps less focus on preparation for graduate school and more towards industry seeking graduates. A small percentage of my classmates went to grad school compared to those who wanted to find work right after graduation. Perhaps more topics on professional licensing instead.
Programming in Python should be included for all engineering majors.
Same as above. Great experience, wouldn't change it
The advisors are far under qualified to preform the basic tasks of helping students choose the right classes to fit their needs. They added A YEAR to my college courses by giving bad information, and when they decided this advisor was unfit they just moved them rather than fire them, made it someone else's problem. The school cares way more about appearing good than being good, it shows in all sorts of ways from the lack luster covid response to the virtue signaling that they love to email out lately, and someone within the school surely must be smart enough to know it's all just a show. The only reason that people stay is because they're committed. Why do high-school student recruits get more attention and help than your actual paying customers? I can't get an email back from an undergraduate advisor but they can have ten people to make sure they see all the pretty donor funded signs on the wall? How many of my graduating class are still under employed and in debt from the "stillwater experience" that the school tries so hard to paint with rose colored glasses.



Program-Specific Questions – ENG

	<u>2015</u>		<u>2019</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ENG1. How well did your OSU education prepare you to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics?				
Very well	6	66.7	5	41.7
Well	2	22.2	4	33.3
Adequately	1	11.1	3	25.0
Poorly	0	0.0	0	0.0
Not at all	0	0.0	0	0.0
Not applicable to my activities	0	0.0	0	0.0

	<u>2015</u>		<u>2019</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ENG2. How well did your OSU education prepare you to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors?				
Very well	5	55.6	5	41.7
Well	1	11.1	2	16.7
Adequately	3	33.3	4	33.3
Poorly	0	0.0	1	8.3
Not at all	0	0.0	0	0.0
Not applicable to my activities	0	0.0	0	0.0

	<u>2015</u>		<u>2019</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ENG3. How well did your OSU education prepare you to communicate effectively with a range of audiences?				
Very well	3	33.3	3	25.0
Well	4	44.4	3	25.0
Adequately	2	22.2	3	25.0
Poorly	0	0.0	3	25.0
Not at all	0	0.0	0	0.0
Not applicable to my activities	0	0.0	0	0.0



	<u>2015</u>		<u>2019</u>	
ENG4. How well did your OSU education prepare you to recognize ethical and professional responsibilities in engineering situations and make informed judgments considering the impact of engineering solutions in global, economic, environmental, and societal contexts?				
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very well	3	33.3	5	41.7
Well	3	33.3	3	25.0
Adequately	3	33.4	2	16.7
Poorly	0	0.0	2	16.7
Not at all	0	0.0	0	0.0
Not applicable to my activities	0	0.0	0	0.0

	<u>2015</u>		<u>2019</u>	
ENG5. How well did your OSU education prepare you to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives?				
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very well	4	44.4	8	66.7
Well	4	44.4	3	25.0
Adequately	1	11.1	0	0.0
Poorly	0	0.0	0	0.0
Not at all	0	0.0	1	8.3
Not applicable to my activities	0	0.0	0	0.0

	<u>2015</u>		<u>2019</u>	
ENG6. How well did your OSU education prepare you to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions?				
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very well	5	55.6	3	25.0
Well	2	22.2	7	58.3
Adequately	2	22.2	1	8.3
Poorly	0	0.0	1	8.3
Not at all	0	0.0	0	0.0
Not applicable to my activities	0	0.0	0	0.0



ENG7. How well did your OSU education prepare you to acquire and apply new knowledge as needed, using appropriate learning strategies?	2015		2019	
	n	%	n	%
Very well	4	44.4	5	41.7
Well	3	33.3	5	41.7
Adequately	2	22.2	1	8.3
Poorly	0	0.0	1	8.3
Not at all	0	0.0	0	0.0
Not applicable to my activities	0	0.0	0	0.0

ENG8. Which OSU courses have been of greatest value to you in your current position?
All Chemical Engineering courses—in particular Unit Ops Lab and its unique method of critical thinking, synthesis, and data presentation (both in the written and oral format)
All except for Transport
All the "professional" school classes for chemical engineering. More specifically Rate Ops Lab and Chemical Engineering Design I & II.
CHE Design and CHE unit ops lab
Design I and II, basic engineering courses. I actually took Autocad and two business courses as electives and I have used them almost as much.
Everything taught by XXXXX.
I took some of the hardest courses offered here. I can't think of one that actually taught me the skills needed to function in a workplace, maybe differential equations, but even that was a surface deep course that only taught theory without the applications of the material. Most of the classes are so disconnected from reality because the pure academics that teach them haven't ever been out into the real working world, and it shows. Those bright eyed new professors always give up and lose their drive to do a good job after a few months, and students can't do anything about it.
No courses related to my current job
Rate operations I & II Unit operations I & II Design I & II All the fundamentals of engineering courses
Senior design for sure
Unit ops, design, rate ops
Unit ops. The ability to work hands on is extremely valuable whether I'm working with the machines, design software, or associates that work on the machines.



ENG9. All CEAT Engineering programs are trying to continuously improve. Do you have any suggestions or comments that might contribute?

A few interactive projects or courses to prepare students for working with other engineering disciplines. This really helps one understand how to delegate and understand the thinking of different disciplines.

ChE program is top tier. Model others based off of that.

Continue to have employers sponsor real projects. Constant communication with industry allows students to start piecing together the pieces of the puzzle (technical skills and soft skills) that they could eventually build into a successful career.

Convince the other STEM departments to hire professor who can focus on teaching over research.

Don't let first year assistant professors teach classes alone. We're not paying tuition to help train your employees. They do terrible jobs and then "curve" the class so they don't have to admit that they failed to teach topics. Don't brush off bad student feedback when they give it. Quit patting yourself on the back and look at what they have to say, meeting bare requirements to maintain accreditation is not a good job, and it's far from the shining example that the school loves to sell.

Have an o chem class for engineers. 95% of o chem was pointless for my education and job

Include extra data analysis and python programming. Huge demand for both right now, along with massive salaries.

More industry experience should be brought into OSU staff

More internship opportunities in Pharmaceutical industry

Something I use quite a bit in manufacturing is analyzing process data using capability analysis, upper/lower control limits, regressions, etc.. statistics and six sigma. We didn't really do a whole lot of that in my time at OSU. We take statistics and we go through six sigma training at work but some exposure to it at OSU may have been nice.

