Mission
A primary mission of the Student Engineers’ Council is to serve as a representative voice for the students within the College of Engineering. This survey seeks to communicate the student perspective to College of Engineering administration.

Survey Restructuring
There was little content change, however, various questions and answer choices were refocused to be more helpful for analyzing. Additional open-ended questions were created to allow students to provide suggestions for solutions to their concerns.
Survey Question Breakdown

- Identification Questions: Slide 07
- Pre-College Questions: Slide 12
- MPE & NSC Questions: Slide 17
- First Year Experience & Coursework Questions: Slide 30
- Resources & Organization Questions: Slide 44
- Engineering Development Questions: Slide 68
- Inclusion Questions: Slide 84
- Choosing a Major Questions: Slide 92
- Summer Plans Questions: Slide 102
- Final Questions: Slide 109
Special Thanks

Dr. Angie Hill Price, Associate Dean for Undergraduate Programs
Dr. Andrea M. Ogilvie, Assistant Dean for Student Success
Dr. Tony Cahill, First-Year Program Director

James Rushing
SEC President 2022-2023

Sarah Beamer
SEC VP Internal 2022-2023

Vivian Zheng
SEC President 2023-2024

Samantha Lo
SEC VP Internal 2023-2024
First-Year Entry Survey Response Summary

2.5-Week Survey Period
September 28, 2022 - October 16, 2022

952 Total Respondents
~19% of Freshmen Engineering Student Body
First-Year Exit Survey Response Summary

2.5-Week Survey Period
March 20, 2023 – April 7, 2023

337 Total Respondents
~7% of Freshmen Engineering Student Body
Identification Questions

Entry and Exit Surveys
What gender do you identify as?

**Entry**
- Male: 63%
- Female: 35%
- I prefer not to answer: 1%
- >1%

**Exit**
- Male: 63%
- Female: 34%
- I prefer not to answer: 3%
- >1%
Race/Ethnic Identification: (select all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Entry Survey</th>
<th>Exit Survey</th>
<th>TAMU Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>52%</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td>Asian</td>
<td>24%</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td>Latin/o or Hispanic</td>
<td>19%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td></td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Not listed</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>I prefer not to answer</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Are you a first-generation college student?

The U.S. Department of Education defines a first-generation college student as a person "whose parents both have had no postsecondary education experience and have a high school education or a lower level of educational attainment."

Entry
- Yes: 18%
- No: 80%
- I prefer not to respond: 2%

Exit
- Yes: 12%
- No: 87%
- I prefer not to respond: 2%
At which campus do you take the majority of your courses?

- **College Station**: 84% Entry Survey, 87% Exit Survey
- **Galveston**: 6% Entry Survey, 8% Exit Survey
- **Houston Community College**: 4% Entry Survey, <1% Exit Survey
- **McAllen Colleges District**: 1% Entry Survey, 1% Exit Survey
- **Blinn in Bryan**: 1% Entry Survey, <1% Exit Survey
- **Austin Community College**: 1% Entry Survey, 1% Exit Survey
- **Dallas College**: <1% Entry Survey, 0% Exit Survey
- **Blinn in Brenham**: <1% Entry Survey, <1% Exit Survey
- **Midland College**: <1% Entry Survey, 0% Exit Survey
- **Tarrant County College**: 0% Entry Survey, <1% Exit Survey
- **Other**: <1% Entry Survey, <1% Exit Survey
- **I prefer not to respond**: <1% Entry Survey, <1% Exit Survey
Pre-College Questions

Entry Survey Only
During high school, which of the following courses did you take?

- **Physics**: 83% Not Offered, 13% Offered, 12% Taken
- **Chemistry**: 75% Not Offered, 22% Offered, 38% Taken
- **AB Calculus**: 53% Not Offered, 35% Offered, 21% Taken
- **BC Calculus**: 25% Not Offered, 36% Offered, 20% Taken
- **Java**: 95% Not Offered, 4% Offered, 1% Taken
- **Physics C**: 70% Not Offered, 70% Offered, 10% Taken
- **Python**: 64% Not Offered, 42% Offered, 14% Taken
- **Organic Chemistry**: 79% Not Offered, 18% Offered, 3% Taken
- **C++**: 85% Not Offered, 12% Offered, 3% Taken
Asked in Entry Survey to students who selected “Taken”
Responses: 1217

What courses have you accepted, or plan to accept, college credit for? (select all that apply)
Why did you choose to study Engineering? (select all that apply)
Why did you choose Texas A&M Engineering? (select all that apply)

- College Reputation: 19%
- Engineering Facilities: 15%
- College Ranking: 15%
- Access to Aggie Network: 14%
- Family, Friends, or Peer Influence: 12%
- Distance From Home: 12%
- Scholarships/Financial Situation: 8%
- ETAM Process: 4%
- Corps of Cadets/ROTC: 1%
- Other: <1%
Math Placement Exam & New Student Conference Questions

Entry Survey Only
Did you feel well-prepared to take the Math Placement Exam (MPE)?

- Yes: 75%
- No: 25%
Please explain why you did not feel prepared for the MPE.

Did not take or do not remember precalculus and algebra II in high school
• “I took algebra 2 sophomore year, so I did not remember a lot of the material that was on the test.”

Did not understand the importance of the test
• “I didn't prepare myself well enough.”
• “I didn’t thoroughly review for it, and I decided to wing it.”

Did not learn the material well due to the pandemic and virtual learning
• “COVID years were the second half of Algebra II and all of Precalculus, I didn’t know many fundamentals.”
• “Overall, I fell behind in math after COVID’s affect on learning from my sophomore year on.”
Asked in Entry Survey to students who selected “Yes”
Responses: 1062

What method of preparation did you utilize the most when studying for the MPE? (select all that apply)

- MPE practice tests: 48%
- Self teaching: 37%
- Precalculus Program (PPP) at Texas A&M: 6%
- Tutor: 2%
- Other: 1%
- I did not study: 6%
What method of preparation did you utilize the most when studying for the MPE? (select all that apply)

- MPE practice tests: 37%
- Self teaching: 27%
- Personalized Precalculus Program (PPP) at Texas A&M: 12%
- Tutor: 1%
- Other: 4%
- I did not study: 18%
Was the provided MPE information sufficient in preparing you for the exam?

88% Yes
12% No
Please specify what additional MPE information would have been helpful.

Practice Problems were Not Reflective of the Exam
- “It had more problems that were harder.”
- “The practice test on the MPE was radically different from the actual test.”

More information on Test Content
- “A comprehensive summary of tested MPE content.”
- “I think better organization of the material and provided videos could really help.”

More awareness of the implications of the MPE
- “I would have liked to know that taking MATH 150 would put me behind other students.”
Was the provided MPE information sufficient to communicate the importance of the MPE exam?

- Yes: 93%
- No: 7%
How did taking the MPE in an online format affect your performance?

- Positive effect: 21%
- Neutral effect: 8%
- Negative effect: 71%

As per the 2022-2023 First-Year Engineering Student Survey, responses indicated a majority of students experienced a negative effect due to the online format.
Asked in Entry Survey to students who answered “Negative Effect”
Responses: 75

Please elaborate why taking the MPE online had a negative impact on your performance.

Personal Preference for Paper Exams
- “I always perform better on paper.”
- “Reading stuff off of a screen is draining to me.”

Personal Device Difficulties
- “I was unable to view problems, potential answers, and my work on the same page.”
- “I had to worry about the technology aspect, such as making sure everything was working correctly with zoom, etc.”
- “I had internet struggles.”

Home Environment was Distracting
- “I was not in a sterilized testing environment like I was used to.”
What recommendations (regarding MPE preparation) do you have for prospective students who will be taking the MPE in Spring/Summer 2023?

Understand the importance
- “Prepare for it a bit and acknowledged the importance.”
- “Do not take it lightly.”

Start Preparing Early
- “Study at least an hour a day a week before the exam.”
- “Study for it even if you have taken Calculus or other higher level math classes.”

Use the provided resources
- “Do the practice tests over and over.”
- “Use the given practice exams. They definitely help to set your mind on what is required to succeed.”
For the Fall 2022 semester, were you able to register for at least one of each course that counts towards meeting ETAM requirements?

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>ENGR (102, 216, 217)</td>
<td>95%</td>
</tr>
<tr>
<td>MATH (150, 151, 152 etc.)</td>
<td>86%</td>
</tr>
<tr>
<td>CHEM (107, 117, 119, 120)</td>
<td>70%</td>
</tr>
<tr>
<td>CLEN 181</td>
<td>51%</td>
</tr>
<tr>
<td>PHYS (206, 207)</td>
<td>73%</td>
</tr>
</tbody>
</table>

- **Yes, I was satisfied with my registration**
- **Yes, but not my preferred section**
- **No**
- **N/A - not required for Fall 2022**
Please elaborate on the difficulties you faced with registering for your required courses.

Difficult to Organize Schedule
- “The later New Student Conferences had few if any choices on classes that they were able to register for…”
- “I had difficulties finding classes that didn't overlap and that were not already full.”

Could not register for CLEN 181
- “I was unable to get into CLEN 181, so I am in FYEX.”

Did not pass MPE
- “I made a 21 on my MPE so I could not sign up for Chemistry yet. I cannot sign up for Physics until after I have taken MATH 151 and CHEM.”
First Year Experience & Coursework Questions
Entry and Exit Surveys
How much prior programming experience do you have?

- None at All: 37%
- A Little: 31%
- A Moderate Amount: 23%
- A Lot: 9%
Asked in Entry Survey to students who have experience
Responses: 542

How did you gain your programming experience? (select all that apply)

- High School Classes: 35%
- Self Teaching: 22%
- High School Extracurriculars: 14%
- Online Courses: 11%
- Family/Friends: 6%
- Coding camps: 6%
- Job Experience: 2%
- College Prep Program: 2%
- Community/Junior College: 1%
- Other: 1%
How would you describe your comfort level with computer programming?

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Comfortable</td>
<td>Entry Survey: 15%</td>
</tr>
<tr>
<td></td>
<td>Exit Survey: 24%</td>
</tr>
<tr>
<td>Somewhat Comfortable</td>
<td>Entry Survey: 26%</td>
</tr>
<tr>
<td></td>
<td>Exit Survey: 52%</td>
</tr>
<tr>
<td>Neither Comfortable Nor</td>
<td>Entry Survey: 17%</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>Exit Survey: 11%</td>
</tr>
<tr>
<td>Somewhat Uncomfortable</td>
<td>Entry Survey: 20%</td>
</tr>
<tr>
<td></td>
<td>Exit Survey: 10%</td>
</tr>
<tr>
<td>Very Uncomfortable</td>
<td>Entry Survey: 23%</td>
</tr>
<tr>
<td></td>
<td>Exit Survey: 4%</td>
</tr>
</tbody>
</table>
What do you hope to gain from ENGR 102?
(select all that apply)

- Programming Techniques for Computer Programs: 21%
- Knowledge of Engineering Majors and Practice: 18%
- Programming Techniques for Other Engineering Applications: 18%
- Exposure to Engineering in the Workplace: 17%
- Project/Group Experience: 14%
- Cumulative Team Project Experience: 12%
- Other: 1%
Please indicate the extent to which you agree or disagree with obtaining the following skills in ENGR 102.
Asked in Exit Survey
Responses: 337

Please indicate the extent to which you agree or disagree with obtaining the following skills in ENGR 102. (continued)
Out of the general engineering courses you are registered for Fall 2022, select the course that you are most concerned/worried about.
Please elaborate on why you are concerned/worried about this course?

**CHEM 107/117 and CHEM 119/120**
- "Extremely fast paced."
- "I am worried because my high school is severely lacking in chemistry education."

**ENGR 102**
- "I am worried because I heard the exams are really difficult, even if you are comfortable enough in your programming skills."
- "I had no coding experience when I came to college."

**MATH 151**
- "I am worried about the coding aspect."
- "I am worried because exams are a major portion of my grade."
Out of the general engineering courses you took, how would you rate the level of challenge of the following classes?

- **CSCE 222**: 39% Very Easy, 29% Easy, 25% Neutral, 22% Challenging, 15% Very Challenging
- **MATH 152**: 20% Very Easy, 40% Easy, 50% Neutral, 29% Challenging, 14% Very Challenging
- **PHYS 206**: 17% Very Easy, 40% Easy, 50% Neutral, 29% Challenging, 12% Very Challenging
- **CHEM 107/117**: 3% Very Easy, 8% Easy, 14% Neutral, 33% Challenging, 12% Very Challenging
- **MATH 308**: 6% Very Easy, 7% Easy, 15% Neutral, 12% Challenging, 14% Very Challenging
- **PHYS 207**: 22% Very Easy, 10% Easy, 30% Neutral, 22% Challenging, 40% Very Challenging
- **ENGR 102**: 11% Very Easy, 12% Easy, 20% Neutral, 14% Challenging, 39% Very Challenging
- **CHEM 120**: 12% Very Easy, 19% Easy, 20% Neutral, 14% Challenging, 35% Very Challenging
- **MATH 304**: 20% Very Easy, 15% Easy, 35% Neutral, 20% Challenging, 10% Very Challenging
Out of the general engineering courses you took, how would you rate the level of challenge of the following classes? (continued)
Asked in Exit Survey to students who selected challenging
Responses: 183

Of courses selected as challenging or very challenging, please elaborate on your reasoning for any of your responses above.

MATH 152
• “This class gets into more complicated concepts from Calculus, which I have not used since high school.”

ENGR 102
• “The exams were very confusing and hard to study for. I feel that if the class became a project-based class, students would be more successful.”
• “This class was challenging because I was new to coding, so it took me a bit longer to understand the new concepts.”

CHEM 107
• “It was challenging because there are no common exams or any exams to help review, and instructors didn’t help much.”
Did you participate in undergraduate research during your first year in the College of Engineering? (select all that apply)

No: 94%
Yes, under direct guidance of a professor: 3%
Yes, other: 2%
Yes, AggiE_Challenge: 1%
Please elaborate on how you got involved in undergraduate research and what factors made this opportunity possible.

Reaching Out to Professor
• “I got involved with research simply by reaching out to a professor and expressing my interest. The willingness to try new things was what inevitably abled me to do undergraduate research.”

Improve Resume
• “I was motivated to do this because it will help my ETAM application.”
• “I plan on going to medical school, so I found it imperative that I find a research opportunity. I also personally enjoy doing research and ended up emailing professors whose projects seemed interesting.”
Resources & Organization Questions

Entry and Exit Surveys
What academic support services have you heard of?

<table>
<thead>
<tr>
<th>Service</th>
<th>I was not aware of this</th>
<th>I am aware of this, but have not used it</th>
<th>I have used this</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Navigate App</td>
<td>31%</td>
<td>46%</td>
<td>53%</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>17%</td>
<td>59%</td>
<td>15%</td>
</tr>
<tr>
<td>ZACH Study/Huddle Rooms</td>
<td>9%</td>
<td>67%</td>
<td>22%</td>
</tr>
<tr>
<td>Math help sessions &amp; week-in-review</td>
<td>2%</td>
<td>72%</td>
<td>18%</td>
</tr>
<tr>
<td>Professor office hours</td>
<td>6%</td>
<td>67%</td>
<td>15%</td>
</tr>
<tr>
<td>TA office hours</td>
<td>18%</td>
<td>67%</td>
<td>15%</td>
</tr>
<tr>
<td>ENGR 102/216/217 Peer Teacher office</td>
<td>15%</td>
<td>67%</td>
<td>15%</td>
</tr>
</tbody>
</table>
What academic support services have you heard of? (continued)

- Supplemental instruction sessions: 9% not aware, 54% aware but not used, 37% used
- Chem lab TA help desk: 8% not aware, 63% aware but not used, 29% used
- Peer tutoring: 7% not aware, 65% aware but not used, 27% used
- Student success workshops: 5% not aware, 61% aware but not used, 33% used
- Academic Coaching: 3% not aware, 63% aware but not used, 34% used
- CAPS in Zachry: 1% not aware, 71% aware but not used, 27% used
What academic support services have you heard of?

- **Academic Advising**: 85% aware, 14% not aware, 1% used
- **ZACH Study/Huddle Rooms**: 64% aware, 20% not aware, 1% used
- **Professor office hours**: 58% aware, 41% not aware, 10% used
- **The Navigate App**: 57% aware, 34% not aware, 7% used
- **Math help sessions & week-in-review sessions**: 52% aware, 41% not aware, 4% used
- **TA office hours**: 40% aware, 56% not aware, 4% used
- **Supplemental instruction sessions**: 33% aware, 45% not aware, 23% used
Asked in Exit Survey
Responses: 337

What academic support services have you heard of? (continued)

- ENGR 102/216/217 Peer Teacher office hours: 30%
- Chem lab TA help desk: 29%
- Peer tutoring: 20%
- Student success workshops: 28%
- Academic Coaching: 35%
- CAPS in Zachry: 25%

Percentage of Students:
- I was not aware of this: 57%
- I am aware of this, but have not used it: 55%
- I have used this: 14%
Asked in Exit Survey to students who have used
Responses: 1547
Of the resources and services that you have used, how often have you used them?

- **Academic Coaching**: 81% (15+ times), 67% (10-15 times), 67% (6-9 times), 63% (3-5 times), 55% (1-2 times)
- **Academic Advising**: 67% (15+ times), 30% (10-15 times), 30% (6-9 times), 36% (3-5 times), 26% (1-2 times)
- **CAPS in Zachry**: 67% (15+ times), 33% (10-15 times), 30% (6-9 times), 36% (3-5 times), 26% (1-2 times)
- **Student success workshops**: 63% (15+ times), 30% (10-15 times), 30% (6-9 times), 36% (3-5 times), 26% (1-2 times)
- **Chem lab TA help desk**: 55% (15+ times), 19% (10-15 times), 19% (6-9 times), 19% (3-5 times), 19% (1-2 times)
- **Peer tutoring**: 55% (15+ times), 19% (10-15 times), 19% (6-9 times), 19% (3-5 times), 19% (1-2 times)
- **ENGR 102/216/217 Peer Teacher office hours**: 51% (15+ times), 15% (10-15 times), 15% (6-9 times), 15% (3-5 times), 15% (1-2 times)
Of the resources and services that you have used, how often have you used them? (continued)

- **TA office hours**: 39% 15+ times, 31% 10-15 times, 17% 6-9 times, 4% 3-5 times, 3% 1-2 times
- **Professor office hours**: 38% 15+ times, 31% 10-15 times, 14% 6-9 times, 9% 3-5 times, 4% 1-2 times
- **Supplemental instruction sessions**: 29% 15+ times, 28% 10-15 times, 17% 6-9 times, 13% 3-5 times, 4% 1-2 times
- **The Navigate App**: 24% 15+ times, 35% 10-15 times, 19% 6-9 times, 15% 3-5 times, 8% 1-2 times
- **Math help sessions & week-in-review sessions**: 22% 15+ times, 27% 10-15 times, 19% 6-9 times, 17% 3-5 times, 15% 1-2 times
- **ZACH Study/Huddle Rooms**: 16% 15+ times, 25% 10-15 times, 17% 6-9 times, 19% 3-5 times, 28% 1-2 times
Asked in Entry Survey to students who have used
Responses: 2268

Of the academic support services that you have used, how well have they met your needs so far?

<table>
<thead>
<tr>
<th>Service</th>
<th>Not at all</th>
<th>Only slightly</th>
<th>Moderately</th>
<th>Well</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ZACH Study/Huddle Rooms</td>
<td>46%</td>
<td>35%</td>
<td>30%</td>
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<tr>
<td>Student success workshops</td>
<td>21%</td>
<td>19%</td>
<td>19%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>TA office hours</td>
<td>33%</td>
<td>23%</td>
<td>29%</td>
<td>44%</td>
<td>42%</td>
</tr>
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<td>Supplemental instruction sessions</td>
<td>35%</td>
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<td>39%</td>
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<td>Chem lab TA help desk</td>
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<td>50%</td>
<td>17%</td>
<td>8%</td>
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<tr>
<td>Academic Coaching</td>
<td>17%</td>
<td>21%</td>
<td>33%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Counseling and Psychological Services in Zachry</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
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</tbody>
</table>

Percentage of Students
Of the academic support services that you have used, how well have they met your needs so far?

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<td>60%</td>
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<td>11%</td>
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<td>60%</td>
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</tr>
<tr>
<td>Math help sessions &amp; week-in-review sessions</td>
<td>17%</td>
<td>47%</td>
<td>29%</td>
<td>60%</td>
<td>2%</td>
</tr>
<tr>
<td>Supplemental instruction sessions</td>
<td>26%</td>
<td>38%</td>
<td>27%</td>
<td>60%</td>
<td>2%</td>
</tr>
<tr>
<td>ENGR 102/216/217 Peer Teacher office hours</td>
<td>29%</td>
<td>37%</td>
<td>23%</td>
<td>60%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Of the academic support services that you have used, how well have they met your needs so far? (Continued)

- **Chem lab TA help desk**: 21% Not at all, 17% Only slightly, 17% Moderately, 16% Well, 6% Very well
- **The Navigate App**: 41% Not at all, 29% Only slightly, 32% Moderately, 32% Well, 4% Very well
- **Academic Advising**: 4% Not at all, 4% Only slightly, 27% Moderately, 35% Well, 6% Very well
- **Peer tutoring**: 3% Not at all, 13% Only slightly, 32% Moderately, 11% Well, 7% Very well
- **Student success workshops**: 7% Not at all, 7% Only slightly, 22% Moderately, 44% Well, 6% Very well
- **Academic Coaching**: 6% Not at all, 19% Only slightly, 56% Moderately, 13% Well, 6% Very well
What Texas A&M resources or programs are helping you adjust to the College of Engineering? (select all that apply)

- Professors: 24% Entry, 22% Exit
- ZACH Study Rooms: 20% Entry, 7% Exit
- Engineering Honors: 7% Entry, 8% Exit
- Student Organizations & Professional Societies: 6% Entry, 6% Exit
- Engineering Village @ The Commons: 7% Entry, 6% Exit
- FYEX 101: 7% Entry, 6% Exit
- Career Center: 7% Entry, 5% Exit
- Women in Engineering Program: 6% Entry, 5% Exit
- CLEN 181: 6% Entry, 4% Exit

Asked in Entry & Exit Survey
Responses: 1380/771
What Texas A&M resources or programs are helping you adjust to the College of Engineering? (select all that apply) (continued)

- CAPS in Zachry
- Access & Inclusion Program
- FGen Student Mentoring Program
- Pop-up Courses
- Engineering Entrepreneurship Program
- Halliburton Engineering Global Programs
- Engineering [X]
- Other
- N/A

Percentage of Students

<table>
<thead>
<tr>
<th>Resource</th>
<th>Entry Survey</th>
<th>Exit Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS in Zachry</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Access &amp; Inclusion Program</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>FGen Student Mentoring Program</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Pop-up Courses</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Entrepreneurship Program</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Halliburton Engineering Global Programs</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Engineering [X]</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>N/A</td>
<td>17%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Please elaborate on how the resources/programs/services that you selected are helping you adjust to the College of Engineering.

Supportive Professors
- "I found my professors wanting to help me when I reach out to them. They are nice and approachable and help me with my questions."

First-Year Experience Courses
- "The FYEX 101 course is showing me how I can better structure my work schedule and prepare for things like career fairs by making a better resume."

Sense of Belonging
- "The programs are helping me adjust by providing support and aid in the form of tutoring, individual help, and providing a sense of community and belonging."
- "I like talking to students that were once in the same place I am, and they have offered tips and encouragement."
How can Texas A&M resources or programs be improved to further help you adjust to the College of Engineering?

**Awareness**
- “I think the resources and programs are excellent, it just boils down to communication and how to share news and spread culture faster.”

**Resources for First-Year Success**
- “More supplemental instruction for coding/programming.”
- “Help teach students about time management.”

**Widespread Access**
- “Offer these resources at other [campuses] rather than College Station. I have gotten so many emails of the opportunities I have in College Station, yet in Galveston I have no access to them.”
Asked in Exit Survey
Responses: 39

Are you currently participating in the First Generation Engineering Mentoring Program (FGen)?

- Yes: 23%
- No: 77%
What impact has the First Generation Engineering Mentoring Program (FGen) had on your first-year experience in the College of Engineering?

- Positive effect: 7 students
- Neutral effect: 2 students
- Negative effect: 0 students
A Supportive Resource

• “It has given me a direct pipeline for the questions and concerns I may have regarding my major, classes, and even personal life.”

• “Having a peer mentor guide me and answer all of my questions was very effective. I wish the communication was a bit better. I feel like after winter break, coming into the spring semester, I hadn't heard from my mentor at all, so it kind of felt like I was back at square one. However, I am very grateful to have learned about all the resources so that I am able to help myself.”
How many student organizations are you currently involved in?

- **0**: 28% (Entry), 17% (Exit)
- **1**: 25% (Entry), 26% (Exit)
- **2**: 27% (Entry), 31% (Exit)
- **3**: 12% (Entry), 17% (Exit)
- **4+**: 6% (Entry), 10% (Exit)

*Asked in Entry and Exit Survey
Responses: 808/337*
Asked in Entry and Exit Survey to students who are involved
Responses: 1083/573

What type of student organizations are you involved in? (select all that apply)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Student Organization</td>
<td>20% (Entry), 19% (Exit)</td>
</tr>
<tr>
<td>Social Organization</td>
<td>17% (Entry), 14% (Exit)</td>
</tr>
<tr>
<td>FLO</td>
<td>10% (Entry), 10% (Exit)</td>
</tr>
<tr>
<td>Religious Organization</td>
<td>10% (Entry), 9% (Exit)</td>
</tr>
<tr>
<td>Professional Engineering Society</td>
<td>8% (Entry), 13% (Exit)</td>
</tr>
<tr>
<td>Athletic Organization</td>
<td>7% (Entry), 6% (Exit)</td>
</tr>
<tr>
<td>Living Learning Community</td>
<td>7% (Entry), 8% (Exit)</td>
</tr>
<tr>
<td>Leadership Organization</td>
<td>7% (Entry), 6% (Exit)</td>
</tr>
<tr>
<td>Honor Society</td>
<td>3% (Entry), 2% (Exit)</td>
</tr>
<tr>
<td>Greek Life</td>
<td>1% (Entry), 3% (Exit)</td>
</tr>
<tr>
<td>Other</td>
<td>10% (Entry), 10% (Exit)</td>
</tr>
</tbody>
</table>
Asked in Entry and Exit Survey to students who are involved in ESOs
Responses: 346/228

What Engineering Student Organizations or Professional Engineering Society are you involved with?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>80%</td>
</tr>
<tr>
<td>Social</td>
<td>13%</td>
</tr>
<tr>
<td>Service</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

Entry Survey
Exit Survey
Which of the following, if any, contributed to your lack of involvement in extra-curricular activities?

- Focused on Schoolwork: 41%
- Not Interested in any Organizations: 17%
- Have Not Received Sufficient Information: 15%
- Working Internship, Co-Op, Part or Full time: 7%
- Desired Organization is not at TAMU System Campus: 7%
- Not Accepted Into Desired Organizations: 4%
- Not Enough Organizations at TAMU System Campus: 3%
- Other: 6%
What might College of Engineering (i.e., engineering faculty, staff, program directors, academic advisors) have done better to enhance your success or ease the transition to Texas A&M?

**ENGR 102**
- “Have the material pertain to different disciplines of engineering and engineering interests instead of programming, would be more beneficial for ETAM.”
- “A weekly voluntary review session or SI sessions that covers basic or abstract concepts would help those with no prior coding experience.”

**Advising**
- “Academic advisors are not helpful with non-traditional degree plans or scheduling correct classes.”
- “The academic advising appointment scheduling information should be more readily accessible.”
- “There should be improvement on advisors helping to schedule courses for a student’s desired engineering major, so they are able to get ahead.”
What might College of Engineering (i.e., engineering faculty, staff, program directors, academic advisors) have done better to enhance your success or ease the transition to Texas A&M?

**CLEN/ENGR 181**
- “The mandatory introductory CLEN 181 class was **not helpful or informative**.”
- “The class added more stress, time commitments, and did not prove to be useful.”
- “ENGR 181 felt redundant with their continual stress of completing undergraduate research.”

**Organizations**
- “Organizations should be more advertised, so students know how to get involved on campus more.”
- “More organizations and resources should be provided to the **Galveston campus**.”
Engineering Development Questions

Exit Survey Only
Asked in Exit Survey
Responses: 686

Select all the events you attended in either Fall 2022 or Spring 2023 (select all that apply).

![Bar chart showing number of students attending different events]

- Industry Night: 321 students
- DI Saturday: 329 students
- Speaker Series: 36 students
Industry Nights helped me learn about opportunities in the field of engineering.
Industry Nights helped me understand how multiple engineering disciplines work together and collaborate within a single industry/company.
Industry Nights helped me decide to which department/major I want to apply.

- **Strongly Agree**: 11%
- **Agree**: 26%
- **Neither Agree nor Disagree**: 34%
- **Disagree**: 18%
- **Strongly Disagree**: 12%
Asked in Exit Survey to students who participated in Industry Night
Responses: 321

Industry Nights helped me learn about industry and what companies look for in intern/co-op candidates.

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>52%</td>
<td>17%</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>
Please provide any additional comments or suggestions regarding SEC Industry Nights.

Discussion of Real-World Engineering

• “Have the companies show what they do at the company and give actual insight into how their field works.”

• “I think the seminar would have been more beneficial if they spent more time talking about the engineering jobs themselves and what they look like.”

Wider Range of Industries

• “More diversity in companies.”

• “They never have diverse engineering majors only the main ones like chemical, mechanical, and AERO.”
SEC Speaker Series helped me learn about opportunities in the field of engineering.
SEC Speaker Series helped me understand how multiple engineering disciplines work together and collaborate within a single industry/company.
SEC Speaker Series helped me decide to which department/major I want to apply.

![Bar Chart showing the percentage of students who agreed with the statement. 39% neither agree nor disagree, 28% agree, 19% strongly agree, 8% disagree, 6% strongly disagree.]}
Asking in Exit Survey to students who participated in Speaker Series
Responses: 36

SEC Speaker Series helped me learn about industry and what companies look for in intern/co-op candidates.

19% Strongly Agree
50% Agree
19% Neither Agree nor Disagree
8% Disagree
3% Strongly Disagree

Percentage of Students
Which department/major presentations did you attend? (select all that apply)

<table>
<thead>
<tr>
<th>Department/Major</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>8%</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>8%</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>7%</td>
</tr>
<tr>
<td>Industrial &amp; Systems</td>
<td>7%</td>
</tr>
<tr>
<td>Materials Science and...</td>
<td>7%</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>6%</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>5%</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>5%</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>5%</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering...</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering...</td>
<td>4%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>4%</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Industrial Distribution</td>
<td>3%</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Manufacturing and Mechanical Engineering</td>
<td>2%</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering</td>
<td>2%</td>
</tr>
</tbody>
</table>
Before attending the SEC Department Information Saturday, had you already chosen the majors you would apply for?

- Yes: 77%
- No: 23%
Did the SEC Department Information Saturday change one or more of the majors you planned to apply for?

- Yes: 44%
- No: 56%
During the SEC Department Information Saturday, which group(s) would you have preferred to have heard from more? (select all that apply)

- Professionals from industry: 30%
- Current students in the program: 27%
- Professors: 19%
- Alumni: 16%
- Academic Advisors: 7%
- Other: <1%
Asked in Exit Survey to students who participated in DI Saturday
Responses: 35

Please provide any additional comments or suggestions regarding the Department Information Saturday.

Information from Students/Alumni

• "It would have been amazing to hear from alumni and see how their education from TAMU helped them and prepared them for the industry they work for."
• "I wish that each department included a panel from current/former students, since they would have relevant and recent advice regarding the major.”

Career Paths/Job Opportunities

• “It would have been nice to hear more about what specific job opportunities present themselves and how the specific degree might limit career options.”
• “Talk more about industry and what they actually do.”
Inclusion Questions
Entry and Exit Surveys
I feel a sense of belonging within the College of Engineering.

- Strongly Agree: Entry 16%, Exit 14%
- Agree: Entry 55%, Exit 50%
- Neither Agree nor Disagree: Entry 22%, Exit 23%
- Disagree: Entry 6%, Exit 10%
- Strongly Disagree: Entry 1%, Exit 5%
I am meeting as many people and making as many friends as I want in the College of Engineering at Texas A&M.

- **Strongly Agree**: 17%
- **Agree**: 43%
- **Neither Agree nor Disagree**: 23%
- **Disagree**: 14%
- **Strongly Disagree**: 3%

**Entry and Exit Survey Responses: 804/337**
I have a close friend or classmate whom I can turn to if I need support.

- **Strongly Agree**:
  - Entry: 35%
  - Exit: 34%
- **Agree**:
  - Entry: 43%
  - Exit: 47%
- **Neither Agree nor Disagree**:
  - Entry: 11%
  - Exit: 8%
- **Disagree**:
  - Entry: 8%
  - Exit: 8%
- **Strongly Disagree**:
  - Entry: 3%
  - Exit: 5%
If I have to miss class, I have someone who will share their notes with me.

- **Strongly Agree**: 26% (Entry), 22% (Exit)
- **Agree**: 51% (Entry), 49% (Exit)
- **Neither Agree nor Disagree**: 12% (Entry), 11% (Exit)
- **Disagree**: 7% (Entry), 12% (Exit)
- **Strongly Disagree**: 3% (Entry), 5% (Exit)
Asker in Entry and Exit Survey
Responses: 804/337

I feel comfortable approaching my professor(s) regarding the course or extra opportunities to learn.
I feel comfortable approaching my Peer Teachers/Teaching Assistants regarding help with course work.
My first year experience was a collaborative environment where my peers and I supported each other in our academic goals.
Choosing a Major Questions

Entry and Exit Surveys
Have you decided on an engineering discipline in which you would like to major?

- **Yes**: 87% (Exit Survey), 73% (Entry Survey)
- **Unsure**: 11% (Exit Survey), 21% (Entry Survey)
- **No**: 6% (Exit Survey), 2% (Entry Survey)
As of now, what is your First Choice Major?

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>MEEN</th>
<th>CPSC</th>
<th>AERO</th>
<th>BMEN</th>
<th>CPEN</th>
<th>CHEN</th>
<th>ELEN</th>
<th>CVEN</th>
<th>DIS</th>
<th>INEN</th>
<th>AREN</th>
<th>NUEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Survey</td>
<td>21%</td>
<td>21%</td>
<td>19%</td>
<td>17%</td>
<td>15%</td>
<td>12%</td>
<td>9%</td>
<td>6%</td>
<td>9%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>21%</td>
<td>21%</td>
<td>15%</td>
<td>8%</td>
<td>6%</td>
<td>5%</td>
<td>8%</td>
<td>5%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

As asked in Entry and Exit Survey to students who selected “Yes” or “Unsure”. Responses: 755/330
As of now, what is your First Choice Major? (continued)

Asked in Entry and Exit Survey to students who selected
“Yes” or “Unsure”
Responses: 755/330
As asked in Entry and Exit Survey to students who selected “Yes” or “Unsure”
Responses: 755/330

How certain are you of this decision?

![Percentage of Students: Very Certain: 68%, Somewhat Certain: 42%, Neither Certain nor Uncertain: 6%, Somewhat Uncertain: 2%, Very Uncertain: 1%]

Entry Survey
Exit Survey
Asked in Entry and Exit Survey to students who answered “Certain” Responses: 678/312

To your best memory, is this the same major you chose when you applied to Texas A&M?

<table>
<thead>
<tr>
<th></th>
<th>Entry Survey</th>
<th>Exit Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78%</td>
<td>69%</td>
</tr>
<tr>
<td>No</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Please describe what factors influenced your decision to change the Engineering Discipline you wanted to major in.

**Deeper Understanding of the Major**

- “Meeting practicing engineers and learning about what their work looks like allowed me to better understand my personal interests.”
- “DI Saturday, Industry Night, and Career Fair gave me a stronger understanding of each industry and helped me realize what I do and don’t like.”
- "I did not know that ITDE existed prior to DI Saturday."

**ENGR 102**

- "I initially wanted to go into computer science, but after taking ENGR 102 I realized that computer science is not hands-on enough for me.”
- “I really enjoyed the programming aspect of ENGR 102.”
Do you feel as if you have received sufficient information about the different engineering majors to make an informed decision regarding choosing your major?

- Yes: 65%
- No: 26%
- Neutral: 9%
Asked in Exit Survey to students that selected “No”
Responses: 26

Please elaborate on what information that you did not receive that would help with choosing an engineering major.

Career Prospects
- “Experiences from people who work industry on what they actually do with their degree, and more information about what kinds of jobs different majors can get.”
- “I wish we would have gotten more specific, real-life examples of what we would be able to do/pursue with a degree in each type of engineering.”
- “I don’t know enough about the actual job opportunities within each major.”

Student Perspectives/ Coursework
- “More information on the classes required and a chance to talk with current students.”
- “Examples of coursework and material taught in each major to gauge whether it would be something we would be interested in.”
During your first year at Texas A&M, what is/was the most helpful source of information to aid you in making an informed decision about your major?

- DI Saturday: 27%
- Personal Research: 20%
- Other Students: 15%
- Family/Friends: 12%
- Organizations: 4%
- Professors: 4%
- Academic Advisors: 4%
- SEC Industry Night Seminars: 3%
- Departmental Videos: 2%
- CLEN 181: 2%
- Departmental Info Sessions: 0%
- None: 4%
- Other: 3%

*Asked in Exit Survey  
Responses: 337*
Did you attend any of the following SEC Engineering Career Fairs?

- Fall 2022: 20%
- Fall 2022 and Spring 2023: 14%
- Spring 2023: 13%
- Neither: 52%
Asked in Exit Survey to students that did not attend the Career Fair
Responses: 310

Why did you not attend either the Fall 2022 nor Spring 2023 SEC Engineering Career Fairs? (select all that apply)

- Class Conflict: 22%
- Intimidated by Career Fair: 21%
- Not looking for a job: 19%
- Was unaware of Career Fair: 9%
- Didn't know Freshman could attend: 8%
- Not at the College Station campus: 5%
- Already have a job secured: 4%
- Work Conflict: 4%
- Attended another Career Fair: 3%
- Other: 6%
Why did you not attend either the Fall 2022 nor Spring 2023 SEC Engineering Career Fairs?

Worries about attire or feeling unprepared
• “No professional clothes”
• “No resume”
• “As a freshman I wouldn’t really know what to do since I have no course work or resume”

Misunderstanding about freshman opportunities
• “Was told freshman get turned down”
• “Had the understanding Freshman would not be accepted/looked at.”
When planning for Summer 2023, which of the following have you actively tried to secure? (select all that apply)

- Classes: 25%
- Non-Engineering Job/Internship: 16%
- Unpaid Engineering Internship: 10%
- Service/ Volunteer Work: 9%
- Research: 8%
- Paid Engineering Internship: 2%
- Halliburton Global Programs: 1%
- None: 7%
- Other: 2%
Asked in Exit Survey to students who selected each option
Responses: 384

Which of the following summer plans have you successfully secured? (select all that apply)

- Have Not Secured Anything Yet: 47%
- Classes: 15%
- Non-Engineering Related Job: 11%
- Paid Engineering Internship: 8%
- Service/Volunteer Work: 7%
- Research: 3%
- Halliburton Global Programs: 2%
- Unpaid Engineering Internship: 1%
- None: 5%
- Other: 1%
How did you obtain your Summer 2023 engineering internship?

- Family/Friends: 13
- Online Research: 7
- SEC Engineering Career Fair: 3
- Texas A&M Career Center: 0
- Other Texas A&M Career Fair: 0
- Other: 9

Responses: 32
Final Questions
Entry and Exit Surveys
How likely would you be to recommend Texas A&M Engineering to a prospective student?

![Bar chart showing the responses]

Percentage of Students

- 22% would highly recommend
- 18% would recommend
- 18% would moderately recommend
- 10% would somewhat recommend
- 9% would slightly recommend
- 7% would not recommend
- 6% would definitely not recommend
- 5% would strongly not recommend
- 4% would mildly not recommend
- 3% would strongly not recommend
- 2% would definitely not recommend
- 1% would not recommend
Are you continuing in Texas A&M Engineering in the Fall 2023 semester?

- Yes: 98%
- No: 2%
Please elaborate on anything we didn't ask you that could assist in enhancing the first-year experience.

**ENGR 102/MATH 151**

- "More assistance with the Math 151 labs and more resources to help with studying for ENGR 102 exams since they are such a big portion of our grade."
- "It's really hard on all freshmen with no calculus or programming experience, and they should have more options to get help."

**ETAM**

- "More information on ETAM and being able to get in contact with engineers in specific majors."
- "I wish there was an option to apply for ETAM for students who are already fully dedicated to learning a specific field like me."
Please elaborate on anything we didn't ask you that could assist in enhancing the first-year experience. (continued)

**Mental health**

- "...I would like to see **more availability for CAPS appointments** and workshops for mental health among engineers."
- "...the college of engineering should **advertise their mental health resources** because I had no idea that engineering had those."

**Galveston**

- "...**review sessions on campus or online**... Academy students would like more organizations from Texas A&M to participate in academy students."
- "...**review sessions that are along the lines of those that are in College Station**."
Any additional suggestions regarding the first-year engineering program at Texas A&M?

**ENGR 102/PHYS 216**
- "More help for Engr 102 and coding classes."
- "Let students get more experience with things the different majors do."

**ETAM**
- "Push ETAM more throughout the Academic year, but especially in the Spring Semester. ETAM was not mentioned until after Spring Break."
- "I understand the competitive nature of some majors requires this ETAM process, but maybe its worth exploring an alternative path for students who can confidently say their desire major."
Any additional comments regarding the first-year program at Texas A&M?

**Overall Good Experience**
- "It was a very good experience and I hope to grow with what I've learned."
- "Overall, I had a really enjoyable experience in the first-year engineering program. The classrooms in the Zachry are really amazing."

**Difficulty With Coursework**
- "The students feel the weed-out nature of some of the classes, which can turn them off towards a lot of the knowledge we could or should be learning in those classes."
- "I strongly dislike the ETAM process, it just adds additional stress since I am quite certain which engineering discipline I'm passionate about."
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FIRST-YEAR STUDENT ENTRY/EXIT SURVEY

sec.tamu.edu
legislation@sec.tamu.edu