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
The Post-Graduation section was split and introduced Internship and Professional Experiences. A mental health section was added this year to promote and gauge the ZACH CAPS resource. A few other sections saw a change in which students were able to give feedback.
Survey Question Breakdown

Introduction/Demographic Questions  Slide 6
Undergraduate Student Questions  Slide 18
Engineering Student Organization Questions  Slide 32
ETAM Questions  Slide 38
Graduate Student Questions  Slide 44
Post-Graduation Questions  Slide 49
Internship and Professional Experiences Questions  Slide 55
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International Experience Questions  Slide 70
Mental Health Questions  Slide 81
Diversity & Inclusion Questions  Slide 86
Survey Response Summary

6-Week Survey Period
November 1, 2021 – December 10, 2021

3,480 Total Respondents
~16% of Engineering Student Body
(79% from Undergraduate Students + 21% from Graduate Students)
Special Thanks

Dr. Angie Hill Price, Associate Dean for Undergraduate Programs
Carmen Mota, M.A, LPC-S, Professional Counselor III, CAPS

Kyle Beck, SEC President
Kendall McGinnis, SEC VP Internal
Peter McElaney, SEC VP Development
Introduction/Demographic Questions

Asked to all students
Responses: 3480

Sex/Gender:

- Male: 64%
- Female: 35%
- Prefer not to answer: 1%
- Other: 1%
Responses: 3851

Race/Ethnic Identification (Select all that apply):

- White: 47%
- Asian: 28%
- Latina/o or Hispanic: 18%
- African-American/Black: 22%
- Native American or Alaskan Native: 3%
- Native Hawaiian/Pacific Islander: 3%
- Not listed: 1%
- I prefer not to respond: 4%
- Other: 2%

ESS Results vs TAMU Overall
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: 3480

- Yes: 19%
- No: 79%
- I prefer not to respond: 1%
Responses: 3480

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

- Yes: 48%
- No: 52%
Responses: 3480

Are you an international student?

- Yes: 17%
- No: 83%
Responses: 3480

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

- 1st Year Undergraduate: 27%
- 2nd Year Undergraduate: 17%
- 3rd Year Undergraduate: 16%
- 4th Year Undergraduate: 14%
- Undergraduate student of 4+ years: 6%
- Master's student: 13%
- PhD student: 8%
- Other (please specify): 0%
Responses: 3480

Are you graduating in December 2021 or May 2022?

- Yes: 18%
- No: 82%
At which campus do you take the majority of your courses?

- College Station: 94%
- Galveston: 2%
- Blinn - Bryan: 1%
- Distance Learning Graduate: >1%
- Austin Community College: >0%
- Houston Community College: <1%
- McAllen: <1%
- Dallas County Community College District: <1%
- Engineering Academy at Blinn Brenham: 0%
- Alamo Colleges District: <1%
- Midland College: <1%
- Qatar: <1%
Fall 2020 Engineering Student Survey

Asked to undergraduate students only
Responses: 2749

What is your major?
Responses: 5294

How would you prefer to receive information about events happening around the College of Engineering? (Select all that apply)

- Email List: 60%
- Centralized Website: 19%
- Digital Signage (ZACH): 11%
- Outdoor Yard Signs: 10%
- Other (please specify): 1%
Responses: 63

How would you prefer to receive information about events happening around the College of Engineering? – Other (please specify)

- Text: 17
- Social Media: 14
- Mobile App: 5
- Email: 4
- Misc/Opt Out: 23
Undergraduate Student Questions

Asked to all undergraduate students
Fall 2020 Engineering Student Survey

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

- **Facilities & Infrastructure**:
  - Positive Effect: 78%
  - Neutral: 28%
  - Negative Effect: 2%

- **Quality of Professors**:
  - Positive Effect: 62%
  - Neutral: 28%
  - Negative Effect: 10%

- **Collaborative Environment**:
  - Positive Effect: 69%
  - Neutral: 28%
  - Negative Effect: 3%

- **Quality of TAs**:
  - Positive Effect: 55%
  - Neutral: 39%
  - Negative Effect: 7%

- **Class Size**:
  - Positive Effect: 46%
  - Neutral: 43%
  - Negative Effect: 11%

- **Emphasis on Exams**:
  - Positive Effect: 17%
  - Neutral: 42%
  - Negative Effect: 41%

*Asked to undergraduate students only
Responses: 2662*

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**Fall 2021 Engineering Student Survey**
Please indicate the effect that each of the following College of Engineering attributes has on your undergraduate student experience. *Open Ended*

**Emphasis on Exams**
- "I think more projects rather than just exams could allow a more real-world application of our major."
- "When I go into interviews they care about projects not how exams went. They ask me about how a project went not how I studied for some exam."

**Class Size**
- "From what I have personally encountered, the class size makes it difficult to connect to a deeper level with my professor in simply the class setting. However, I enjoy how most classes encourage us to seek each other within the student body."
Fall 2020 Engineering Student Survey

Asked to undergraduate students beyond their first year
Responses: 1465

Please indicate how well first year coursework adequately prepared you for your upper-level engineering coursework.

Strongly Agree: 16%
Agree: 38%
Neutral: 19%
Disagree: 17%
Strongly Disagree: 11%
Asks to undergraduate students beyond their first year
Responses: 639

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

Disconnect Between Labs and Lectures
• “There is such a disconnect between ENGR lectures and ENGR labs. Retainment of this information was minimal for me.”

Issues with Course Focus
• "ENGR 102 was split between trying to give students transferable skills for later on in their engineering career and introducing them to the different engineering disciplines. By splitting the focus of the class, I don’t think that either topic was thoroughly covered.”

Beneficial Content
• "Programming in python was crucial and is something that I still use often. 216 had some topics that I am currently practicing such as statics.”
Have you used the following Academic Enrichment Programs?

- Engineering Honors: 25% Yes, 66% No, but I am aware of this, 10% No, and I was not aware of this
- Engineering Village: 19% Yes, 49% No, but I am aware of this, 32% No, and I was not aware of this
- FEDC: 19% Yes, 50% No, but I am aware of this, 31% No, and I was not aware of this
- Career Center: 19% Yes, 58% No, but I am aware of this, 23% No, and I was not aware of this
- Undergraduate Research: 16% Yes, 73% No, but I am aware of this, 11% No, and I was not aware of this
- Women in Engineering Program: 14% Yes, 63% No, but I am aware of this, 23% No, and I was not aware of this

Responses: 2624
Responses: 2624

Have you used the following Academic Enrichment Programs?

- Engineering [X] Program
- FEDC Pop-Up Courses
- Halliburton Engineering Global Programs
- 1st-Gen Engineering Student Mentoring Program
- Access & Inclusion Program
- Aggies Invent

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No, but I am aware of this</th>
<th>No, and I was not aware of this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering [X] Program</td>
<td>13%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>FEDC Pop-Up Courses</td>
<td>11%</td>
<td>39%</td>
<td>50%</td>
</tr>
<tr>
<td>Halliburton Engineering Global Programs</td>
<td>7%</td>
<td>64%</td>
<td>29%</td>
</tr>
<tr>
<td>1st-Gen Engineering Student Mentoring Program</td>
<td>5%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Access &amp; Inclusion Program</td>
<td>5%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Aggies Invent</td>
<td>4%</td>
<td>67%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Responses: 2624

Have you used the following Academic Enrichment Programs?

- Aggie Challenge: 4%, 43%
- Fast Track Master's: 4%, 58%
- Engineering Entrepreneurship Program: 2%, 61%
- Zachry Leadership Program (ZLP): 1%, 63%
- TAMU I-Corps Site: 4%, 69%
- The Navigate App: 47%

Percentage of Students

- Yes
- No, but I am aware of this
- No, and I was not aware of this
Responses: 123

If you have any comments regarding the Academic Enrichment Programs above, please provide those here. (Open Ended)

Benefits for Freshman

• “These have been the most influential programs in my undergrad... Thank you and keep getting engineers involved from FRESHMAN year. That's when they have the largest effect.”

Time Constraints with Coursework

• “Most of these programs are very helpful in developing other skills. My desired career path and current coursework has only allowed for minimal usage of the FEDC during a single ESET class. Time restraints due to ESET scheduling (labs do not count towards semester hours, every class requires a lab) has not allowed me to participate in most of these programs.”
Select all of the following Academic Support Services that you have utilized. *(Select all that apply)*

- Professor Office Hours
- TA Office Hours
- SI Sessions
- Peer Tutoring from COE or ASC
- ENGR 102/216/217 Peer Teacher Office Hours
- Academic Coaching from ASC
- Student Success Workshops from ASC
- Chegg Study*
- Outside Tutoring Services*

* - Not sanctioned by the COE
Asking to students who used 1+ Academic Support Services. Responses: 6785

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

- SI Sessions: 51% Very Helpful, 38% Helpful, 7% Neither, 4% Unhelpful, 7% Very Unhelpful
- Peer Tutoring from COE or ASC: 55% Very Helpful, 31% Helpful, 10% Neither, 4% Unhelpful, 1% Very Unhelpful
- Professor Office Hours: 54% Very Helpful, 36% Helpful, 7% Neither, 2% Unhelpful, 0% Very Unhelpful
- TA Office Hours: 54% Very Helpful, 37% Helpful, 7% Neither, 2% Unhelpful, 1% Very Unhelpful
- ENGR 102/216/217 Office Hours: 53% Very Helpful, 27% Helpful, 12% Neither, 6% Unhelpful, 1% Very Unhelpful

* - Not sanctioned by the COE
How helpful are the following Academic Support Services in helping you succeed academically?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Neither</th>
<th>Unhelpful</th>
<th>Very Unhelpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coaching from ASC</td>
<td>43%</td>
<td>34%</td>
<td>18%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Student Success Workshops from ASC</td>
<td>48%</td>
<td>25%</td>
<td>22%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Outside Tutoring Services*</td>
<td>49%</td>
<td>41%</td>
<td>7%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Chegg Study*</td>
<td>58%</td>
<td>35%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* - Not sanctioned by the COE
What additional Academic Support Services and resources would be helpful in you succeeding academically? (Open Ended)

Aid for Upper-Level Courses

- “Please add more upper level major specific tutoring opportunities to the ASC Peer tutoring. Also make more SI sessions for upper level courses”

Approved Alternatives to 3rd Party Websites such as Chegg Study

- “Chegg has helped me the most when learning subjects. The step by step procedures let me go at my own pace, and the explanations allows me to know why we did that certain step.”
- “Chegg only helped depending on how you used it. It is very easy to overly rely on.”
Responses: 2588

When registering for the Fall 2021 semester, were you able to register for all of the courses you needed?

- Yes: 87%
- No: 13%

Top courses students could not register for: (Open Ended)

1. ENGL 210 (11)
2. ENGR 217 (7)
3. MEEN 381 (5)
4. MEEN 464 (5)
5. AERO 212 (5)
Engineering Student Organization Questions

Asked to all students
Responses: 3556

What Engineering Student Organizations and/or societies are you currently involved in? (Select all that apply)
What Engineering Student Organizations and/or societies are you currently involved in? (Select all that apply)

- Professional: 87%
- Social: 7%
- Service: 6%
Why did you become involved in your student organization(s)?
(Select all that apply).

- Growing professionally: 22%
- Meeting peers: 22%
- Learning more about industry: 21%
- Professional contacts: 13%
- Opportunity to join projects: 12%
- Making a difference: 10%
- Other (please specify): 1%
Asking to students involved in 1 or more ESO
Responses: 206

Why did you become involved in your student organization(s)? –
Other (please specify)

Personal Development
- “Interact with professors outside the classroom and to gain mentoring experience.”
- “Gain advice from engineering upperclassmen.”

Balancing Rigorous Course Load
- “I was trying to avoid academic burn out because of the amount of work in Engineering.”
- “Felt that I was not experiencing what I thought was fun about engineering.”
Responses: 3420

Did you attend the Engineering Student Organization (ESO) Open House this semester on Monday, September 13th?

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

- 2021:
  - Yes: 13%
  - No: 87%
Entry-to-a-Major Questions

Asked to all students who said that they had completed ETAM
Responses: 1528

I receive(d) sufficient information about the different majors to make an informed decision about my major.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>I did not participate in the ETAM process</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>
During your first year at Texas A&M University, what is/was the most helpful source of information when applying to your major?

- Other Students: 22%
- DI Saturday: 15%
- Departmental Videos: 14%
- Family/friends: 14%
- Departmental Info Sessions: 12%
- Academic Advisors: 5%
- Professors: 4%
- Organizations: 3%
- SEC Industry Night Seminars: 2%
- Other (please specify): 7%
Responses: 106

During your first year at Texas A&M University, what is/was the most helpful source of information when applying to your major? – Other (please specify)

Personal Research
- “I already knew what I wanted to choose going into college. This was based on independent research.”
- “I learned more through my own research on the different majors, especially for the majors that are not talked about much such as Industrial Engineering.”

Opinions Regarding ETAM
- “I already knew my major and the ETAM process only delayed my entry, without it I could have graduated early due to AP credits”
- “I came to A&M with a major picked out and am still unclear on the utility of ETAM.”
During your first year at Texas A&M University, what is/was the most helpful source of information when applying to your major? – Other (please specify)

Positive Feedback from ENGR/CLEN 181

- “I would say personal research, my CLEN 181 professor was very helpful in educating about different majors.”
- “ENGR 181 Department Information seminars.”
To your memory, when undergoing the ETAM process, was your first-choice major the same major you chose when you applied to TAMU?

**2020**
- Yes: 62%
- No: 34%
- I do not remember what major I chose: 4%

**2021**
- Yes: 69%
- No: 29%
- I do not remember what major I chose: 1%
Graduate Student Questions

Asked to Master’s & PhD students
What department are you in?

- Civil & Environmental Engineering: 15%
- Electrical & Computer Engineering: 15%
- Industrial & Systems Engineering: 14%
- Mechanical Engineering: 13%
- Biomedical Engineering: 11%
- Aerospace Engineering: 7%
- Chemical Engineering: 5%
- Materials Science & Engineering: 4%
- Multidisciplinary Engineering: 4%
- Biological & Agricultural Engineering: 3%
- Petroleum Engineering: 3%
- Engineering Technology & Industrial Engineering: 2%
- Ocean Engineering: 2%
- Nuclear Engineering: 1%

Responses: 708
Responses: 702

I have a positive relationship with:

- **My Advisor(s)**
  - Agree: 75%
  - Neutral: 22%
  - Disagree: 3%

- **Professors and Other Faculty**
  - Agree: 72%
  - Neutral: 27%
  - Disagree: 1%

- **Other Graduate Students**
  - Agree: 79%
  - Neutral: 20%
  - Disagree: 1%
Responses: 461

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

- Research Opportunities: 64% Sufficient, 31% Some, 5% Insufficient
- Lab/Office Space: 62% Sufficient, 30% Some, 8% Insufficient
- Course Availability: 42% Sufficient, 37% Some, 21% Insufficient
- Professional Development Opportunities: 50% Sufficient, 42% Some, 8% Insufficient
- Financial Support: 40% Sufficient, 38% Some, 22% Insufficient
- Professional Collaboration with Other Graduate Students: 48% Sufficient, 41% Some, 11% Insufficient
Responses: 72

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

**Virtual Format As an Option**
- “Would appreciate more distance learning offerings (though this has already been improved upon greatly from a few years ago).”
- “It would be nice to find more ways to interact with other students as a distance student.”

**Lack of Resources and Classes Offered**
- “There are less courses available to choose from in terms on interest especially the spring semester.”
- “My research group doesn't have enough professors to offer classes in my area of study each semester, meaning I had take most of my classes in other areas of study. Potential employers have commented on this in my job interviews.”
- “Not all resources are marketed. Many a times I don’t know that these resources are available for me to use.”
Post-Graduation Questions

Asked to students graduating in December 2021 or May 2022
Asking to graduating students

Responses: 615

Which one of the following will you pursue after you graduate?

- **Engineering Job**: 76%
- **Non Engineering Job**: 4%
- **Graduate School at Texas A&M (ENGR-related)**: 10%
- **Graduate School at Texas A&M (not ENGR-related)**: 2%
- **Graduate School at another school (ENGR-related)**: 2%
- **Graduate School at another school (not ENGR-related)**: 1%
- **Military**: 3%
- **Other (please specify)**: 2%

Fall 2021 Engineering Student Survey
Fall 2020 Engineering Student Survey

Responses: 494

How did you obtain your full-time job opportunity? (Select all that apply)

- 36% No Offer
- 34% After Internship
- 18% SEC ENGR Career Fair
- 16% Online research
- 8% Friends/Family
- 5% Texas A&M Career Center
- 5% Other career Fair
- 4% Student Organizations
- 4% Professors
- 5% Elsewhere
Asked to students pursuing full-time job opportunity
Responses: 494

Were you given sufficient time (2 weeks) to make a decision regarding the employment offer?

- Yes: 32%
- No: 68%
Asked to students pursuing non-engineering grad school
Responses: 21

What kind of graduate school are you pursuing after you graduate?

- Business: 52%
- Medical: 43%
- Law: 5%
As asked to students pursuing full-time job opportunity
Responses: 491

Is your full-time job opportunity outside of Texas? The United States?

- Outside of Texas?
  - Yes: 34%
  - No: 66%

- Outside of the U.S.?
  - Yes: 3%
  - No: 97%
Internship and Professional Experiences Questions

Asked to all non-first year students
Responses: 2425

Have you completed an internship or co-op?

- Yes: 35%
- No: 65%

Fall 2021 Engineering Student Survey
As the image suggests, the data is from a survey conducted in Fall 2020 with 1441 responses. The survey asked students who have completed an internship/co-op to classify their experience(s). The survey classified the internship/co-op experience in various periods and locations. The following percentages were reported:

- Summer internship after Y1: 17%
- Summer internship after Y2: 27%
- Summer internship after Y3: 30%
- Summer internship after Y4: 13%
- Co-Op during Y1 Spring: 0%
- Co-Op during Y2 Fall: 2%
- Co-Op during Y2 Spring: 2%
- Co-Op during Y3 Fall: 3%
- Co-Op during Y3 Spring: 3%
- Co-Op during Y4 Fall: 2%
- Co-Op during Y4 Spring: 2%
- Co-Op during Y5 Fall: 1%
- Co-Op during Y5 Spring: 0%
Asked to students who have completed an internship/co-op
Responses: 842

When was your first internship/co-op experience?

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Summer internship after Y1</th>
<th>Summer internship after Y2</th>
<th>Summer internship after Y3</th>
<th>Summer internship after Y4</th>
<th>Co-Op during Y1 Spring</th>
<th>Co-Op during Y2 Fall</th>
<th>Co-Op during Y2 Spring</th>
<th>Co-Op during Y3 Fall</th>
<th>Co-Op during Y3 Spring</th>
<th>Co-Op during Y4 Fall</th>
<th>Co-Op during Y4 Spring</th>
<th>Co-Op during Y5 Fall</th>
<th>Co-Op during Y5 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>30%</td>
<td>25%</td>
<td>7%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
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</tr>
</tbody>
</table>

Fall 2021 Engineering Student Survey
Asked to students who have completed an internship/co-op
Responses: 1042

How did you obtain your internship/co-op experience(s)?
(Select all that apply)
Asked to students who have completed an internship/co-op experience outside of Texas? The United States?

Have you completed an internship/co-op experience outside of Texas? The United States?

- Outside of Texas? [Pie Chart]
  - Yes: 35%
  - No: 65%

- Outside of the U.S.? [Pie Chart]
  - Yes: 6%
  - No: 94%
Career Fair Questions

Asked to all students
Responses: 3272

Did you attend the Fall 2021 SEC Engineering Career Fair?

- Yes, in-person and virtually: 17%
- Yes, in-person only: 20%
- Yes, virtual only: 9%
- No: 55%
Asked to students who attended the in-person Career Fair
Responses: 1185

Please rate your experience of the following statements for the in-person Career Fair.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Positive Experience</th>
<th>Neutral Experience</th>
<th>Negative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to attend Career Fair</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Ability to have quality conversations with recruiters</td>
<td>71%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td>Ability to make connections with recruiters</td>
<td>61%</td>
<td>32%</td>
<td>8%</td>
</tr>
<tr>
<td>Ability to navigate Career Fair</td>
<td>61%</td>
<td>30%</td>
<td>9%</td>
</tr>
<tr>
<td>Ability to speak to all desired companies</td>
<td>43%</td>
<td>37%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Asked to students who attended the virtual Career Fair
Responses: 834

Please rate your experience of the following statements for the virtual Career Fair.

- Ability to attend Career Fair: 68% (Positive), 25% (Neutral), 7% (Negative)
- Ability to have quality conversations with recruiters: 61% (Positive), 29% (Neutral), 10% (Negative)
- Ability to make connections with recruiters: 56% (Positive), 32% (Neutral), 12% (Negative)
- Ability to navigate Career Fair: 62% (Positive), 28% (Neutral), 10% (Negative)
- Ability to speak to all desired companies: 40% (Positive), 34% (Neutral), 25% (Negative)
Asked to students who attended the Career Fair
Responses: 1475

Please indicate the total number of hours you spent at each day of the Career Fair (round to the nearest hour).

![Bar chart showing hours spent at the Career Fair]

- Wednesday, Sep. 8 (in-person): 3.09 hours
- Thursday, Sep. 9 (in-person): 2.89 hours
- Friday, Sep. 10 (virtual): 2.55 hours
Asked to students who attended the Career Fair
Responses: 1475

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

- Yes: 85%
- No: 15%
Did you attend the Company Showcase on Tuesday, September 7th?

- **Yes**: 20%
- **No**: 80%
Asked to students who did not attend the Career Fair
Responses: 1784

Why did you not attend the Career Fair?

- **Class or Work Conflict**: 36%
- **Not Looking for a Job**: 22%
- **Intimidated by the Career Fair**: 18%
- **Already Have a Job Secured**: 10%
- **Other (please specify)**: 15%
Ask to students who did not attend the Career Fair
Responses: 1784

Why did you not attend the Career Fair? - Other (please specify)

Class Schedule Did Not Allow Time

- “Too much class work to do. Engineering department needs to be more considerate and flexible with assignment workload on certain weeks such as career fairs, finals, etc.”

Not Beneficial for Graduate or International Students

- “Not many opportunities for international students who need sponsorship.”
- “Not geared towards academic research positions for PhD students.”

Miscommunication

- “Did not have appropriate clothes.”
- “I thought it was more for upperclassmen.”
International Experiences Questions

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

- None: 63%
- 1: 6%
- 2: 2%
- 3: 0.5%
- 4+: 2%
- None yet, but I plan to have at least one: 26%
Fall 2020 Engineering Student Survey

Asked to students who completed at least 1 experience abroad
Responses: 354

What was the average length of your learning experience(s) abroad?

- **Short (1 - 2 weeks)**: 27%
- **Medium (3 - 6 weeks)**: 30%
- **Long (8+ weeks)**: 44%
What did you learn during your international learning experience and how will it make you a better engineer? (Select all that apply)

- How to interact better with different cultures: 26%
- How to adapt to different styles of learning and working: 21%
- How to operate comfortably in a foreign environment: 19%
- How other countries approach engineering and engineering problems: 17%
- How many different engineering opportunities exist throughout the world: 15%
- Other (please specify): 9%
Asked to students who completed at least 1 experience abroad abroad
Responses: 354

Why did you choose to participate in international learning experience(s)? (Select all that apply)

- Interesting location: 16%
- Personal development: 15%
- Lifetime opportunity to travel: 14%
- Relevant to my major: 14%
- Developing global competency skills: 12%
- Professional skills development: 11%
- Traveling with friends: 8%
- Unique technical visits not available in College Station: 5%
- Traveling with a faculty member: 4%
- Other (please specify): 2%
Asked to students who completed at least 1 experience abroad
Responses: 354

Why did you choose to participate in international learning experience(s)? – Other (please specify)

Personal Connection
- “It’s my hometown.”
- “Citizen of that country.”
- “Language learning.”

Research or Academic Opportunities
- “To learn from world class researchers.”
- “Unable to find professional opportunities in the US as an international student.”
- “It was necessary for my research project.”
Asked to students who plan to have 1 international experience  
Responses: 4664  

What aspects of an international learning experience would make you want to participate in it? (Select all that apply)
Asked to students who plan to have 1 international experience
Responses: 15

What aspects of an international experience would make you want to participate in it? – Other (please specify)

Global Exposure
• “Having a variety of global perspective, and being able to adopt and use these perspectives. It makes me super marketable.”
• “Gain experience of working with people of a different country.”

Foreign Language Immersion
• “Language skills development (in a language I am already studying independently).”
Asked to students who did not have an international experience
Responses: 4170

Why did you choose not to participate in international learning experience(s)? (Select all that apply)

- High cost: 27%
- Degree plan: 17%
- COVID-19: 15%
- Would delay my graduation: 14%
- Did not see the value: 11%
- Job conflict: 5%
- Culture shock: 3%
- Did not get accepted: 1%
- Other (please specify): 7%
Asked to students who did not have an international experience
Responses: 259

Factors for students who selected “other” as a reason to not participate in international learning experiences.
If there are any courses you think could work well as a study-abroad opportunity, please provide those below. (Open Ended)
Mental Health Questions

Asked to all students
Responses: 3260

Have you heard about the Counseling and Psychological Services (CAPS) resource within the College of Engineering?

- Yes, and I have utilized this resource: 11%
- Yes, but I have not utilized this resource: 30%
- No: 59%
Asked to students who had not utilized the ZACH CAPS resource
Responses: 2878

How comfortable would you feel using the College of Engineering CAPS resource?

- Very Comfortable: 11%
- Somewhat Comfortable: 32%
- Neither Comfortable or Uncomfortable: 42%
- Somewhat Uncomfortable: 11%
- Very Uncomfortable: 4%
Asked to students who have used the CAPS resource
Responses: 355

What type of impact did CAPS have on your overall mental health?

- 57% Positive Impact
- 35% Neutral Impact
- 8% Negative Impact
Responses: 312

Please share any feedback or suggestions you have for the College of Engineering in regards to student mental health and the CAPS resource. *(Open Ended)*

**Building Awareness**
- "Encourage students to use the one-on-one counseling! It’s nice to have a professional to vent to. “
- “It would be nice if professors talked about it or encouraged it more.”
- “Making students more aware about it, especially in engineering and around ZACH.”

**Quantity of Resources**
- “There are so many students it is hard for CAPS to accommodate all of us.”
- “CAPS Needs more personnel to support all students. Even though it is just an entry point to counseling, still don’t have enough resources to support all students.”
Diversity & Inclusion Questions

Asked to all students
Responses: 3259

Please rate your agreement with the following statements. – I feel welcome in the College of Engineering.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Total Population</th>
<th>Racial/Ethnic Minority Population</th>
<th>Gender Minority Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>42%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Agree</td>
<td>42%</td>
<td>42%</td>
<td>46%</td>
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<tr>
<td>Neutral</td>
<td>12%</td>
<td>14%</td>
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<tr>
<td>Disagree</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1%</td>
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<td>1%</td>
</tr>
</tbody>
</table>
Please rate your agreement with the following statements. – The College of Engineering promotes a diverse engineering student body.

Responses: 3259

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<thead>
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<tbody>
<tr>
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<td>38%</td>
<td>40%</td>
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<tr>
<td>Agree</td>
<td>40%</td>
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<tr>
<td>Neutral</td>
<td>16%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1%</td>
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<td>2%</td>
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</tbody>
</table>
Please rate your agreement with the following statements.

- The College of Engineering values diversity by having a diverse engineering faculty.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>42%</td>
<td>18%</td>
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</tbody>
</table>

Responses: 3259
Please rate your agreement with the following statement: - The College of Engineering values diversity of thought.

![Bar Chart]

- **Strongly Agree**: 35% Total Population, 36% Racial/Ethnic Minority Population, 31% Gender Minority Population
- **Agree**: 41% Total Population, 41% Racial/Ethnic Minority Population, 43% Gender Minority Population
- **Neutral**: 20% Total Population, 19% Racial/Ethnic Minority Population, 19% Gender Minority Population
- **Disagree**: 4% Total Population, 3% Racial/Ethnic Minority Population, 4% Gender Minority Population
- **Strongly Disagree**: 1% Total Population, 1% Racial/Ethnic Minority Population, 2% Gender Minority Population
Responses: 2259

Have you experienced discrimination in the College of Engineering?

Total Population
- Yes: 9%
- No: 91%

Answered by a Gender Minority
- Yes: 16%
- No: 84%

Answered by a Racial/Ethnic Minority
- Yes: 9%
- No: 91%
Over the past year, how often have you experienced discriminatory events within the College of Engineering because of your... (Select all that apply)

- Gender identity or expression: 35%
- Racial or ethnic identity: 28%
- Political views: 32%
- National origin: 26%
- Religious or spiritual beliefs: 21%
- Ability or disability status: 16%
- Social class: 13%
- Height or weight: 13%
- Sexual orientation: 9%
- Veteran status: 4%
- Marital status: 4%
- Social class: 3%
- Veteran status: 1%
- Marital status: 1%
Responses: 390

Which of the following groups have discriminated against you?

- Other Student(s): 59%
- Professor(s): 22%
- TA(s): 8%
- Advisor(s): 6%
- Other (please specify): 5%
Responses: 675

If you experienced or witnessed any discrimination within the College of Engineering, did you inform somebody else of the incident?

- Yes: 17%
- No: 83%
Asked to students who informed someone of discrimination
Responses: 147

Who did you tell? (Select all that apply)

- Fellow COE Student: 42%
- COE Faculty: 18%
- COE Staff Member: 17%
- COE Administrator: 8%
- Other (please specify): 16%
As asked to students who informed someone of discrimination
Responses: 53

How do you feel the situation was handled? Was the issue resolved? Please provide further details. (Open Ended) (General Consensus)

- Yes, it was resolved: 33%
- No, it was not resolved: 67%
Responses: 906

Following many online semesters due to COVID-19, how do you feel the College of Engineering has accommodated students during the transition to in-person learning? Please elaborate on your response. (Open Ended) (General Consensus)

Unsatisfactory: 44%
Satisfactory: 56%
Responses: 906

Following many online semesters due to COVID-19, how do you feel the College of Engineering has accommodated students during the transition to in-person learning? Please elaborate on your response. *(Open Ended)*

**Resources in Regards to Missing Class**

- “We are used to being able to rewatch lecture videos and now that is not an option. Please let professors livestream classes we can't attend because we are sick.”
- “The teachers could use more training with the technology.”
- “They should still provide the online infrastructure from the online semesters for students quarantining or with preexisting conditions.”
Responses: 906

Following many online semesters due to COVID-19, how do you feel the College of Engineering has accommodated students during the transition to in-person learning? Please elaborate on your response. (Open Ended)

Attendance
• “Students were told not to come to class if feeling symptoms, however I routinely sat next to visibly sick students.”
• “I had covid the 2nd week of school and there were no resources to help me stay on top of my work. I fell behind.”

Masks and Vaccinations
• “I feel the university and COE could do more to incentivize masks and vaccinations, have free masks available at the entrance of all buildings.”
• “Even though I wear a mask, I am afraid to get tested and have to miss class because my fellow students are all without masks. I’m just trying to graduate.”
Co-Chairs
James Rushing
Sarah Beamer

Members
Anirudh Madyastha
Drew DeHaven
Margaret McGurran
Nick Dittemore
Samuel Blair
Vinisha Vasan
Violet Dunlap
Vivian Zheng
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