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.

Purpose
This survey exists to embody and communicate the student perspective with the administration of the College of Engineering.
Open-Ended Questions
Questions labeled “Open-Ended” allowed for open-ended student responses. These responses were read by members of SEC’s Legislation committee and sorted into representative categories.

Productive Feedback
This survey features some questions that focus specifically on students’ negative feedback. This is intended as helpful, productive information highlighting areas for improvement.
Survey Response Summary

Part I: Entry Survey
2-Week Survey Period
September 27 – October 11, 2017
1092 Total Responses
27% of First-Year Student Body

Part II: Exit Survey
2-Week Survey Period
March 23 – April 6, 2018
863 Total Responses
21% of First-Year Student Body
Entry Questions

Appeared on only the Entry Survey
What classes did you take in high school? (select all that apply)

- Physics: 94%
- Chemistry: 91%
- Calculus: 89%
- Programming: 32%
What college classes have/will you accept high school credit for? (select all that apply)

- Calculus: 19%
- Physics: 15%
- Chemistry: 11%
- Programming: 4%
Did you participate in any STEM-related extracurricular activities in high school?

- Yes: 51%
- No: 49%
How much prior programming experience do you have?

- A lot: 5%
- A moderate amount: 15%
- A little: 28%
- None at all: 52%
How did you gain your programming experience? (select all that apply)

- High School Classes: 77%
- Self-Teaching: 40%
- Family Members: 5%
- Other: 12%
Open-Ended: How did you gain your programming experience? – Other
What made you choose Engineering? (select all that apply)

- Problem solving: 75%
- Job stability: 69%
- High salary: 62%
- Relatives in the field: 32%
- Pressure from family: 10%
- Other: 22%
Open-Ended: What made you choose Engineering? – Other

- Personal interest, fun, enjoyment: 63
- Technical components: 58
- Stepping stone to desired career: 36
- Make a difference, impact: 30
- Hands-on design, creativity: 25
- Understand the world better: 4
- Other: 21

Asked to those who selected “other” for the previous question
Responses: 237
Why did you choose Texas A&M Engineering? (select all that apply)

- **Reputation**: 82%
- **Ranking**: 68%
- **Location**: 54%
- **Family**: 29%
- **Scholarships**: 23%
- **Entry-to-a-major process**: 17%
- **Other**: 10%

Responses: 1092
Open-Ended: Why did you choose Texas A&M Engineering? – Other

- Aggie pride, Aggie since birth: 43 students
- Admitted to A&M, rejected from other colleges: 22 students
- Financial reasons (scholarships, in-state tuition): 11 students
- A&M engineering program: 10 students
- Other attributes that make A&M desirable (Corps of Cadets, sports, friends): 21 students
What are you most concerned/worried about regarding your first year in engineering? (select all that apply)

- Course load: 71%
- Entry-to-a-major process: 52%
- Acclimating to college: 43%
- Professors: 25%
- Sizes of classes: 9%
- Other: 8%
- Nothing, I feel confident: 8%
Open-Ended: What are you most concerned/worried about regarding your first year in engineering? – Other

- Programming: 30 students
- Grades, Difficulty: 27 students
- First Year Work Load, Time Management: 14 students
- ETAM, Future Career: 4 students
- Other: 9 students

Asked to those who selected “other” for the previous question
Responses: 89
Open-Ended: Is there anything else you want to share with us that we didn't ask you that could assist in enhancing the first-year experience?

### Number of Students

- **Coding curriculum**: 32
- **General student well-being**: 22
- **ENGR 111/112**: 18
- **Too much/little homework**: 14
- **ETAM, deciding on a major**: 13
- **Social, making friends**: 7
- **25 by 25, class size**: 5
- **Helping future students**: 4
- **Advanced students**: 4
- **Other**: 15
Parallel Questions

Appeared on both the Entry Survey and the Exit Survey
How would you describe your comfort level with programming?

- **Very comfortable**: 14% (Entry Survey), 16% (Exit Survey)
- **Somewhat comfortable**: 42% (Entry Survey), 42% (Exit Survey)
- **Neutral**: 21% (Entry Survey), 16% (Exit Survey)
- **Somewhat uncomfortable**: 14% (Entry Survey), 18% (Exit Survey)
- **Very uncomfortable**: 9% (Entry Survey), 8% (Exit Survey)
(Entry) Select the two courses from the general engineering curriculum that you are most concerned/worried about.

- ENGR 111: 43%
- PHYS 218: 21%
- PHYS 208: 14%
- ENGR 112: 13%
- MATH 151: 10%
- MATH 152: 8%
- CHEM 101/111: 4%
- MATH 251: 4%
- MATH 150: 2%
- CHEM 102/112: 2%
- MATH 308: 1%
- CSCE 222: 1%
- PHYS 222: <1%
- MATH 253: <1%
- MATH 304: <1%
- ENGR 289: 0%
- Not Worried: 34%
Each asked to only those who had taken that class
Responses: varied

(Exit) How would you rate the difficulty of the following classes?
As asked to those who rated ENGR 111 as “difficult” or “very difficult”
Responses: 289

**Open-Ended:** Why did you think ENGR 111 was "difficult" or "very difficult", and what could have been done to help you?

![Bar chart showing the number of students who cited different reasons for finding ENGR 111 difficult.]

- **Lack of coding experience**: 114 students
- **Quality of instruction**: 112 students
- **Disorganized or irrelevant curriculum**: 62 students
- **Course speed**: 36 students
- **Work load and expectations**: 36 students
- **Other (availability of resources, personal situations, etc.)**: 17 students
Open-Ended: Why did you think ENGR 111 was "difficult" or "very difficult", and what could have been done to help you?

Lack of coding experience
- “This class was very difficult because I was not familiar with coding at all, [and] therefore did not understand what was going on half of the time.”

Quality of instruction
- “Most of the class is spent reading from a pre-made word doc or power point, then asking for help only to get very vague or unhelpful advice from the instructor.”
Asked to those who rated ENGR 112 as “difficult” or “very difficult”
Responses: 334

**Open-Ended:** Why did you think ENGR 112 was "difficult" or "very difficult", and what could have been done to help you?

![Bar chart showing the number of students who thought ENGR 112 was difficult or very difficult. The bars represent the reasons: Too much for credit received (91 students), Overall just challenging (82 students), Coding (64 students), Little correlation between topics taught (64 students), Expected prior knowledge (44 students).]
Asked to those who rated ENGR 112 as “difficult” or “very difficult”
Responses: 334

Open-Ended: Why did you think ENGR 112 was "difficult" or "very difficult", and what could have been done to help you?

Overall just challenging

- “There needs to be more resources to study. It was hard to do homework and ICAs when the only reference material was PowerPoints. A text book or resource of some sort would've been very helpful.”

Little correlation between topics taught

- “The content of the class is poorly designed and the curriculum is not standardized. Every professor teaches something different, and, since the curriculum changes frequently, the faculty really don't know the content very well themselves."
Asked to those who rated PHYS 218 as “difficult” or “very difficult”
Responses: 234

Open-Ended: Why did you think PHYS 218 was "difficult" or "very difficult", and what could have been done to help you?

- Challenging material: 113 responses
- Issues with the professor: 75 responses
- Class format: 34 responses
- Lack of resources: 12 responses
Asked to those who rated PHYS 218 as “difficult” or “very difficult”
Responses: 234

Open-Ended: Why did you think PHYS 218 was "difficult" or "very difficult", and what could have been done to help you?

Issues with the Professor

• “The class isn't taught well. Most students have to teach themselves by reading the book because the lectures are fast paced and not easy to understand. There are not a lot of S/I sessions for students who get lost or fall behind.

Difficulty Level

• “Physics is an inherently hard class, but what could students help learn better would be homework and related practice problems with step by step solutions.”
Asked to those who rated CHEM 107/117 as “difficult” or “very difficult”
Responses: 235

**Open-Ended:** Why did you think CHEM 107/117 were "difficult" or "very difficult", and what could have been done to help you?

![Bar chart showing reasons for difficulty in CHEM 107/117](chart.png)
**Open-Ended: Why did you think CHEM 107/117 were "difficult" or "very difficult", and what could have been done to help you?**

**Workload**
- “These classes combined were a huge challenge for me because, not only does chemistry in general come difficult to me, but the work load was massive...I had to focus every night on the quantity of work I got done rather than the quality of learning I had for each topic/assignment.”

**Lab Overlap**
- “CHEM 107 was a difficult class in general, but difficult [because] it required a lot of outside work besides just the homework. CHEM 117 was difficult at times because the lab would introduce a topic that wasn’t introduced in lecture, so it felt like we were jumping ahead.”

**Other**
- “Have never been great at chemistry. It was difficult because I couldn't relate any of the work to what we were doing in any of my other classes.”
Responses: 1091, 728

What (do you hope to gain/did you gain) from your ENGR 111/112 class? (select all that apply)

- Knowledge of engineering majors: 75% Entry, 78% Exit
- Programming skills: 77% Entry, 81% Exit
- Exposure to engineering in the workplace: 76% Entry, 49% Exit
- Projects/group experience: 72% Entry, 96% Exit
- Understanding of engineering ethics: 58% Entry, 64% Exit
What academic support services have you heard of? (select all that apply)

- Office hours: 86% Entry, 90% Exit
- Supplemental instruction sessions: 76% Entry, 83% Exit
- Peer tutoring: 66% Entry, 72% Exit
- ENGR 111/112 help sessions: 59% Entry, 67% Exit
- Math help sessions and week-in-review sessions: 49% Entry, 63% Exit
- Chem lab TA help desk: 36% Entry, 46% Exit
- Academic coaching (Academic Success Center): 23% Entry, 24% Exit
- Student success workshops (Academic Success Center): 22% Entry, 25% Exit

Responses: 1091, 728
Each asked to only those aware that program
Responses: varied

Of the resources that you are aware, how often have you used these resources so far?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Entry Survey</th>
<th>Exit Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office hours</td>
<td>6% 10%</td>
<td>9% 12%</td>
</tr>
<tr>
<td>Supplemental instruction</td>
<td>12% 17%</td>
<td>14% 18%</td>
</tr>
<tr>
<td>sessions</td>
<td>22% 18%</td>
<td>21% 25%</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>7% 4%</td>
<td>12% 16%</td>
</tr>
<tr>
<td>ENGR 111/112 help sessions</td>
<td>16% 21%</td>
<td>22% 26%</td>
</tr>
<tr>
<td>Math help sessions</td>
<td>3% 5%</td>
<td>3% 7%</td>
</tr>
<tr>
<td>Chem lab TA help desk</td>
<td>7% 7%</td>
<td>12% 16%</td>
</tr>
<tr>
<td>Academic coaching</td>
<td>6% 7%</td>
<td>9% 12%</td>
</tr>
<tr>
<td>Student success workshops</td>
<td>3% 4%</td>
<td>3% 4%</td>
</tr>
</tbody>
</table>

Percentage of Students

- Office hours: 70% 33%
- Supplemental instruction sessions: 48% 25%
- Peer tutoring ENGR 111/112 help sessions: 64% 58%
- Math help sessions: 72% 42%
- Chem lab TA help desk: 82% 54%
- Academic coaching: 89% 74%
- Student success workshops: 88% 78%
Have you decided on an engineering discipline in which you would like to major?

Responses: 1045, 698

Entry Survey

- Yes: 71%
- No: 7%
- Unsure: 22%

Exit Survey

- Yes: 86%
- No: 3%
- Unsure: 11%
Asked to only those who had decided on a major
Responses: 512, 802

What is your first choice major?

- Mechanical Engineering: 24% (Entry), 18% (Exit)
- Chemical Engineering: 12% (Entry), 12% (Exit)
- Aerospace Engineering: 11% (Entry), 11% (Exit)
- Civil Engineering: 10% (Entry), 10% (Exit)
- Biomedical Engineering: 9% (Entry), 10% (Exit)
- Computer Engineering: 10% (Entry), 8% (Exit)
- Electrical Engineering: 7% (Entry), 7% (Exit)
- Industrial Engineering: 5% (Entry), 5% (Exit)
- Petroleum Engineering: 5% (Entry), 3% (Exit)
- Multidisciplinary Engineering: 2% (Entry), 3% (Exit)
- Interdisciplinary Engineering: <1% (Entry), 2% (Exit)
- Manufacturing: <1% (Entry), <1% (Exit)
- Electronic Systems Engineering: <1% (Entry), 1% (Exit)
- Ocean Engineering: <1% (Entry), <1% (Exit)
- Nuclear Engineering: <1% (Entry), <1% (Exit)
- Biological and Agricultural: <1% (Entry), 2% (Exit)
- Materials Science and Engineering: <1% (Entry), 1% (Exit)
- <1% (Entry), 1% (Exit)
- <1% (Entry), 1% (Exit)
- <1% (Entry), 1% (Exit)
- <1% (Entry), 1% (Exit)
- <1% (Entry), 1% (Exit)
Asked to only those who had decided on a major
Responses: 974, 592

How certain are you in your decision?

- Very certain: 72%
- Somewhat certain: 27%
- Neutral: 8%
- Somewhat uncertain: 4%
- Very uncertain: 2%

Percentage of Students

Entry Survey
- Very certain: 44%
- Somewhat certain: 42%
- Neutral: 8%
- Somewhat uncertain: 4%
- Very uncertain: 2%

Exit Survey
- Very certain: 72%
- Somewhat certain: 27%
- Neutral: 8%
- Somewhat uncertain: 4%
- Very uncertain: 2%
Please indicate the extent to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel a sense of belonging within the College of Engineering.</td>
<td>16%</td>
<td>18%</td>
<td>49%</td>
<td>47%</td>
<td>6%</td>
</tr>
<tr>
<td>I am meeting as many people and making as many friends as I want in the College of Engineering at Texas A&amp;M.</td>
<td>16%</td>
<td>16%</td>
<td>41%</td>
<td>40%</td>
<td>5%</td>
</tr>
<tr>
<td>I have a close friend or classmate whom I can turn to if I need support.</td>
<td>32%</td>
<td>35%</td>
<td>38%</td>
<td>42%</td>
<td>9%</td>
</tr>
<tr>
<td>If I have to miss class, I have someone who will share their notes with me.</td>
<td>25%</td>
<td>25%</td>
<td>44%</td>
<td>50%</td>
<td>11%</td>
</tr>
<tr>
<td>My first year experience was a collaborative environment where my peers and I supported each other in our academic goals.</td>
<td>18%</td>
<td></td>
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</table>

Responses: 1041, 626
**Open-Ended: (Entry)** As a freshman engineer, what resources/programs/services are helping you adjust to the college of engineering?

![Bar chart showing the number of students who find different resources helpful.](chart.png)
Open-Ended: (Entry) As a freshman engineer, what trainings/workshops/programs/services/popup-classes would be most helpful for you?

- Programming Help: 300
- Tutoring/Help Sessions: 106
- Personal Development Workshops: 88
- SI Sessions: 53
- Exposure to different fields/majors: 40
- Recitations: 32
- Office Hours: 9
- Other: 68
- Nothing: 107

Responses: 782
Open-Ended: (Exit) As a first-year engineering student, what resources/programs/services helped you adjust to the College of Engineering?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI</td>
<td>96</td>
</tr>
<tr>
<td>Peers</td>
<td>93</td>
</tr>
<tr>
<td>Organizations</td>
<td>57</td>
</tr>
<tr>
<td>Faculty</td>
<td>55</td>
</tr>
<tr>
<td>Other</td>
<td>21</td>
</tr>
<tr>
<td>Nothing</td>
<td>63</td>
</tr>
</tbody>
</table>
Open-Ended: (Exit) As a first-year engineering student, what resources/programs/services helped you adjust to the College of Engineering?

Peers
• “Reaching out to other students in the Engineering program has been very effective for me especially since cooperative study was rare for me prior to attending A&M.”

Organizations
• “Being a part of an engineering organization exposed me to upper-classmates who are already in their major and their experiences in it”

Other
• “DI Saturday was the best resource I had that helped me choose between computer engineering electrical vs computer science track. I felt a sense of belonging and the professionals they brought in were very helpful. I think the research faculty hours for ENGR classes are also very helpful and their availability.”
Open-Ended: (Exit) What might the College of Engineering have done to enhance your success or ease the transition to Texas A&M?
Open-Ended: (Exit) What might the College of Engineering have done to enhance your success or ease the transition to Texas A&M?

Course Difficulty/Content

• “Make ENGR 111 and ENGR 112 more useful. I feel like I've wasted two whole semesters in that class. Everyone is going to be using Excel way more than MATLAB, so why did we spend months learning MATLAB? The actual class time also does absolutely nothing to help anyone pick a major because the department videos are all exactly the same, and that's the closest thing to describing what each major does that the class ever gets to.”
Open-Ended: (Exit) What might the College of Engineering have done to enhance your success or ease the transition to Texas A&M?

Faculty
• “Make instructions more clear- although incoming freshman know we are "on our own now" we have no idea what that exactly means. I felt as if the professors etc; expected us to run before we could walk and I wish they could've bee more thorough in the beginning of the year about their expectations of us.”

ETAM
• “I see the logic behind the ETAM process, however it prevented me and will prevent me from signing up for most of my classes for Spring 2018 and Fall 2018 since I had a lot of AP credit. I think for students that are certain of the engineering major they want to be in, ETAM should be available a semester earlier.”
Exit Questions

Appeared on only the Exit Survey
What Student Success Programs & High Impact Experiences are you involved with? (select all that apply)

- Engineering Honors: 25%
- Women in Engineering: 8%
- Undergraduate Research: 7%
- Study Abroad: 5%
- Pop-up Courses (EIC, ENGRX): 5%
- Aggies Invent: 4%
- FGEN Mentoring: 3%
- Aggie Challenge: 3%
- Access & Inclusion Program: 2%
- Fast Track Master's: 2%
- EPICS Course: 1%
- Inventeer: 1%
- U-ignite: 0%
- TAMU I-Corps Site: 0%
Are you a first generation college student?

- Yes: 26%
- No: 74%

Responses: 707
Do you participate in the First Generation Engineering Mentorship Program (FGEN) events?

- 15% Yes
- 85% No
Open-Ended: Please explain why you do not participate in the First Generation Engineering Mentorship Program (FGEn) events.

- Unaware of the program: 79 students
- Time: 19 students
- Remote student: 8 students
- Other: 14 students

Responses: 130
Open-Ended: Please explain why you do not participate in the First Generation Engineering Mentorship Program (FGEn) events.

Unaware/Remote Student
• “I did not know such opportunities existed for first generation students, if I did I would have attended one of these events. I suppose these events aren't available for Galveston students, because I would have certainly have been interested in something like this if I knew it existed.”

Other
• “I never got a mentor”
Do you live on campus?

- Yes: 74%
- No: 26%

Responses: 704
Do you live in the Engineering Village at the Commons? (Mosher, Aston, Krueger)

- Yes: 34%
- No: 66%

Asked to only students living on campus
Responses: 517
What is your opinion of the current amount of Engineering Village programming?

- **47%** of students think the current amount is just right.
- **41%** want to see more.
- **4%** would like to see less.
- **8%** have other opinions.
If you would like to see more programming, what kinds of topics do you want us to cover? (select all that apply)

- Professional Development Topics: 42%
- Socials: 36%
- Academic Success Topics: 28%
- Personal Development Topics: 27%
- Other: 9%
What extra-curricular activities are you involved with? (select all that apply)

- Social organization: 26%
- Professional Engineering society (e.g. ASME, IEEE, AIChE, NSBE, SHPE, etc.): 26%
- Religious organization: 18%
- Living learning community (LLC): 17%
- Leadership organization: 16%
- Athletic organization: 13%
- Honor society: 9%
- Freshmen Leadership Organization (FLOs): 8%
- Greek life: 3%
Did you change the engineering discipline you wanted to major in since you first arrived at A&M?

- Yes: 34%
- No: 66%
Responses: 689

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

- Strongly agree: 30%
- Agree: 42%
- Neutral: 15%
- Disagree: 9%
- Strongly disagree: 5%
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?

- 37% DI Saturday
- 16% Family/Friends
- 14% Other Students
- 7% Departmental Videos
- 5% Professors
- 4% Industry Night Seminars
- 3% Academic Advisors
- 3% Organizations
- 3% Departmental Sessions
- 8% Other
The Industry Night helped me learn about opportunities in the field of engineering.

- **Strongly Agree**: 16%
- **Agree**: 39%
- **Neutral**: 22%
- **Disagree**: 12%
- **Strongly disagree**: 10%

Responses: 679
The Industry Night helped me decide which department programs or majors I wanted to apply to.
The Industry Night helped me learn more about industry and what companies look for in intern/co-op candidates.
I was able to sign up for an Industry Night I was interested in.

- **Strongly Agree**: 21%
- **Agree**: 36%
- **Neutral**: 16%
- **Disagree**: 17%
- **Strongly disagree**: 10%
I would attend an Industry Night even if it wasn't required for my class

Responses: 679

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>26%</td>
<td>25%</td>
<td>21%</td>
<td>21%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Open-Ended: Any additional comments/suggestions regarding Industry Night Seminars?

- Wider span of majors: 47
- More information: 15
- Not enough spots: 10
- Issues with distance: 4
- Other: 29
Open-Ended: Any additional comments/suggestions regarding Industry Night Seminars?

Wider span of majors
- “Industry Night Seminars are overwhelmingly populated by companies working in the oil and gas sector, providing little insight into other engineering disciplines for students.”

Not enough spots
- “Spring semester unable to sign up for an industry night even though tried nine weeks out - no spots available. Insufficient spots for sign-ups as with so many opportunities within the school and department. Enrollment seems to exceed resources.”
**Open-Ended: Any additional comments/suggestions regarding Industry Night Seminars?**

More information

- “many of them focus on the company and not on any kind of professional development; as freshman we don't want to watch some 'cool video' about your company. We want to know what we have to strive for in order to reach our goals. In addition, I've noticed that there isn't a lot of diversity in the speakers. As a woman in engineering it is disheartening to hear questions about company culture and diversity be brushed off by people who have little to no experience handling diversity and who don't seem to care about it either.”
Which Group Maroon presentation did you attend?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>21%</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>17%</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>15%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>13%</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>11%</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>11%</td>
</tr>
<tr>
<td>Industrial Distribution</td>
<td>8%</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>4%</td>
</tr>
</tbody>
</table>
Did your Group Maroon presentation increase your awareness of potential jobs/areas of research within the major?

Percentage of Students

- **Strongly Agree**
- **Agree**
- **Neutral**
- **Disagree**
- **Strongly disagree**

<table>
<thead>
<tr>
<th>Major</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>51%</td>
<td>36%</td>
<td>14%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Industrial Distribution</td>
<td>48%</td>
<td>35%</td>
<td>13%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>36%</td>
<td>44%</td>
<td>14%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>31%</td>
<td>46%</td>
<td>15%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>33%</td>
<td>40%</td>
<td>19%</td>
<td>6%</td>
<td>3%</td>
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<td>Aerospace Engineering</td>
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<td>Chemical Engineering</td>
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<tr>
<td>Petroleum Engineering</td>
<td>28%</td>
<td>36%</td>
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</tr>
</tbody>
</table>
Did your Group Maroon presentation increase your awareness of academic tracks/minors/certificates within the major?

Percentage of Students

- **Strongly Agree**
- **Agree**
- **Neutral**
- **Disagree**
- **Strongly disagree**

Responses: 637

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering</td>
<td>43%</td>
<td>47%</td>
<td>6%</td>
<td>3%</td>
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<tr>
<td>Civil Engineering</td>
<td>42%</td>
<td>38%</td>
<td>3%</td>
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<tr>
<td>Chemical Engineering</td>
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<tr>
<td>Aerospace Engineering</td>
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<td>Industrial Distribution</td>
<td>38%</td>
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<td>8%</td>
<td>6%</td>
<td>19%</td>
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<tr>
<td>Electrical &amp; Computer</td>
<td>33%</td>
<td>39%</td>
<td>6%</td>
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<tr>
<td>Mechanical Engineering</td>
<td>28%</td>
<td>50%</td>
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<tr>
<td>Petroleum Engineering</td>
<td>24%</td>
<td>36%</td>
<td>8%</td>
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<td>32%</td>
</tr>
</tbody>
</table>
What group(s) did you hear from during your Group Maroon presentation? (select all that apply)

<table>
<thead>
<tr>
<th>Group</th>
<th>Professors</th>
<th>Academic advisors</th>
<th>Current students</th>
<th>Alumni</th>
<th>Industry professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>21%</td>
<td>7%</td>
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<td>Biomedical Engineering</td>
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<td>Chemical Engineering</td>
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<td>Civil Engineering</td>
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<td>Electrical &amp; Computer Engineering</td>
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<td>Industrial Distribution</td>
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<td>Petroleum Engineering</td>
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</tbody>
</table>
Which Group White presentation did you attend?

- Computer Science & Engineering: 28%
- Industrial & Systems Engineering: 15%
- Nuclear Engineering: 10%
- Materials Science & Engineering: 10%
- Ocean Engineering: 8%
- Manufacturing & Mechanical: 7%
- Multidisciplinary (Mechatronics): 7%
- Biological & Agricultural: 6%
- Interdisciplinary Engineering: 5%
- Electronic Systems Engineering: 4%
Did your Group White presentation increase your awareness of potential jobs/areas of research within the major?

<table>
<thead>
<tr>
<th>Major</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>Materials Science &amp; Engineering</td>
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<td>Industrial &amp; Systems Engineering</td>
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Responses: 637
Did your Group White presentation increase your awareness of academic tracks/minors/certificates within the major?

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</tbody>
</table>
What group(s) did you hear from during your Group Maroon presentation? (select all that apply)

- Professors
- Academic advisors
- Current students
- Alumni
- Industry professionals

Responses: 637
Before attending DI Saturday, had you already chosen the majors you would apply for?

- Yes: 22%
- No: 78%

Responses: 637
Did DI Saturday change one or more of the majors you planned to apply for?

- Yes: 38%
- No: 62%

Responses: 637
Which group(s) would you have preferred to have heard from more? (select all that apply)
When do you think would be the best time of the year for DI Saturday?

- Late Fall: 19%
- Early Spring: 42%
- Late Spring: 3%
- Both Fall and Spring: 36%
**Open-Ended: Any additional comments/suggestions regarding DI Saturday?**

- **Positive feedback:** 13 students
- **Wanting more information:** 12 students
- **Maroon and white groups:** 12 students
- **Timing/not enough spots:** 10 students
- **Other:** 4 students

Responses: 85
Open-Ended: Any additional comments/suggestions regarding DI Saturday?

Wanting more information

• “I found that the [information] was similar to a presentation I attended during Aggieland Saturday in Spring of 2017. The same information used to attract freshmen to campus was reused for engineering students... I feel that DI Saturday was not a priority for the College of Engineering”
Responses: 85

**Open-Ended: Any additional comments/suggestions regarding DI Saturday?**

**Maroon and white groups**
- “I wasn’t able to attend the two seminars for the majors I was interested in because they were part of the same group. It would’ve been nice if the seminars for each major were offered in both the maroon and white groups.”

**Timing**
- “Please don't schedule these presentations so close to engineering test days. It makes focusing on the presentation very difficult with the time-stress looming over one's head.”
Did you attend the SEC Engineering Career Fair?

- Fall 2017: 8%
- Spring 2018: 20%
- Fall 2017 & Spring 2018: 7%
- Neither: 66%

Responses: 634
When planning for this upcoming summer, which of the following have you actively tried to secure? (select all that apply)

- Classes: 64%
- Non-engineering related job/internship: 41%
- Paid engineering internship: 33%
- Service/volunteer work: 19%
- Unpaid engineering internship: 17%
- Research: 9%
- Study abroad: 7%
- Other: 4%
Which of the following summer plans have you successfully secured? (select all that apply)

- Classes: 44%
- Non-engineering related job/internship: 24%
- Service/volunteer work: 11%
- Paid engineering internship: 8%
- Study abroad: 3%
- Research: 3%
- Unpaid engineering internship: 2%
- Other: 6%
Asked to those who had secured an engineering internship
Responses: 60

How did you obtain your internship?

- Family/Friend Connections: 65%
- Online Research: 15%
- SEC Engineering Career Fair: 7%
- Texas A&M Career Center (HireAggies): 3%
- Other Career Fairs: 0%
- Other: 10%
How likely would you be to recommend Texas A&M Engineering to a prospective student?

Responses: 626

Percentage of Students

Detractor: 0% 1% 2% 3% 4% 5% 6% 7% 8% 9% 10%

Passive: 1% <1% 1% 1% 2% 6% 15% 26%

Promoter: 8% 23%
Responses: 626

How likely would you be to recommend Texas A&M Engineering to a prospective student?

Detractor, 20.45%  Passive, 42.17%  Promoter, 37.38%

Net Promotor Score (NPS) = %Promotors − %Detractors

0+ is good
50+ is excellent
70+ is world class

16.93
Responses: 626

Are you planning on continuing in Texas A&M Engineering?

- Yes: 93%
- No: 2%
- Maybe: 5%
Open-Ended: Why are you (considering not continuing/not planning on continuing) in Texas A&M Engineering?

- Changing Major/Engineering isn't for them: 13
- Too Difficult: 10
- Did not like ENGR 111/112: 5
- Critical of the College: 4
- Other: 1

Asked to only students who answered “maybe” or “no”

Responses: 34
Open-Ended: Why are you (considering not continuing/not planning on continuing) in Texas A&M Engineering?

Changing Major/Engineering isn’t for them
• “I'm not sure how the engineering majors really are and what to expect from them academic wise, and whether or not they would be of interest to me and what I want to do career wise.”

Too Difficult
• “Because the work is too difficult for the reward givens and the program seems poorly developed”
**Open-Ended:** Any additional comments or suggestions regarding the first-year engineering program at Texas A&M?

- ENGR 111/112: 54 students
- Entry-to-a-Major/ DI Saturday/ Industry Night: 14 students
- Galveston Campus/ Engineering Academies: 12 students
- 25 by 25: 11 students
- Positive: 11 students
- Coding: 9 students
- No comment/ Random: 86 students

Responses: 197
Open-Ended: Any additional comments or suggestions regarding the first-year engineering program at Texas A&M?

ENGR 111/112

• “The primary issue with first year engineering is the Engineering 111/112 class. It needs to be updated in order to further reflect its goal of teaching students programming, problem solving, and introducing them to the major they want to pursue.”

ETAM/DI Saturday/Industry Nights

• “Please stop ETAM process. I am really missing out on a lot because I'm not in a department yet.”
Spring 2018 Legislation Committee

Chairs
Gabrielle Joubran  Jake Leland

Members
Logan Brabson  Kiersten Potter
Rebecca Dudley  Theo Spencer
Oishik Faruque  Marcos Tsocalis
Brandon Merrill  Trent Wilson