Results Presentation
February 7, 2019
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 questions that focus on students’ positive and negative feedback. This is intended as helpful, productive information highlighting effectiveness of certain areas and potential areas of improvement.
Survey Response Summary

40-Day Survey Period
Nov. 2, 2018 – Dec. 12, 2018

6696 Total Responses
≈34% of Engineering Student Body
(79% of responses from Undergraduate Students, and 21% from Graduate Students)
Working With TAMU’s Public Policy Research Institute

This year we were able to start the process of working with a specialized third party to vet the survey. The aim of this is to help us make it as unbiased and effective as possible.

“They year, PPRI administers 100,000 phone, 300,000 mail, and 10,000 in-person survey interviews.”

Source: https://ppri.tamu.edu/about-ppri/
Demographic Questions

Asked to all students
Which of the following most accurately represents your class year at Texas A&M University?
At which campus do you take the majority of your courses?

94% of students take the majority of their courses at College Station. The other campuses have a significantly lower percentage of students, with none of them being above 2%.
Responses: 6394

What is your major?

- Mechanical Engineering: 14%
- Civil Engineering: 13%
- Electrical Engineering: 9%
- Chemical Engineering: 8%
- Computer Science: 7%
- Industrial & Systems: 7%
- Computer Engineering: 6%
- Biomedical Engineering: 6%
- Industrial Distribution: 5%
- Petroleum Engineering: 5%
- Manufacturing and Mechanical: 4%
- Biological and Agricultural: 3%
- Nuclear Engineering: 2%
- Materials Science: 2%
- Ocean Engineering: 2%
- Electronic Systems: 1%
- Other: 1%
- Multidisciplinary Engineering: 1%
- Interdisciplinary Engineering: 1%
- Health Physics: <1%
Responses: 6289

Sex/Gender

- Male: 29%
- Female: 70%
- I prefer not to answer: 1%
Race/Ethnic Identification (Select all that apply):

- White: 54%
- Asian: 26%
- Latina/o or Hispanic: 19%
- African-American/Black: 3%
- Middle Eastern: 2%
- Native American or Alaskan Native: <1%
- Native Hawaiian or Pacific Islander: <1%
- Not listed: <1%
- I prefer not to respond: 3%
What Engineering Organizations and/or societies are you currently involved in? (Select all that apply)
Are you the first member of your family to go to college?

- Yes: 1%
- No: 16%
- I prefer not to respond: 83%
Which introductory courses are you enrolled in/have you taken?
To what extent are you considering graduate school?

- Strongly considering: 25%
- Moderately considering: 44%
- Not considering: 31%
Are you graduating in December 2018 or May 2019?

- Yes: 21%
- No: 79%

Responses: 6292
International Experiences

Asked to all students
Responses: 5397

Are you an international student?

- Yes: 18%
- No: 82%
Responses: 5397

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

Responses: 5397
What was the length of your learning experience abroad?

- **Short (1-2 weeks):** 29%
- **Medium (3-6 weeks):** 34%
- **Long (8 weeks-1 year):** 37%
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 in a different culture: 76%
- How to operate comfortably in a foreign environment: 66%
- How to adapt to different styles of learning and working: 64%
- How many different engineering opportunities exist throughout the world: 47%
- Other: 4%
Why did you choose to participate in international learning experience(s)?
(Select all that apply)
Why did you choose not to participate in international learning experience(s)? (Select all that apply)

- **High Cost**: 52%
- **Did not fit into my degree plan**: 30%
- **Would delay my graduation**: 25%
- **Did not see value for career**: 18%
- **Other**: 26%
Why did you choose not to participate in international learning experience(s)? (Select all that apply)

- High cost (53% Fall 2017, 52% Fall 2018)
- Did not fit into my degree plan (27% Fall 2017, 30% Fall 2018)
- Would delay my graduation (22% Fall 2017, 25% Fall 2018)
- Did not see value for career (18% Fall 2017, 18% Fall 2018)
- Other (22% Fall 2017, 26% Fall 2018)
Open-Ended: What do you think are some of the strengths of the College of Engineering’s approach to access to international experiences?
Open-Ended: What do you think are some of the strengths of the College of Engineering’s approach to access to international experiences?

Lots of Opportunities and Information Available

• “There are so many opportunities that they advertise for engineers to get international experience over the summers.”

Enjoyed Study Abroad

• “The study abroad programs provide us opportunities to enjoy new and diverse experiences around the world.”
Open-Ended: What do you think are some of the weaknesses of the College of Engineering’s approach to access of international experience?

- High cost: 528 responses
- Lack of awareness of available programs: 450 responses
- Limited locations and programs available: 303 responses
- Lack of variety of courses: 211 responses
- Conflicts: 112 responses
- Competitive application process: 85 responses
- Poor communication of program details: 73 responses
Open-Ended: What do you think are some of the weaknesses of the College of Engineering’s approach to access of International experience?

Programs Are Too Expensive

• “The price point will always be a detriment. Even at just flight cost these trips become out of budget for a lot of people. In many ways by casting a wider net in an attempt to get more students to go on international trips the quality of small, more affordable ones is lost. I can't speak to the finance situation but as the outreach to include more people on trips the finite resources probably thin out.”
Conflicts

• “The more valuable international experiences are longer term, i.e. over the summer. This means that students are trading off taking an internship versus a study abroad, of which internships are generally more obviously beneficial career-wise. If more introductory courses were offered abroad, such as something that would fit after freshman or sophomore year, this would be less of a trade-off with a good internship since most companies don't hire many students that young”.
Academic Programs and High Impact Experiences

Asked to undergraduate students
Do you have a detailed knowledge of the following Academic Enrichment Programs? (Select all that apply)
Select the following Academic Support Services that you have utilized. (Select all that apply)
How helpful are the following Academic Support Programs in helping you succeed academically?

- **Peer Tutoring**: 35% Very Helpful, 50% Helpful, 10% Neither, 8% Unhelpful, 4% Very Unhelpful
- **Outside Tutoring**: 60% Very Helpful, 32% Helpful, 10% Neither, 8% Unhelpful, 4% Very Unhelpful
- **Supplemental Instruction**: 34% Very Helpful, 52% Helpful, 10% Neither, 8% Unhelpful, 4% Very Unhelpful
- **Professor Office Hours**: 38% Very Helpful, 51% Helpful, 16% Neither, 9% Unhelpful, 4% Very Unhelpful
- **ENGR 102, 111, 112 PT office hours**: 24% Very Helpful, 51% Helpful, 16% Neither, 9% Unhelpful, 4% Very Unhelpful
- **MATH help sessions/week-in review**: 36% Very Helpful, 52% Helpful, 13% Neither, 9% Unhelpful, 4% Very Unhelpful
- **CHEM lab TA Help Desk**: 35% Very Helpful, 46% Helpful, 19% Neither, 13% Unhelpful, 4% Very Unhelpful
- **Academic Coaching**: 34% Very Helpful, 38% Helpful, 19% Neither, 13% Unhelpful, 4% Very Unhelpful
- **Student Success Workshop**: 30% Very Helpful, 43% Helpful, 19% Neither, 13% Unhelpful, 4% Very Unhelpful
Have you gone to see any of your professors outside of class?

- Yes: 22%
- No: 78%
Fall 2018 Engineering Student Survey

Asked to those who visited professors
Responses: 2972

What was the average helpfulness of your visits with your professors?

- Very helpful: 33%
- Helpful: 60%
- Unhelpful: 6%
- Very unhelpful: 1%
Responses: 3801

Have you gone to see any of your TAs outside of class?

- Yes: 51%
- No: 49%
What was the average helpfulness of your visits with your TA?

- Very helpful: 38%
- Helpful: 54%
- Unhelpful: 7%
- Very unhelpful: 1%
When you registered for Fall 2018, were you able to register for all of the courses you needed?

- Yes: 86%
- No: 14%

Asked to all students
Responses: 4822
To the students who listed specific courses that they were unable to register
Responses: 771

What courses were you unable to register for?

![Bar chart showing the number of courses mentioned for each subject.]

- **CSCE**: 141
- **MEEN**: 76
- **ECEN**: 67
- **ENGR**: 45
- **ENGL**: 43
- **MATH**: 35
Open-Ended: What do you think are some of the strengths of the College of Engineering's approach to accessibility of academic programs and high-impact experiences?

- Communication/Variety: 817 responses
- Not aware of programs/NA: 767 responses
- Quality of programs: 584 responses
- Better facilities: 195 responses
- Networking: 116 responses
- No strengths: 76 responses
Open-Ended: What do you think are some of the strengths of the College of Engineering's approach to accessibility of academic programs and high-impact experiences?

**Quality of Experiences**
- “Easy exposure to great life changing experiences. These experiences could be the difference to people choosing a certain career path.”

**Variety of Opportunities**
- “There are a lot of opportunities but they require the students to take the initiative on all these things. I think that it is good to teach students that they must take the initiative”
Open-Ended: What do you think are some of the weaknesses of the College of Engineering's approach to accessibility of academic programs and high-impact experiences?

- Lack of Information About Program: 748
- No Response/Unsure: 595
- Not Enough Opportunities/High Cost: 463
- No Issues/Positive Experience: 269
- Does Not Address Question: 230
- Low Quality of Opportunities: 94
- Not Enough Time: 90
- Other: 47

Responses: 2536
Open-Ended: What do you think are some of the weaknesses of the College of Engineering's approach to accessibility of academic programs and high-impact experiences?

Lack of Information About Program

- “Need a more central way to view available experiences.”
- “As a freshman there is very little exposure to any of the high impact experiences and how to participate in them.”

Not Enough Opportunities/High Cost

- “Most high impact experiences are tailored to the most common engineering majors, such as Mechanical Engineering, and there are limited opportunities for smaller colleges, such as Biomedical Engineering.”
- “Students with lack of funds find it harder to participate because they either do not have the money or have a job and so cannot commit to the high-impact experiences.”
Use of Instructional Technology

Asked to all students
Do your instructors incorporate instructional technology into their courses?

Responses: 4789

- Yes: 12%
- No: 88%
How often do you use the Open Access Computer Labs on campus?

- **Daily**: 14%
- **Once a week**: 33%
- **Once a month**: 20%
- **Once a semester**: 12%
- **Never**: 22%
How often do you use the Open Access Computer Labs on campus?

The chart shows the percentage of students from different year levels and degree programs who use the Open Access Computer Labs on campus. The percentages are divided into categories:
- **Daily**
- **Once a week**
- **Once a month**
- **Once a semester**
- **Never**

### Year Level Distribution
- **1st Year Undergrad**
  - Daily: 8%, Once a week: 42%, Once a month: 15%, Once a semester: 7%, Never: 28%
- **2nd Year Undergrad**
  - Daily: 9%, Once a week: 27%, Once a month: 14%, Once a semester: 13%, Never: 29%
- **3rd Year Undergrad**
  - Daily: 13%, Once a week: 31%, Once a month: 22%, Once a semester: 13%, Never: 20%
- **4th Year Undergrad**
  - Daily: 20%, Once a week: 32%, Once a month: 23%, Once a semester: 14%, Never: 11%
- **4+ Year Undergrad**
  - Daily: 22%, Once a week: 31%, Once a month: 22%, Once a semester: 13%, Never: 11%
- **Master's student**
  - Daily: 19%, Once a week: 34%, Once a month: 20%, Once a semester: 7%, Never: 19%
- **PhD student**
  - Daily: 10%, Once a week: 21%, Once a month: 19%, Once a semester: 19%, Never: 26%

Responses: 4789
How many online courses are you taking, or have taken, within the College of Engineering at Texas A&M?

- 0 courses: 77%
- 1 course: 12%
- 2 courses: 4%
- 3 courses: 3%
- 4+ courses: 4%
How many online courses are you taking, or have taken, within the College of Engineering at Texas A&M?

Responses: 4730
I am satisfied with the quality of education provided by the online course(s) I took through Texas A&M.
If there were more online courses offered for your degree, how interested would you be in taking them?

- Extremely interested: 32%
- Moderately interested: 47%
- Not at all interested: 21%
As a student, to what extent have you utilized the technology available in the Zachry Engineering Education Complex?

- Significant usage: 23%
- Small usage: 49%
- No usage: 28%
Open-Ended: As a student, in what ways are you utilizing instructional technologies in the Zachry Engineering Education Complex?
Open-Ended: As a student, in what ways are you utilizing instructional technologies in the Zachry Engineering Education Complex?

To Study
- “For study purposes and group learning.”
- “Study spaces”

Screen Sharing
- “AirConnect is very useful for team work”

Screens in Classes
- “The monitors at each table are extremely helpful for team projects”

Other
- “Utilizing the FEDC for VEX U robotics”
Open-Ended: In what ways are your professors utilizing instructional technologies in the classroom in Zachry Engineering Education Complex?
Responses: 2944

Open-Ended: In what ways are your professors utilizing instructional technologies in the classroom in Zachry Engineering Education Complex?

Explaining Instruction Information

• “Casting PowerPoints and professor's hand work to local monitor at student desks is helpful in determining what he is doing; can often talk amongst other students and point at areas of confusion to better understand”

• “My professors use the smart board which is super helpful but I can't see my profs so I can't see what they're pointing at 90% of the time. Also, a lot of my profs have trouble with the smart board sometimes so I think there should be a mandatory faculty meeting showing them how to work the smart boards.”
Open-Ended: In what ways are your professors utilizing instructional technologies in the classroom in Zachry Engineering Education Complex?

Showing instructional information

- “My professors use the TV monitors a lot. And they write on them too. And I like how there are TVs at each table so we don’t have to stretch to see everything that is going on.”

Does not use instructional information

- “Most of the professors do not know how to use the technology. They possibly need a course to help instruct them on how to better utilize the devices. Many professors just write on the board or go through slide presentations. I think with a little bit of help, they will be able to learn how to use the technology in a more efficient way.”
Undergraduate Environment

Asked to only undergraduate students
I think the College of Engineering values diversity.

Responses: 3601

- **Strongly Agree**: 32%
- **Agree**: 42%
- **Neutral**: 21%
- **Disagree**: 3%
- **Strongly Disagree**: 2%
Asked to students who believed the college values diversity
Responses: 2659

Which of the following are examples of how the College of Engineering values diversity? (Select all that apply)
Asked to those who felt the college undervalues diversity
Responses: 275

Which of the following are examples of how the College of Engineering undervalues diversity? (Select all that apply)
I think the College of Engineering takes sufficient measures to address sexual assault/harassment.
The environment within the College of Engineering helps me succeed academically.

- **Strongly Agree**: 21%
- **Agree**: 47%
- **Neutral**: 25%
- **Disagree**: 6%
- **Strongly Disagree**: 2%
The environment within the College of Engineering helps me succeed academically.
Asked to those that felt the college helped them succeed
Responses: 2421

Which of the following are examples of how the College of Engineering helps you succeed academically? (Select all that apply)

- Collaborative Environment: 72%
- Good Professors: 69%
- Sufficient facilities and infrastructure: 57%
- Sufficient academic support: 56%
- Other: 1%
Asked to those felt that the college did not help them succeed
Responses: 716

Which of the following are examples of how the College of Engineering does not help you succeed academically? (Select all that apply)
My first-year coursework (in CHEM, MATH, PHYS or ENGR 111/112) adequately prepared me for my engineering coursework.
My first-year coursework (in CHEM, MATH, PHYS, or ENGR 111/112) helped me decide that being an engineer was right for me.
Open-Ended: What are some of the strengths of the College of Engineering’s approach to the Undergraduate Environment?

- Career Preparation: 467 responses
- Investing in Students: 411 responses
- Exposure: 351 responses
- Help Resources: 204 responses
- Community: 191 responses

Responses: 2358
Open-Ended: What are some of the strengths of the College of Engineering’s approach to the Undergraduate Environment?

Career Preparation

• “That they try to find the best instruction to give to prepare us for the real world of engineering: ie, teaching us python instead of only MATLAB.”

Investing in Students

• “It is super motivating and inspiring, the environment is the type that encourages creative thinking without the limitation of resources.”
Open-Ended: What do you think are some of the weaknesses of the College of Engineering's approach to the Undergraduate Environment?

- Class Concerns: 365 responses
- Size of School: 344 responses
- Advising and Curriculum: 272 responses
- Instructors and Teaching Assistants: 223 responses
- Issues with Accessibility: 182 responses
- Diversity: 14 responses
Open-Ended: What do you think are some of the weaknesses of the College of Engineering's approach to the Undergraduate Environment?

Advising and Curriculum

• “Th Con. all students into programming while some are already knowledgeable over the ideas, and trying to teach us both MATLAB and python at the same time is confusing and sometimes overwhelming. Also, the weekly videos over different engineering majors don't give as much information as I was hoping for.”

Issues with Accessibility

• “I appreciate Zachry being a hub for engineers, but it would be incredibly nice to have other points of access around campus.”
Active and Engaging Learning Initiatives

Asked to all students
Definition of “25 by 25 Initiative”

According to the College of Engineering, the 25 by 25 initiative is "a transformational education program designed to increase access for qualified students to pursue engineering education at Texas A&M University and increase our total enrollment to 25,000 students by 2025. This includes students on our College Station, Galveston, Qatar, and McAllen campuses, online master's degree students and students in our statewide engineering academies. 25 by 25 is not just about increasing numbers, it is also about enhancing quality and excellence."

You can find more information at: engineering.tamu.edu/25by25
Responses: 4571

Do you have a detailed knowledge of the 25 by 25 initiative?

Yes: 46%
No: 54%
How did you acquire your knowledge of the initiative? (select all that apply)

- From peers: 1414
- From the administration: 1383
- From the official website/other online information: 1160
- From professors: 1108
- Other: 113

Responses: 2480
As asked to those who had a detailed knowledge of the initiative,
Responses: 2475

Please rank your agreement with the following statement regarding the 25 by 25 initiative.

- I support the 25 by 25 initiative: 24%
- Neutral: 10%
- I oppose the 25 by 25 initiative: 66%
Please rank your agreement with the following statement: I support the 25 by 25 initiative.
Comparison of Fall 2017 and Fall 2018

Please rank your agreement with the following statement regarding the 25 by 25 initiative.

- Support: 24% (Fall 2017), 24% (Fall 2018)
- Neutral: 24% (Fall 2017), 10% (Fall 2018)
- Disagree: 52% (Fall 2017), 66% (Fall 2018)
Please rank your agreement with the following statement regarding the 25 by 25 initiative.
Please rank your agreement with the following statement.
I support the 25 by 25 initiative.
Asked to students who support the initiative
Responses: 589

Which of the following explain your stance on the 25 by 25 initiative? (Select all that apply)
Asked to students who oppose the initiative
Responses: 1630

Which of the following explain your stance on the 25 by 25 initiative? (Select all that apply)
Do you feel that you have spent more time on campus this year due to the opening of the new Zachry Engineering Education Complex?

- Yes: 46%
- No: 54%
Has the Zachry Engineering Education Complex helped increase the quality and/or quantity of your interaction with other engineering students?

- Increased the quantity: 20%
- Increased the quality: 13%
- Increased both quality and quantity: 31%
- Neither: 37%

Responses: 4542
Responses: 4558

During your time at Texas A&M, how many of your courses have promoted an active and engaging learning environment facilitated by the professor?
Of your courses that take place in the Zachry Engineering Education Complex, how many of your professors have taken advantage of the available technology to promote an active and engaging learning environment?

- Most/all of your professors: 44%
- Some of your professors: 25%
- None of your professors: 7%
- None of my classes take place in Zachry: 23%
Entry-To-A-Major

Asked to 1st and 2nd year undergraduate students
I receive(d) sufficient information about the different majors to make an informed decision about my major.
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, what is/was the most helpful source of information when applying to your major?

- Other Students: 326
- Departmental Videos: 325
- Family/friends: 313
- Academic Advisors: 208
- Department Information (Di) Saturday: 143
- Professors: 112
- Departmental Info Sessions: 93
- Organizations: 72
- SEC Industry Nights: 60
- Other: 144
Graduate Environment

Asked to only graduate students
Please rank your agreement with the following statement: My department creates a welcoming environment.
Please rank your agreement with the following statement: I am given adequate financial support to succeed in graduate school.

- 23% Strongly Agree
- 27% Agree
- 23% Neutral
- 16% Disagree
- 11% Strongly Disagree

Responses: 984
Please rank your agreement with the following statement: I am given adequate financial support to succeed in graduate school.

Responses: 984
Please rank your agreement with the following statement: I am able to succeed academically in my department.

- **31%** Strongly Agree
- **53%** Agree
- **12%** Neutral
- **3%** Disagree
- **1%** Strongly Disagree
Please indicate the extent to which you agree or disagree with the following statements.

1. I feel a sense of belonging within the College of Engineering.
   - Strongly Agree: 17%
   - Agree: 45%
   - Neutral: 25%
   - Disagree: 8%
   - Strongly Disagree: 6%

2. I am meeting as many people and making as many friends as I want in the College of Engineering at Texas A&M.
   - Strongly Agree: 13%
   - Agree: 31%
   - Neutral: 13%
   - Disagree: 7%
   - Strongly Disagree: 6%

3. I have a close friend or classmate whom I can turn to if I need support.
   - Strongly Agree: 26%
   - Agree: 41%
   - Neutral: 19%
   - Disagree: 8%
   - Strongly Disagree: 6%

4. If I have to miss class, I have someone who will share their notes with me.
   - Strongly Agree: 26%
   - Agree: 46%
   - Neutral: 15%
   - Disagree: 6%
   - Strongly Disagree: 6%
Career/Post-graduation

Asked to all students
Responses: 4538

Have you completed an internship or co-op?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>Percentage of Students</th>
</tr>
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<tbody>
<tr>
<td>1st year undergraduate students</td>
<td>3%</td>
<td>97%</td>
<td></td>
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<tr>
<td>2nd year undergraduate students</td>
<td>12%</td>
<td>88%</td>
<td></td>
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<tr>
<td>3rd year undergraduate students</td>
<td>33%</td>
<td>67%</td>
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<tr>
<td>4th year undergraduate students</td>
<td>69%</td>
<td>31%</td>
<td></td>
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<tr>
<td>Undergraduate students of more than 4 years</td>
<td>72%</td>
<td>28%</td>
<td></td>
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<tr>
<td>Master's students</td>
<td>35%</td>
<td>65%</td>
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<tr>
<td>PhD students</td>
<td>22%</td>
<td>78%</td>
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For those who had an internship
Responses: 1834

Classify your internship:

- Internship-1st year: 388
- Internship-2nd year: 546
- Internship-3rd year: 629
- Internship-4th year: 271
For those who had a co-op
Responses: 238

Classify your co-op:
How did you obtain your internship/co-op opportunity? (Select all that apply)

- Online research: 34%
- SEC Engineering Career Fair: 32%
- Texas A&M Career Center: 9%
- Other career fair: 8%
- Elsewhere: 42%
Which one of the following will you pursue after you graduate?

- **Job (engineering related)**: 72%
- **Job (not engineering related)**: 5%
- **Grad School at A&M (engineering related)**: 9%
- **Grad School at A&M (not engineering related)**: 2%
- **Grad School elsewhere (engineering related)**: 3%
- **Grad School elsewhere (not engineering related)**: 1%
- **Military**: 2%
- **Other**: 5%
How did you obtain your full-time job opportunity? (Select all that apply)

<table>
<thead>
<tr>
<th>Percentage of Students</th>
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<tbody>
<tr>
<td>I was offered a job after an internship/co-op</td>
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<tr>
<td>Online research</td>
</tr>
<tr>
<td>SEC Engineering Career Fair</td>
</tr>
<tr>
<td>Texas A&amp;M Career Center</td>
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<tr>
<td>Other career fair (please specify)</td>
</tr>
<tr>
<td>Elsewhere</td>
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</tbody>
</table>
Closing Question

Asked to all students
Open-Ended: Do you have any additional comments or concerns regarding engineering at Texas A&M that you were unable to express in your survey responses?
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ETAM Process
• “Computer Engineering has too much influence in the first year general engineering. The first year as a general engineer should focus on learning about the different majors and not helping students suffer through computer engineering for a year and cementing their resolve to not be a computer engineer.”

Faculty/Resource Concerns
• “Overall, it seems that there is a mentality of minimal work for acceptable grades among students in engineering...Professors should be encouraged to reinforce taught material so that classes have higher trends on exam scores without artificial grade inflation.”
Open-Ended: Do you have any additional comments or concerns regarding engineering at Texas A&M that you were unable to express in your survey responses?

Appreciation
- “Tamu Engineering Education is valuable because of the Culture of Texas A&M more so than anything. Encouraging students to get involved and find their niche on campus will produce the highest quality of engineers possible.”
- “I appreciate the intentional nature of events in the College of Engineering and would [like] to see that attitude applied to person to person interaction within the engineering community.

Misc.
- “I worry that the motives of the engineering department are more focused on external appeal rather than internal student development.”
Open-Ended: Do you have any additional comments or concerns regarding engineering at Texas A&M that you were unable to express in your survey responses?

Faculty/Resource Concerns

• “Hire professors that are there to teach and not just for their research. Some professors can manage both. But some of them it's obvious they just care about research. Pay attention to student pica reviews of professors.”

Zachry/Infrastructure

• “It feels like [Zachry] was made solely to impress donors and prospective students. Please, if there's one thing that comes of this, reconsider the after-hours classroom policy. Allow students to study in the location that is supposed to be for engineers. Zachry classrooms are one of the few places on campus where 8+ students can easily get together and study engineering work. Stop kicking us out of classrooms and just let us try to learn.”
2018-2019 Legislation Committee

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