ENGINEERING STUDENT SURVEY

Results Presentation
February 4, 2021
Survey Executive Summary

Mission
A primary mission of the Student Engineers’ Council is to serve as the 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
In addition to new survey sections and general restructuring, all sections were shortened significantly to promote a greater response rate while maintaining the insights of the survey.
Survey Question Breakdown

Introduction/Demographic Questions – 10
Undergraduate Student Questions – 11
ETAM Questions – 3
Graduate Student Questions – 4
Post-Graduation Questions – 13
Engineering Student Organization Questions – 3
International Experience Questions – 7
COVID-19 Questions – 5
Diversity & Inclusion Questions – 10
Career Fair Questions – 8
Survey Response Summary

6-Week Survey Period
November 1, 2020 – December 9, 2020

3,116 Total Respondents
~15% of Engineering Student Body
(84% from Undergraduate Students + 16% from Graduate Students)
Special Thanks

Dr. Andrea Ogilvie, Assistant Dean for Student Success
Dr. Karan Watson, Inst. for Engineering Education Innovation
Dr. Tracy Hammond, IEEI
Kiersten Potter, SEC President
Kade Flitton, SEC VP Internal
Introduction/Demographic Questions

Asked to all students
Responses: 2991

Sex/Gender:

- Male: 66%
- Female: 32%
- Prefer not to answer: 1%
Check all that apply: Race/Ethnic Identification

<table>
<thead>
<tr>
<th>Race/Ethnic Identification</th>
<th>ESS Results</th>
<th>TAMU Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>51%</td>
<td>54%</td>
</tr>
<tr>
<td>Asian</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td>Latina/o or Hispanic</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Not listed</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>3%</td>
<td>3%</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."
Responses: 2990

Are you the first member of your family to study/have a career in engineering?

- Yes: 47%
- No: 53%
Responses: 2990

Are you an international student?

- Yes: 13%
- No: 87%
Responses: 2990

Which of the following most accurately represents your class at Texas A&M University?

- 1st Year Undergraduate: 27%
- 2nd Year Undergraduate: 19%
- 3rd Year Undergraduate: 18%
- 4th Year Undergraduate: 14%
- Undergraduate student of 4+ years: 5%
- Master's student: 8%
- PhD student: 8%
- Other: <1%
At which campus do you take the majority of your courses?

- College Station: 93%
- Galveston: 2%
- Blinn - Bryan: 1%
- Distance Learning Graduate: 1%
- Houston Community College: 1%
- Blinn - Brenham: <1%
- McAllen: <1%
- Austin Community College: <1%
- Dallas County Community College District: <1%
- Texas Southmost College: <1%
- Alamo Colleges District: <1%
- Midland College: <1%
- Qatar: <1%
Responses: 2490

What is your major?

- General Engineering: 21%
- Mechanical Engineering: 14%
- Chemical Engineering: 7%
- Civil Engineering: 7%
- Electrical Engineering: 7%
- Aerospace Engineering: 7%
- Computer Science: 7%
- Computer Engineering: 5%
- Biomedical Engineering: 4%
- Petroleum Engineering: 3%
- MMET: 2%
- Material Science & Engineering: 2%
- ESET: 2%
- Nuclear Engineering: 1%
- Architectural Engineering: 1%
- Ocean Engineering: 1%
- Interdisciplinary Engineering: <1%
- Environmental Engineering: <1%
- Health Physics: <1%
Responses: 4386

Check all that apply: How would you prefer to receive information about events happening around the College of Engineering?
Responses: 46

Open-Ended: How would you prefer to receive information about events happening around the College of Engineering? – Other

Number of Students

- Text: 14
- Social Media: 10
- Mobile App: 8
- Misc.: 14
Undergraduate Student Questions

Asked to undergraduate students only
Please indicate the effect that each of the following College of Engineering attributes has on your undergraduate student experience.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Positive Effect</th>
<th>Neutral</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities &amp; Infrastructure</td>
<td>67%</td>
<td>28%</td>
<td>5%</td>
</tr>
<tr>
<td>Quality of Professors</td>
<td>61%</td>
<td>29%</td>
<td>10%</td>
</tr>
<tr>
<td>Collaborative Environment</td>
<td>55%</td>
<td>36%</td>
<td>8%</td>
</tr>
<tr>
<td>Quality of TAs</td>
<td>52%</td>
<td>39%</td>
<td>8%</td>
</tr>
<tr>
<td>Class Size</td>
<td>41%</td>
<td>48%</td>
<td>11%</td>
</tr>
<tr>
<td>Emphasis on Exams</td>
<td>17%</td>
<td>44%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Open-Ended: Please indicate the effect that each of the following College of Engineering attributes has on your undergraduate student experience.

Facilities & Infrastructure
- "Most of the facilities are well-suited learning environments.”
- “It's hard to collaborate and use the facilities when Zach is essentially closed.”

Quality of Professors
- “Professors are generally helpful and look into the students’ best interests when teaching material.”
- “There is no consistency in the professors. Quality [...] is great or awful and I know most people would also say the same. A class grade should not solely depend on the professor.”
Collaborative Environment

- "A&M has a highly collaborative environment if you are lucky enough to be in an engineering major and class that is able to have extroverted individuals."
- "Neither me or any of the students were assigned to groups. Collaboration between students and learning how to work as a team should be encouraged."

Quality of TAs

- "My personal experience with TAs has been nothing but amazing but I do know people who would not say the same."
- "I feel like in some of my classes I’ve had really great TAs that care you learn the material and others that don’t care to be there and it shows."
Responses: 2430

Open-Ended: Please indicate the effect that each of the following College of Engineering attributes has on your undergraduate student experience.

Class Size
• "I have small class sizes and that means we all are pretty close and work nicely together. Really a plus.”
• “The class sizes can sometimes be way too big. Some classes having 100+ students naturally has a way of drowning out a lot of voices.”

Emphasis on Exams
• “I feel like exams are not a good representation of your learning anymore. Projects are a much better way of learning and showing your growth (if done right).”
• “I had multiple classes where 45% of my final grade was from one test. That doesn't make sense or show mastery of skill.”
First-Year Coursework Questions

Asked to undergraduate students beyond their first year
Asked to undergraduate students beyond their first year
Responses: 1345

Please indicate how well ENGR 102 coursework adequately prepared you for your upper-level engineering coursework.

<table>
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<tr>
<th>Percentage of Students</th>
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<th>5%</th>
<th>10%</th>
<th>15%</th>
<th>20%</th>
<th>25%</th>
<th>30%</th>
<th>35%</th>
<th>40%</th>
<th>45%</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14%</td>
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<td></td>
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<tr>
<td>Agree</td>
<td>39%</td>
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<td></td>
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<td>Neutral</td>
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<tr>
<td>Disagree</td>
<td>16%</td>
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<tr>
<td>Strongly Disagree</td>
<td>12%</td>
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</table>
As asked to undergraduate students beyond their first year
Responses: 161

Open-Ended: Explain your reasoning for how adequately the ENGR 102 coursework prepared you for your upper-level coursework.

Aided in Upper-Level Classes
• “I have used the coding skills I learned in 102 every single semester since I took the class. Learning python has been a very useful and practical skill, thanks to 102 I have done very well on coding assignments in upper-level classes.”

Real World Applications
• "ENGR 102 was useful in that it teaches Python which is a widely used programming language that is useful for tons of applications in the working world.”

Teamwork
• “ENGR 102 helped me practice working with other people and solve tasks that are relevant to my major.”
Please indicate how well ENGR 216 coursework adequately prepared you for your upper-level engineering coursework.

- Strongly Agree: 7%
- Agree: 28%
- Neutral: 27%
- Disagree: 23%
- Strongly Disagree: 15%
Open-Ended: Explain your reasoning for how adequately the ENGR 216 coursework prepared you for your upper-level coursework.

Physics & Statistics Concepts
• “ENGR 216 gave me a deeper understanding of physics and statistics.”

Virtual Format Lab Issue
• “Taking ENGR 216 online didn’t really give all of the information or steps to take the data given and allow me to figure out how to calculate the results on my own successfully.”

Lecture Format Issue
• “The lecture format for ENGR 216 is simply reading information off of a screen which is not how I learn.”
Asked to undergraduate students beyond their first year
Responses: 999

Please indicate how well ENGR 217 coursework adequately prepared you for your upper-level engineering coursework.
Asked to undergraduate students beyond their first year
Responses: 163

Open-Ended: Explain your reasoning for how adequately the ENGR 217 coursework prepared you for your upper-level coursework.

Hands on Learning
• “Data collection, analysis, and the lab write-ups were super practical and had a helpful hands-on learning method.”

Surface Level Information
• “The lectures in ENGR 217 felt extremely rushed, and I don’t feel like I took much away from it other than vague, surface level facts.”
Open-Ended: Explain your reasoning for how adequately the First-Year engineering coursework prepared you in general.

Helpful Professors
• “The professors were helpful on trying to help me understand what is being taught to ensure an easier learning time in the next class.”

Diversified Skills
• “The technical thought process will definitely help and the coding experience diversifies my skills.”
Academic Support Questions

Asked to undergraduate students
Have you used the following Academic Enrichment Programs?

- Career Center: 26% No, and I was not aware of this, 24% No, but I am aware of this, 55% Yes
- Engineering Honors: 9% No, and I was not aware of this, 24% No, but I am aware of this, 67% Yes
- Engineering Village: 19% No, and I was not aware of this, 31% No, but I am aware of this, 50% Yes
- FEDC: 19% No, and I was not aware of this, 42% No, but I am aware of this, 39% Yes
- Women in Engineering Program: 16% No, and I was not aware of this, 20% No, but I am aware of this, 64% Yes
- Undergraduate Research: 14% No, and I was not aware of this, 16% No, but I am aware of this, 70% Yes
- FEDC Pop-Up Courses: 12% No, and I was not aware of this, 29% No, but I am aware of this, 59% Yes
- Engineering [X] Program: 10% No, and I was not aware of this, 48% No, but I am aware of this, 42% Yes
Responses: 2367

Have you used the following Academic Enrichment Programs?

- Halliburton Engineering Global Programs: 26%
- Aggies Invent: 23%
- 1st-Gen Engineering Student Mentoring Program: 47%
- Access & Inclusion Program: 47%
- AggiE_Challenge: 52%
- Fast Track Master's: 42%
- Engineering Entrepreneurship Program: 35%
- Zachry Leadership Program (ZLP): 35%
- TAMU I-Corps Site: 67%

- No, and I was not aware of this
- No, but I am aware of this
- Yes
Open-Ended: If you have any comments regarding the Academic Enrichment Programs above, please provide those here.
Select all of the following Academic Support Services that you have utilized.

- Peer Tutoring: 10%
- Outside Tutoring Services: 7%
- SI Sessions: 16%
- Professor Office Hours: 24%
- TA Office Hours: 19%
- ENGR 102/216/217 or ENGR 111/112 Peer Teacher Office Hours: 9%
- Academic Coaching from Academic Success Center: 2%
- Student Success Workshops from Academic Success Center: 2%
- Chegg Study*: 11%

Responses: 6961
Responses: 6789

How helpful are the following Academic Support Services in helping you succeed academically?

- Chegg Study: 3.59% Very unhelpful, 7.16% Unhelpful, 8.10% Neither, 8.85% Helpful, 7.75% Very helpful
- Outside Tutoring Services: 38.25% Very unhelpful, 39.56% Unhelpful, 61.13% Neither, 61.37% Helpful, 55.08% Very helpful
- SI Sessions: 57.77% Very unhelpful, 49.70% Unhelpful, 37.89% Neither, 37.53% Helpful, 33.03% Very helpful
- Professor Office Hours: 8.10% Very unhelpful, 8.85% Unhelpful, 7.75% Neither, 10.09% Helpful, 3.09% Very helpful
- TA Office Hours: 43.70% Very unhelpful, 53.77% Unhelpful, 33.03% Neither, 50.00% Helpful, 15.49% Very helpful
- Peer Tutoring from COE and Academic Success Center: 3.59% Very unhelpful, 8.85% Unhelpful, 7.75% Neither, 38.25% Helpful, 43.70% Very helpful
- Student Success Workshops from Academic Success Center: 4.11% Very unhelpful, 51.13% Unhelpful, 51.37% Neither, 55.59% Helpful, 13.87% Very helpful
- ENGR 102/216/217 Peer Teacher Office Hours: 7.16% Very unhelpful, 26.89% Unhelpful, 26.54% Neither, 26.54% Helpful, 15.49% Very helpful
- Academic Coaching from Academic Success Center: 0% Very unhelpful, 25% Unhelpful, 25% Neither, 20% Helpful, 25% Very helpful
Responses: 310

Open-Ended: What additional Academic Support Services and resources would be helpful in you succeeding academically?

Aid for Upper-Level Courses
• “I would like to see more aid for upper-level courses. But none are really offered for my major. Maybe like basic general tutoring”

Approved Alternatives to 3rd Party Websites such as Chegg Study
• “I am glad to say that I have reached the point in which Chegg is no longer a useful source of information regarding my studies. I understand the dislike with students using this tool as it undermines the studying process in several courses however I would like to point out in particular that it is one of the only tools that allows for a clearer understanding of some of the abstract ideas asked in HW assignments in particular those asked in courses such as Fluids dynamics, physics E&M, and such where the particular abstract idea might not be clearly conveyed during lectures or upon asking for help from the TA or Professor.”
Responses: 2301

Y/N: When registering for the Fall 2020 semester, were you able to register for all of the courses you needed?

- Yes: 88%
- No: 12%

Open-Ended: Top courses students could not register for:

1. ENGL 210 (11)
2. ENGL 104 (8)
3. ENGR 482 (5)
4. ENGR 216 (4)
5. ENGR 217 (4)
Entry-to-a-Major Questions

Asked to second-year undergraduate students
Responses: 510 (Prev. Year: 1485)

I receive(d) sufficient information about the different majors to make an informed decision about my major.
During your first year at Texas A&M University, what is/was the most helpful source of information when applying to your major?

- DJ Saturday: 19%
- Other Students: 18%
- Family/friends: 15%
- Department Videos: 14%
- Department Info Sessions: 9%
- Academic Advisors: 8%
- Professors: 4%
- Organizations: 3%
- SEC Industry Night: 2%
- Other: 9%
To your memory, when undergoing the ETAM process, was your first-choice major the same major you chose when you applied to TAMU?

- Yes
- No
- I do not remember what major I chose when I applied to the university.

Responses: 510

62% Yes
34% No
4% I do not remember what major I chose when I applied to the university.
Graduate Student Questions

Asked to Master’s & PhD students
Responses: 472

What department are you in?

<table>
<thead>
<tr>
<th>Department</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>16%</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>13%</td>
</tr>
<tr>
<td>Industrial &amp; Systems Engineering</td>
<td>13%</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>11%</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>10%</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td>6%</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>6%</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>5%</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>4%</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>4%</td>
</tr>
<tr>
<td>Multidisciplinary Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Biological &amp; Agricultural Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Ocean Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>2%</td>
</tr>
<tr>
<td>Engineering Technology &amp; Industrial Distribution</td>
<td>2%</td>
</tr>
</tbody>
</table>
Responses: 461

I have a positive relationship with:

- **My Advisor(s):**
  - Agree: 74%
  - Neutral: 23%
  - Disagree: 3%

- **Professors and Other Faculty:**
  - Agree: 73%
  - Neutral: 25%
  - Disagree: 2%

- **Other Graduate Students:**
  - Agree: 72%
  - Neutral: 27%
  - Disagree: 1%
Responses: 461

Please rate the extent to which the following resources are available to you as a Graduate Student.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Sufficient Availability</th>
<th>Some Availability</th>
<th>Insufficient Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Opportunities</td>
<td>67%</td>
<td>28%</td>
<td>6%</td>
</tr>
<tr>
<td>Lab/Office Space</td>
<td>56%</td>
<td>32%</td>
<td>12%</td>
</tr>
<tr>
<td>Course Availability</td>
<td>49%</td>
<td>38%</td>
<td>13%</td>
</tr>
<tr>
<td>Professional Development Opportunities</td>
<td>45%</td>
<td>42%</td>
<td>14%</td>
</tr>
<tr>
<td>Financial Support</td>
<td>41%</td>
<td>36%</td>
<td>22%</td>
</tr>
<tr>
<td>Professional Collaboration with Other Graduate Students</td>
<td>40%</td>
<td>46%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Responses: 63

Open-Ended: Please provide any additional feedback you may have on the availability of resources to you as a Graduate Student.

Lack of Financial Support or Funding
• “More financial support to be given to every Master's student who is pursuing research.”

Unfavored Virtual Format
• “As a new student it has been extremely difficult to build any sort of relationship with my advisor/professors/other graduate students with everything being conducted online.”

Lack of Resources and Classes Offered
• "The one resource I wish graduate students had access to would be a workshop/maker space such as the EDC”
• “It would be helpful for planning purposes to post the likely semesters at which courses are taught. “
Post-Graduation & Career Questions

Asked to graduating students
Have you completed an internship or co-op?

- Yes: 30%
- No: 70%

Responses: 359
Check all that apply: Classify your internship/co-op experience(s).
When was your first internship/co-op experience?
As an Engineering Student who has completed an internship/co-op experience(s),

Check all that apply: How did you obtain your internship/co-op experience(s)?

- 33% Friends/family
- 32% SEC Engineering Career Fair
- 26% Online research
- 9% Career Center
- 8% Student orgs.
- 7% Other career fair
- 4% Professors
- 11% Elsewhere
Have you completed an internship/co-op experience outside of Texas? The United States?

- Outside of Texas?
  - Yes: 26%
  - No: 74%

- Outside of the U.S.?
  - Yes: 6%
  - No: 94%

Responses: 251
Which one of the following will you pursue after you graduate?

- Engineering Job: 76%
- Engineering Grad School: 13%
- Non-Engineering Job: 5%
- Non-Engineering Grad School: 5%
- Military: <1%
- Other (Please specify): 1%
Check all that apply: How did you obtain your full-time job opportunity?

- No Offer: 51%
- After Internship: 26%
- SEC ENGR Career Fair: 13%
- Online research: 11%
- Friends/Family: 5%
- Texas A&M Career Center: 4%
- Other career Fair: 4%
- Student Organizations: 1%
- Professors: 1%
- Elsewhere: 3%
Is your full-time job opportunity outside of Texas? The United States?

- Yes: 32%
- No: 68%

- Outside of Texas: 68%
- Outside of the United States: 6%
What kind of graduate school are you pursuing after you graduate?

Responses: 20

- Business: 40%
- Medical: 20%
- Law: 15%
- Other: 25%
Engineering Student Organization Questions

Asked to all students
Responses: 3116

Check all that apply: What Engineering Student Organizations and/or societies are you currently involved in?
Asked to students involved in 1 or more ESO
Responses: 1475

Why did you become involved in your student organization(s)?
(Select all that apply).

- Growing professionally: 81%
- Meeting peers: 78%
- Learning more about industry: 73%
- Professional Contacts: 54%
- Opportunity to join projects: 40%
- Making a difference: 35%
- Other: 14%
Asked to all student involved in 1 or more ESO
Responses: 206

Open-Ended: Why did you become involved in your student organization(s)? (Select all that apply).

Personal Development
• “Applicable life skills including time management, leadership, public speaking, event planning, and communication skills.”

Not in a Student Org
• “I plan to join groups, however the pandemic has disrupted many of my plans for the current and upcoming semester.”
• “I have not involved myself in these organizations due to remote learning.”
Did you attend the Engineering Student Organization (ESO) Open House this semester on Wednesday, August 26th?

**2019**
- Yes: 7%
- No: 93%

**2020**
- Yes: 6%
- No: 94%

Responses: 2720
International Experiences Questions

Asked to all students
How many learning experiences have you had outside the U.S. while in college?

- 59% have had none.
- 8% have had one experience.
- 2% have had two experiences.
- 2% have had three experiences.
- 2% have had four or more experiences.

None yet, but I plan to have at least one experience.
What was the average length of your learning experience(s) abroad?

Responses: 326

- Short (1 - 2 weeks): 28%
- Medium (3 - 6 weeks): 35%
- Long (8+ weeks): 37%
What did you learn during your international learning experience and how will it make you a better engineer?
Fall 2020 Engineering Student Survey

Responses: 326

Why did you choose to participate in international learning experience(s)?

- Interesting location: 62%
- Personal development: 59%
- Lifetime opportunity to...: 54%
- Relevant to my major: 52%
- Developing global...: 45%
- Professional skills...: 39%
- Traveling with friends: 33%
- Unique technical visits not...: 25%
- Traveling with a faculty...: 21%
- Other: 10%
Fall 2020 Engineering Student Survey

Asked to students who have completed 1 or more experiences abroad
Responses: 32

Open-Ended: Why did you choose to participate in international learning experience(s)?

Personal Connection

• "I’m originally from a foreign country where I graduated a university."
• "I was a TA because the program was in my country of origin."

Academic

• "To meet the ENGR[x] requirement."
What aspects of an international learning experience would make you want to participate in it?

- Interesting location: 19%
- Relevant to my major: 19%
- Personal development: 18%
- Professional skills: 16%
- Lifetime opportunity: 15%
- Developing global perspective: 13%
- Traveling with friends: 13%
- Unique technical visits: 10%
- Traveling with a faculty member: 5%
- Other (please specify): 1%
Check all that apply: Why did you choose not to participate in international learning experience(s)?

- High cost: 40%
- Did not fit into my degree: 24%
- Would delay my graduation: 20%
- Did not see the value for: 15%
- Other (please specify): 13%
- Would conflict with another: 9%
- Difficulty learning another: 4%
- Have wanted to, but did: 1%
Responses: 272

Factors for students who selected “other” as a reason to not participate in international learning experiences.

- COVID-19: 26%
- No desire: 13%
- First year student: 7%
- International student already: 6%
- Immigration restrictions: 5%
- Unaware of opportunities: 4%
If there are any courses you think could work well as a study-abroad opportunity, please provide those below. (optional)
COVID-19 Questions

Asked to all students
Responses: 2693

Please indicate your choice in completing coursework this semester.

- Attending all classes remotely while staying in College Station: 44%
- Attending some available classes in-person: 26%
- Attending any available classes in-person: 16%
- Attending all classes remotely while not in College Station: 14%
What effect, if any, did your chosen course delivery method have on your ability to reach your academic potential this semester?

Attending all classes remotely while staying in College Station

- **Strong Positive Effect**: 6%
- **Positive Effect**: 18%
- **No Effect**: 19%
- **Negative Effect**: 38%
- **Strong Negative Effect**: 19%
Asking those attending some available classes in-person
Responses: 696

What effect, if any, did your chosen course delivery method have on your ability to reach your academic potential this semester?

Percentage of Students

- **Strong Positive Effect**: 5%
- **Positive Effect**: 32%
- **No Effect**: 23%
- **Negative Effect**: 32%
- **Strong Negative Effect**: 8%
What effect, if any, did your chosen course delivery method have on your ability to reach your academic potential this semester?
Asked to those attending class remotely while not in C.S.
Responses: 379

What effect, if any, did your chosen course delivery method have on your ability to reach your academic potential this semester?

**Attending all classes remotely while not in College Station**

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>35%</th>
<th>30%</th>
<th>25%</th>
<th>20%</th>
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<td>Strong Positive Effect</td>
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<td>13%</td>
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</tbody>
</table>
Responses: 6000

Which of the following challenges to your semester have been made more significant by COVID-19?

- Personal stress/anxiety: 34%
- Work load: 26%
- Technical difficulties: 25%
- Financial difficulties: 9%
- Not listed - Please specify: 6%
Responses: 339

Responses for those who selected “Not Listed” to the challenges of COVID-19.
Responses: 5463

Which of the following have been conducive to your academic success in this semester's format?

- Synchronous Lectures: 26%
- Asynchronous Lectures: 21%
- Office Hours: 19%
- Labs: 12%
- Advising: 11%
- Academic Support: 9%
- Not listed - Please specify: 3%
Responses: 164

Responses for those who selected “Not Listed” to things that were conducive to academic success.
Please provide feedback on any new policies or resources this semester that would continue to benefit the college after COVID-19 if kept in place.

**Recorded Lecture**
- “Recorded lectures are useful if you want to go back to a particular concept covered in lecture. Posting of notes and other resources in their entirety is extremely helpful for reference purposes.”

**Advising**
- “Remote advising is great because I don’t have to worry about how I am going to route my day around campus.”

**Health**
- “I am a huge fan of the numerous hand sanitizer stations, and I think those could continue to be stocked after COVID-19.”
Diversity & Inclusion Questions

Asked to all students
Responses: 2690

I feel welcome in the College of Engineering.

Percentage of Students

- Strongly agree: 38%
- Agree: 42%
- Neutral: 16%
- Disagree: 3%
- Strongly disagree: 1%
I feel welcome in the College of Engineering.

Responses: 2690
The College of Engineering promotes a diverse engineering student body.
The College of Engineering values diversity by having a diverse engineering faculty.

Responses: 2690
Responses: 2690

The College of Engineering values intellectual diversity and thought.

![Bar chart showing responses to the statement: The College of Engineering values intellectual diversity and thought.](chart.png)
Have you experienced discrimination in the College of Engineering?

**Total Population**
- Yes: 8%
- No: 92%

**Answered by a Gender Minority**
- Yes: 15%
- No: 85%

**Answered by a Racial or Ethnic Minority**
- Yes: 10%
- No: 90%
Asked to students who have experienced discrimination
Responses: 302

Check all that apply: Which of the following groups have discriminated against you?

Percentage of Students

- Other student(s): 56%
- Professor(s): 25%
- Advisor(s): 9%
- TA(s): 6%
- Not listed - please specify: 4%
Check all that apply: Over the past year, how often have you experienced discriminatory events within the College of Engineering because of your ...

- Racial or ethnic identity: 41% 1-2 times, 36% 3 or more times
- Gender identity or expression: 22% 1-2 times, 15% 3 or more times
- Political views: 11% 1-2 times, 9% 3 or more times
- National origin: 29% 1-2 times, 29% 3 or more times
- Religious or spiritual beliefs: <16% 1-2 times, 14% 3 or more times
- Ability or disability status: 14% 1-2 times, 14% 3 or more times
- Social class: 6% 1-2 times, 11% 3 or more times
- Height or weight: 1% 1-2 times, 8% 3 or more times
- Sexual orientation: 4% 1-2 times, 2% 3 or more times
- Marital status: 2% 1-2 times, 1% 3 or more times
- Veteran status: 1% 1-2 times, 0% 3 or more times
If you experienced or witnessed any discrimination within the College of Engineering, did you inform somebody else of the incident?

- Yes: 14%
- No: 3%
- N/A: 84%
Asked to students who informed someone of discrimination
Responses: 110

Check all that apply: Who did you tell?

- Fellow COE Student: 42%
- COE Faculty: 21%
- COE Staff Member: 16%
- Other - Please specify: 15%
- COE Administrator: 6%
Career Fair Questions

Asked to all students
Responses: 2690

Did you attend the Fall 2020 SEC Engineering Career Fair?

- Yes: 37%
- No: 63%
Please rate the extent to which a virtual platform affected each of the following aspects of your Career Fair experience.

- **Ability to attend Career Fair**
  - Positive Effect: 60%
  - No Effect: 21%
  - Negative Effect: 26%

- **Ability to navigate Career Fair**
  - Positive Effect: 44%
  - No Effect: 34%
  - Negative Effect: 21%

- **Quality of conversation with recruiters**
  - Positive Effect: 40%
  - No Effect: 29%
  - Negative Effect: 31%

- **Ability to speak to recruiters of desired companies**
  - Positive Effect: 40%
  - No Effect: 14%
  - Negative Effect: 47%

Responses: 988

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Fall 2020 Engineering Student Survey
Please indicate the total number of hours you spent at each day of the Career Fair (round to the nearest hour).
Asked to students who attended the Fall SEC Career Fair
Responses: 988

Did you use the Career Fair website to prepare for the fair and search for companies?

- Yes: 91%
- No: 9%

91%
Did you attend the Company Showcase on Tuesday, September 1st?

- Yes: 80%
- No: 20%
Please rate the extent to which a virtual platform affected each of the following aspects of the Company Showcase.

- **Ability to attend company presentations**
  - Positive Effect: 61%
  - No Effect: 25%
  - Negative Effect: 14%

- **Value/Helpfulness of Company Showcase**
  - Positive Effect: 46%
  - No Effect: 39%
  - Negative Effect: 16%

- **Ability to interact with companies**
  - Positive Effect: 45%
  - No Effect: 29%
  - Negative Effect: 26%
Did you attend any part of the Summer Webinar Series hosted by the Texas A&M Career Center?

Responses: 988

92% Yes
9% No
Asking to students who attended the Summer Webinar Series
Responses: 84

Check all that apply: Which parts of the series did you attend?

- Building your LinkedIn Profile: 48%
- Job Searching During COVID-19: 40%
- Unlocking LinkedIn's Hidden Power: 33%
- Fund. Of Resumes & Cover Letters: 25%
- Engineering Career Fair Toolbox: 23%
- Dynamic Resume Strategies: 23%
- Professionalism & Etiquette: 17%
- Career Fairs: Helpful But Not Critical: 10%
- Enneagram 101 and Careers: 10%
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