



USAC SURVEY SUMMARY

Survey Period: October 14, 2019 – November 2, 2019

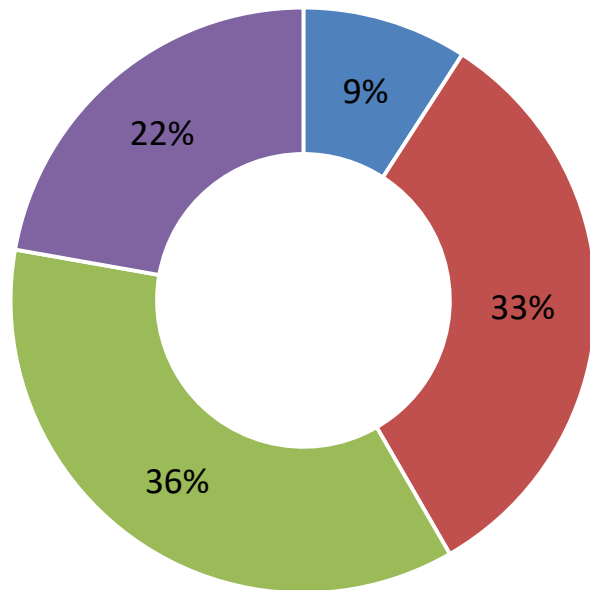
Survey Demographics



TEXAS A&M
UNIVERSITY

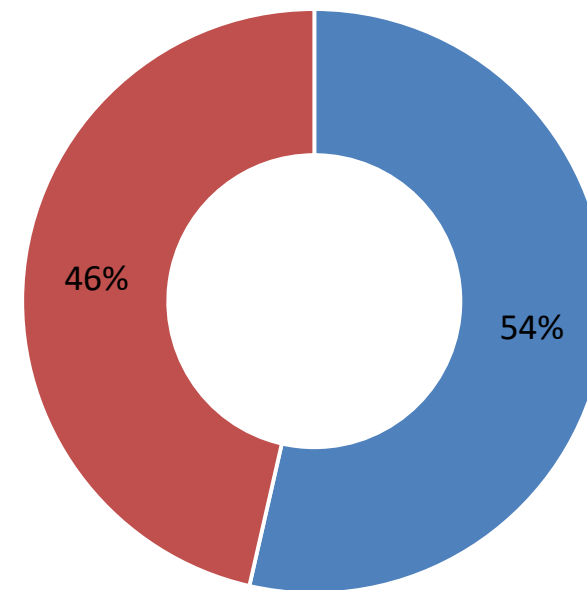
Class Year

■ 2019 ■ 2020 ■ 2021 ■ 2022



Gender

■ Male ■ Female



Total Responses: 252

Definitions

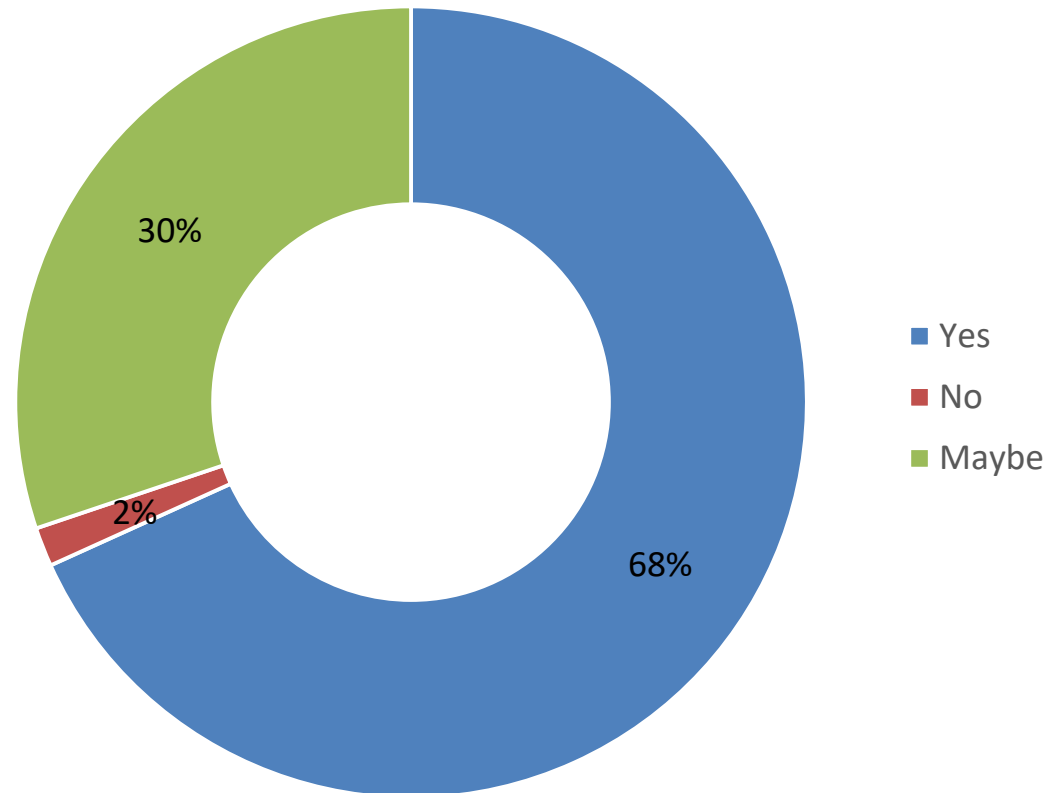


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Open-Ended: These questions allowed for free response answers from participants. USAC members sorted the responses into representative categories.

General Feedback: At the end of the survey, participants had the option to submit any feedback related to the survey or other departmental concerns.

Was this survey helpful?



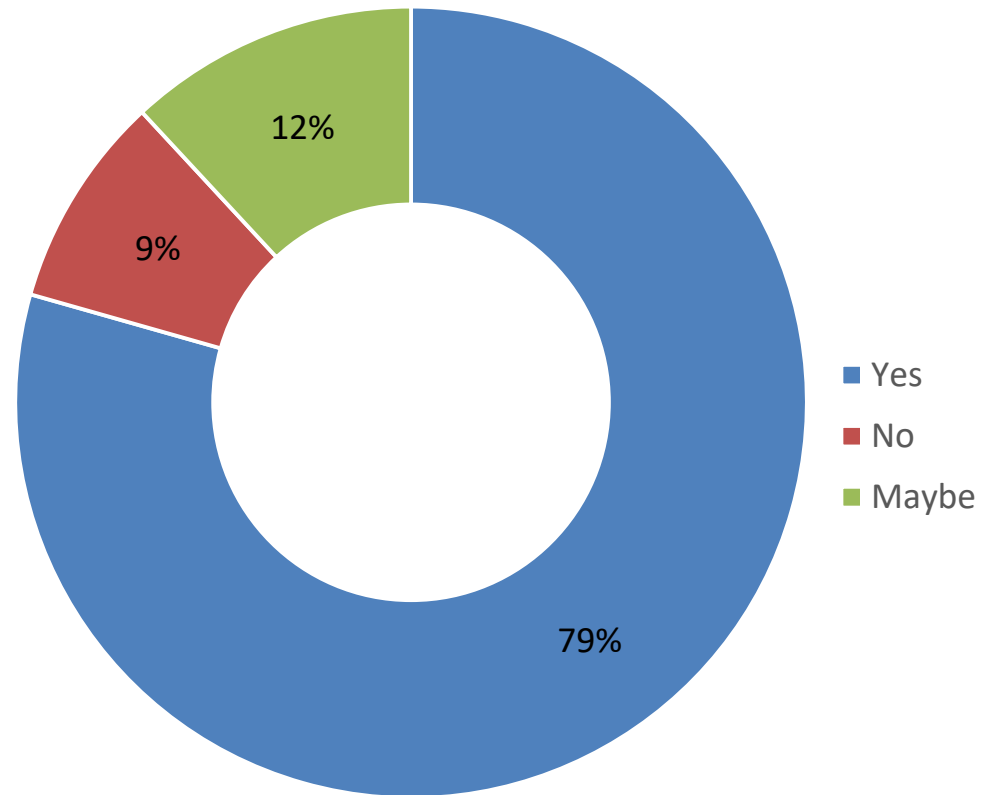


JEB IMPROVEMENTS

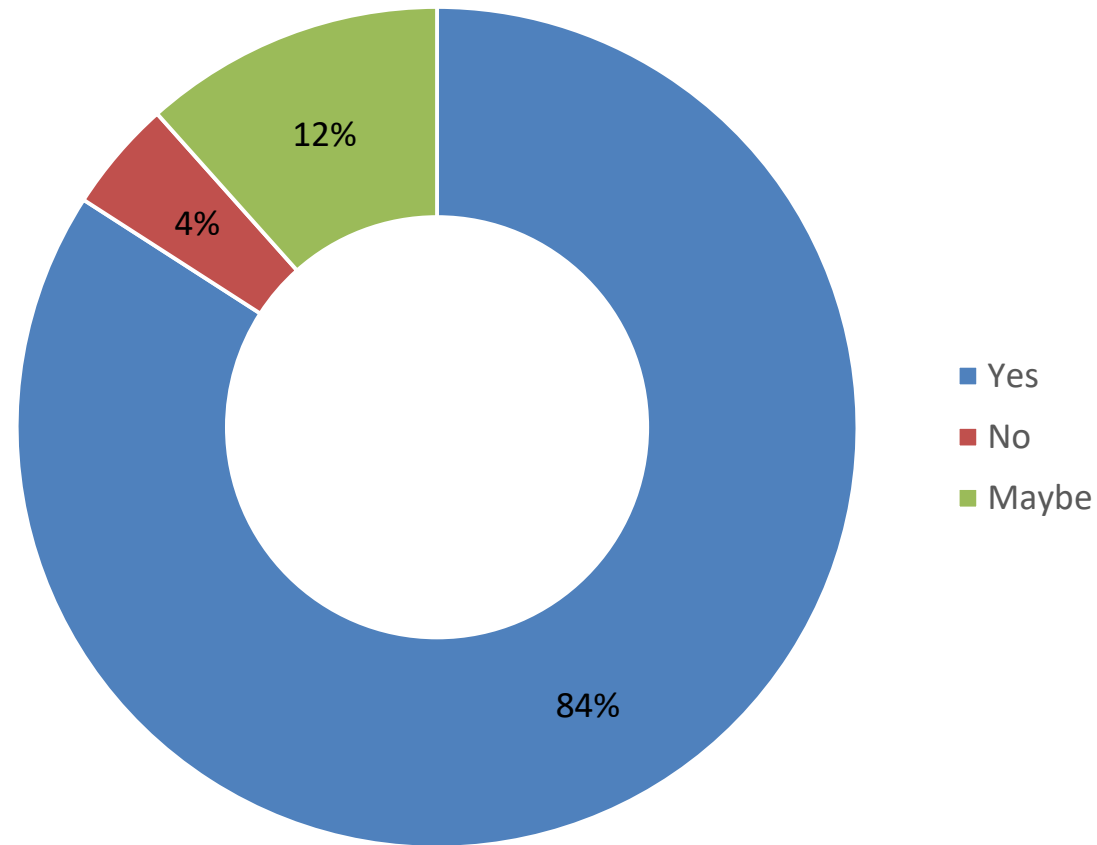
This section was answered by all survey participants. The questions relate to JEB, the Chemical Engineering building, cosmetic additions and improvements.



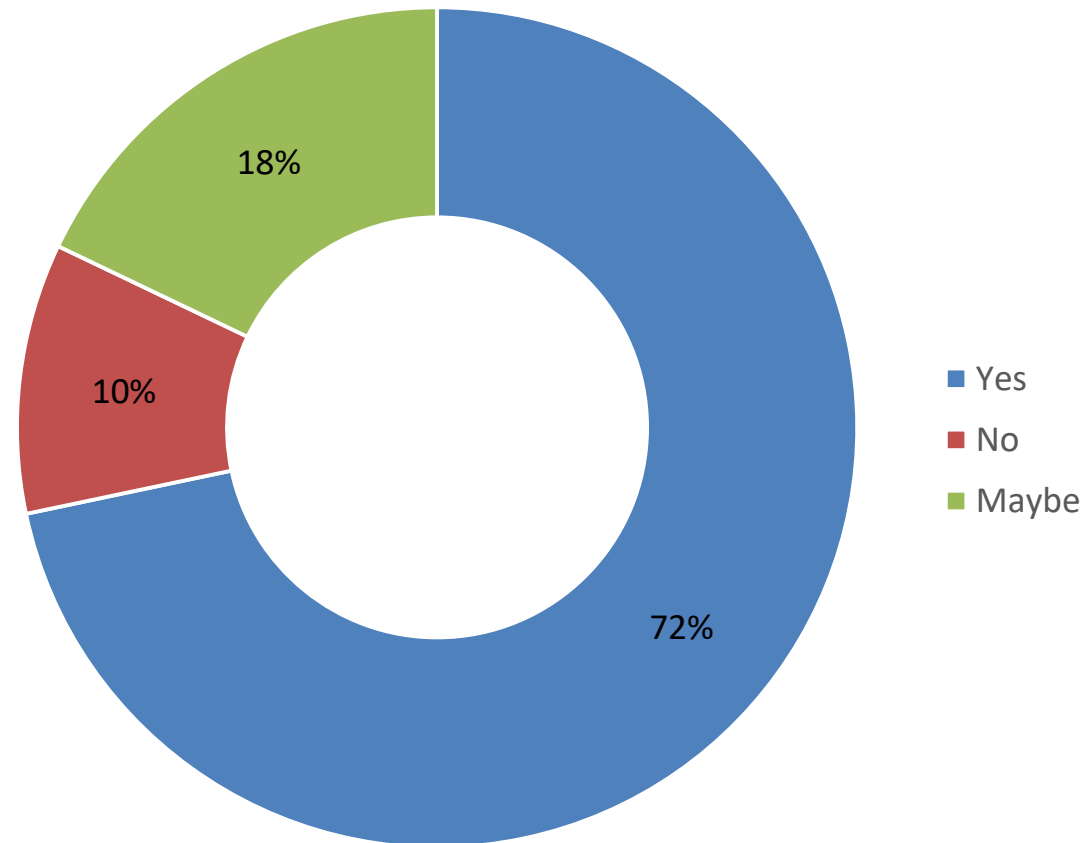
If benches were located in the main JEB hallway, would you use them?



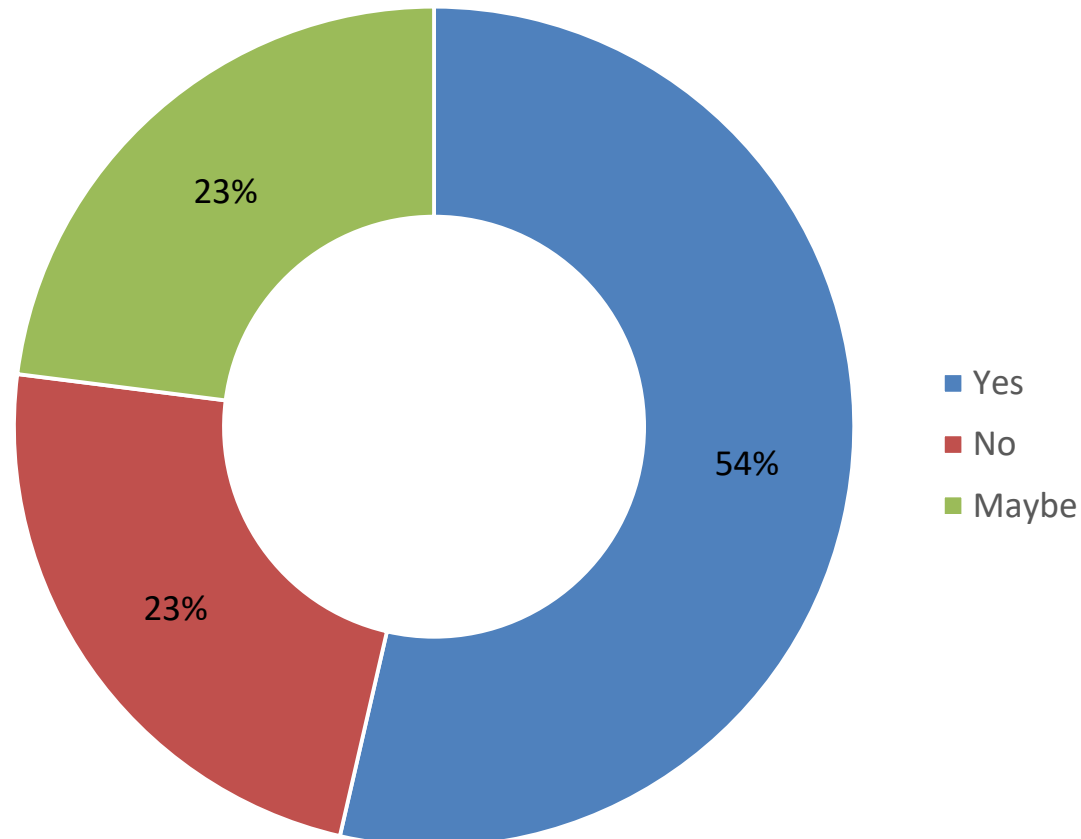
Would more study spaces in JEB be beneficial to you?



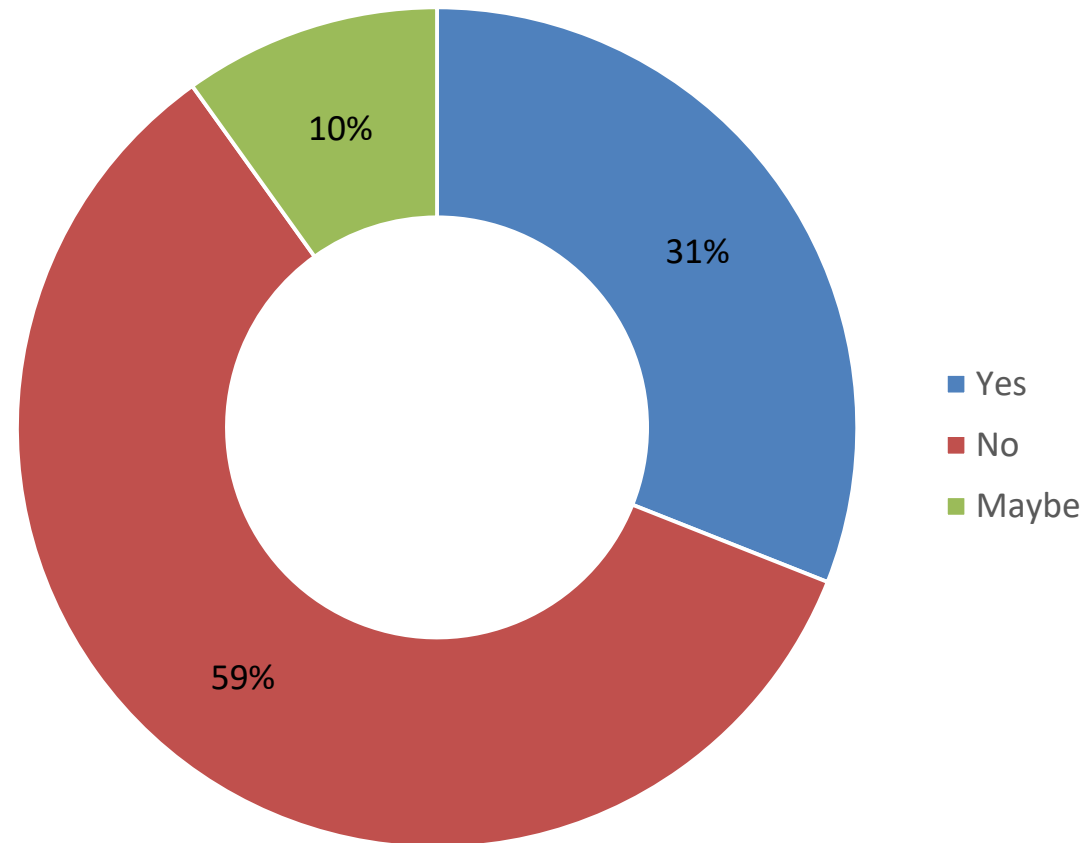
Would a quiet study space in JEB be beneficial to you?



If rolling whiteboards were provided in the undergraduate study spaces, would you use them?



If more bike racks were added outside of JEB, would that benefit you?



Selected Responses



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“More undergraduate computer lab space because there’s not enough computers for everyone to do ASPEN/study.”

“There’s no where to study in JEB, it’s always crowded.”

“Need more study spaces, especially quiet ones.”

“Please give us benches in the hallway.”

“I think it would be great to have couches in the main lobby...somewhere to relax so don’t feel cramped in the undergrad lounges.”

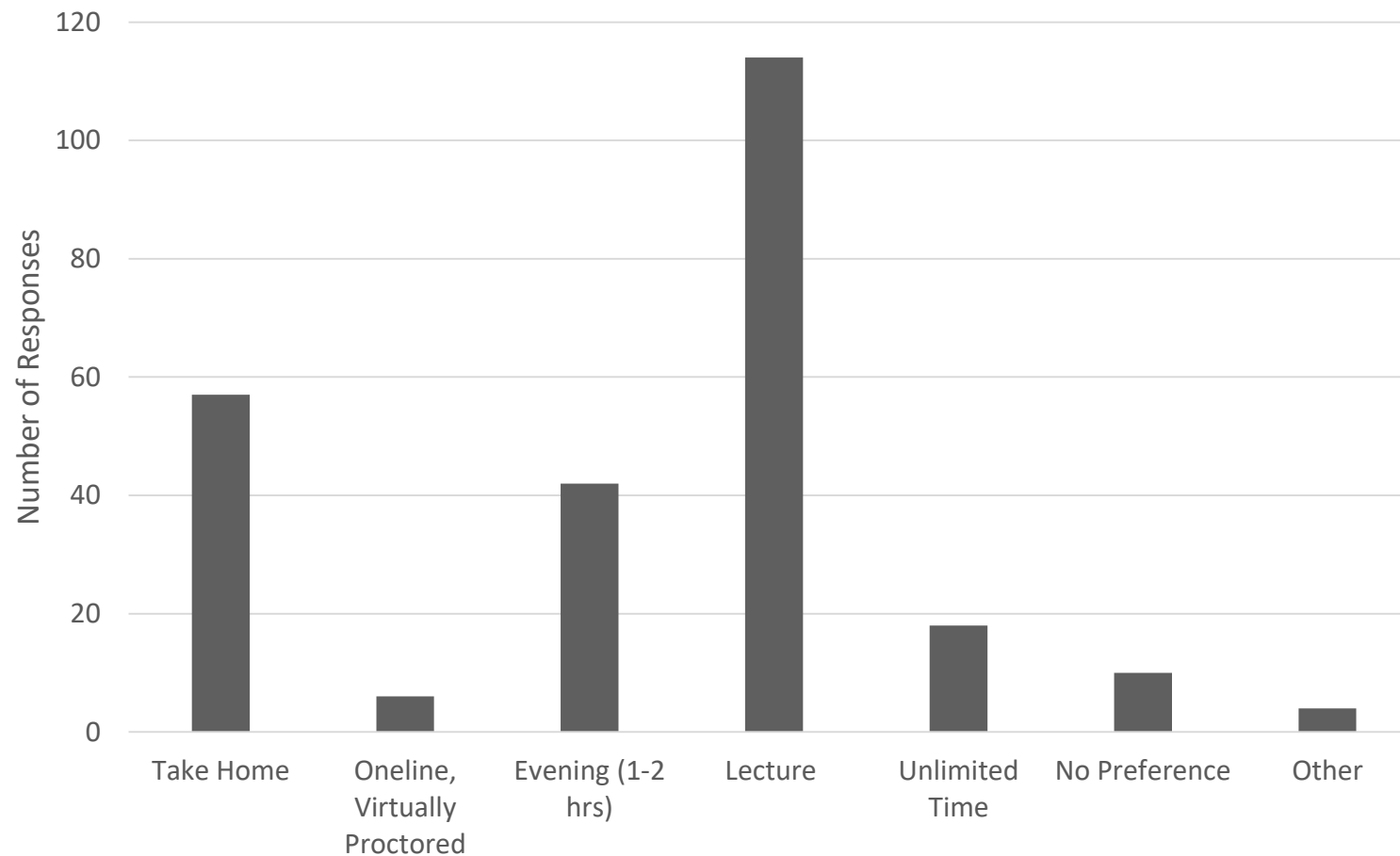


EXAM TIMES

This section was answered by all survey participants. The questions relate to when/how students would like to take exams.

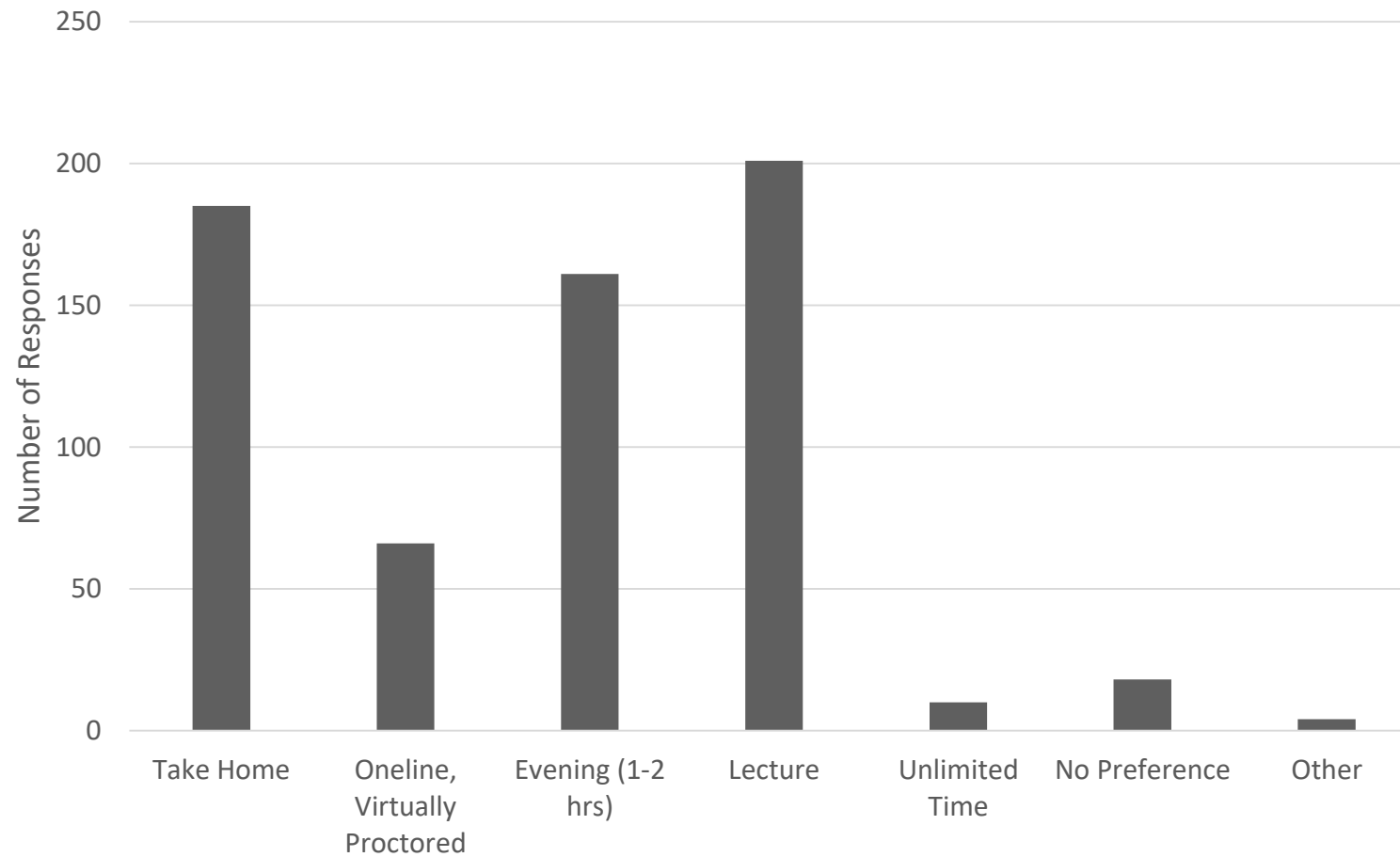


When do you prefer to take CHEN exams?





Which type of exam would you be willing to take?



Participants could select multiple options.

Selected Responses



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“I believe that holding evening exams can be beneficial...If the student has issues they can transfer out of the class within its time.”

“...exams are meant to test our ability as chemical engineers to solve real world problems and cannot do that in 1 hour.”

“It would be really nice to have more online testing...those of us with minors have a long way to travel on campus...allow me to make more organization meetings and be more involved on campus.”

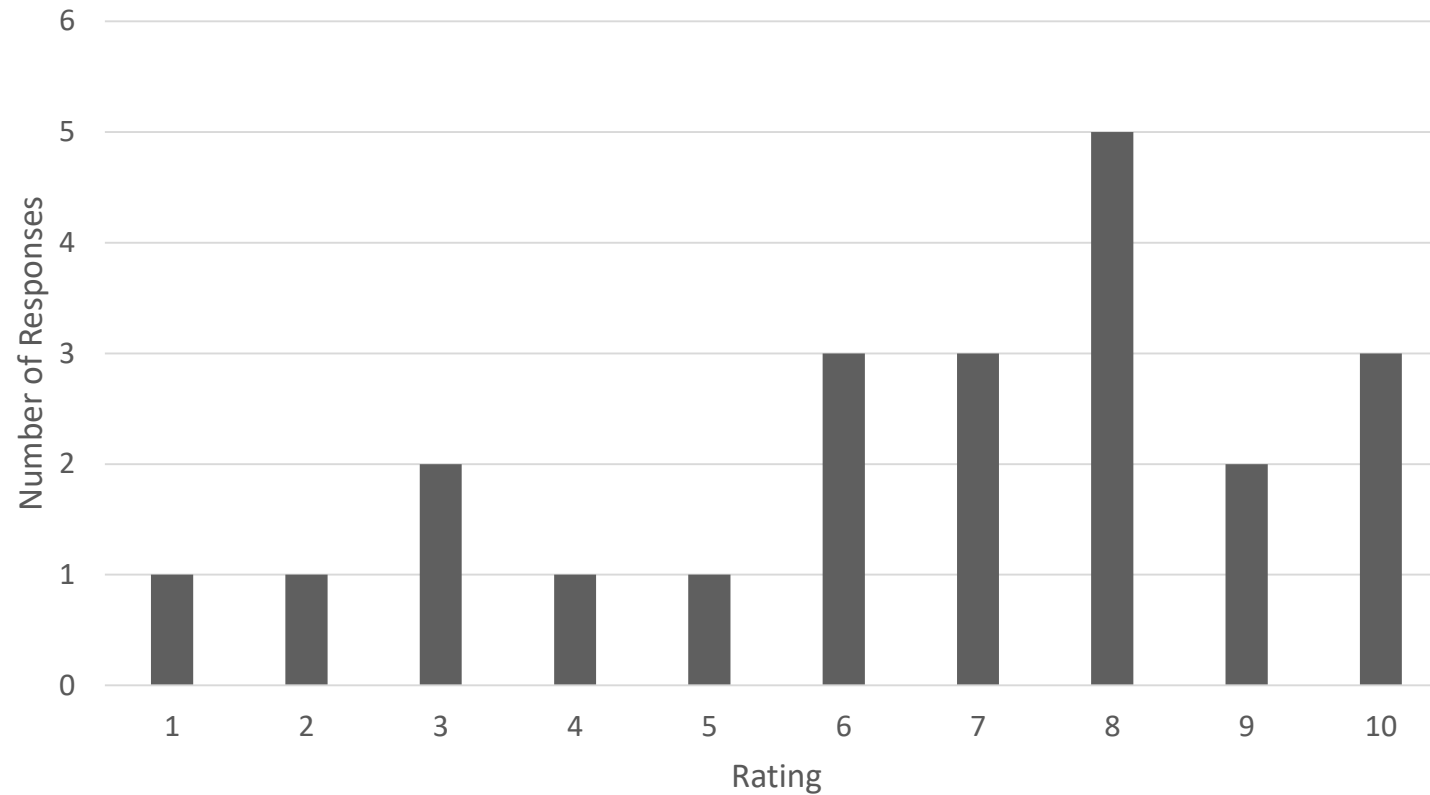


TRANSFER STUDENTS

This section was answered only by students who indicated they were transfer students. The total number of responses is 22. The questions relate to the transfer experience.

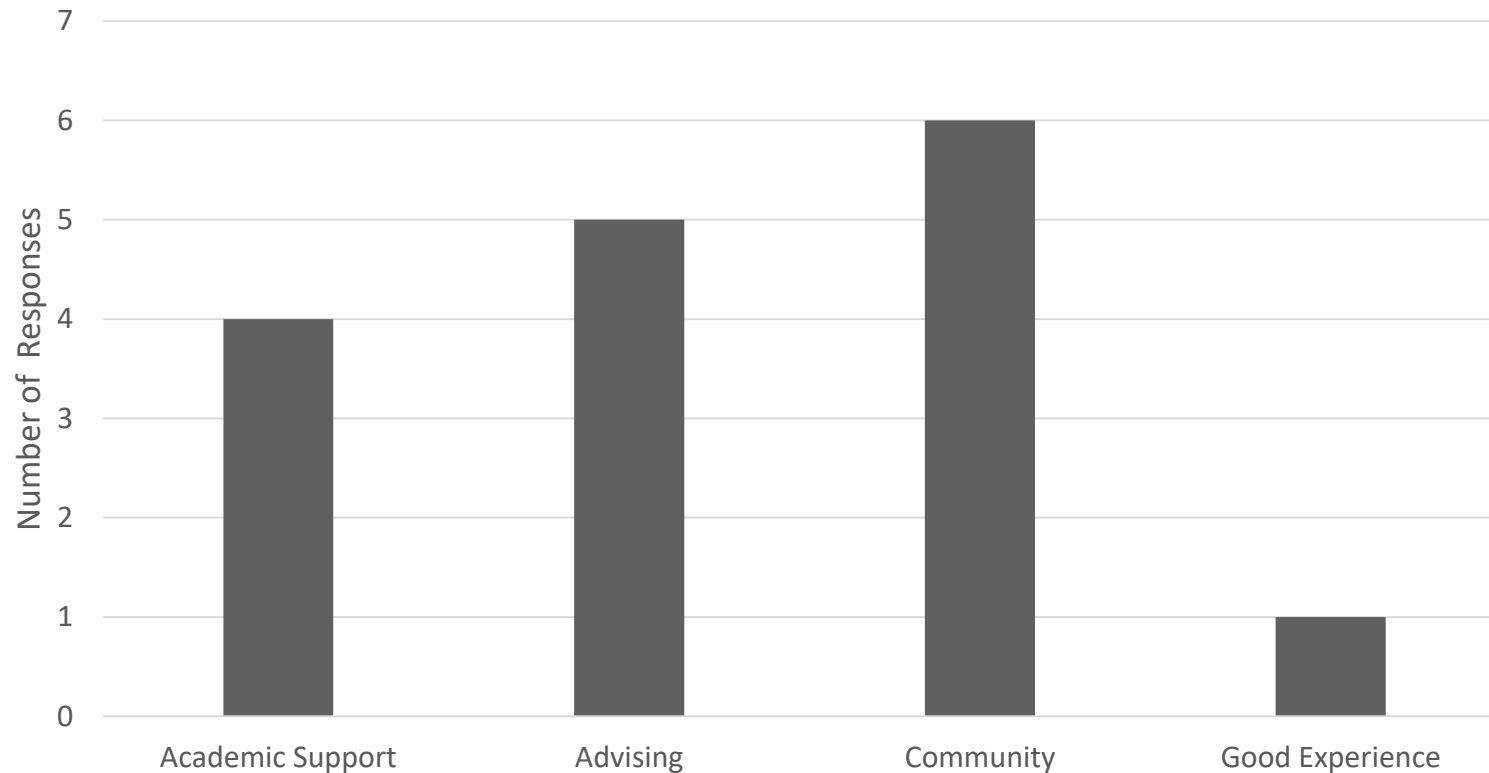


Rate your transfer experience into the TAMU CHEN department with 10 being the most positive experience.



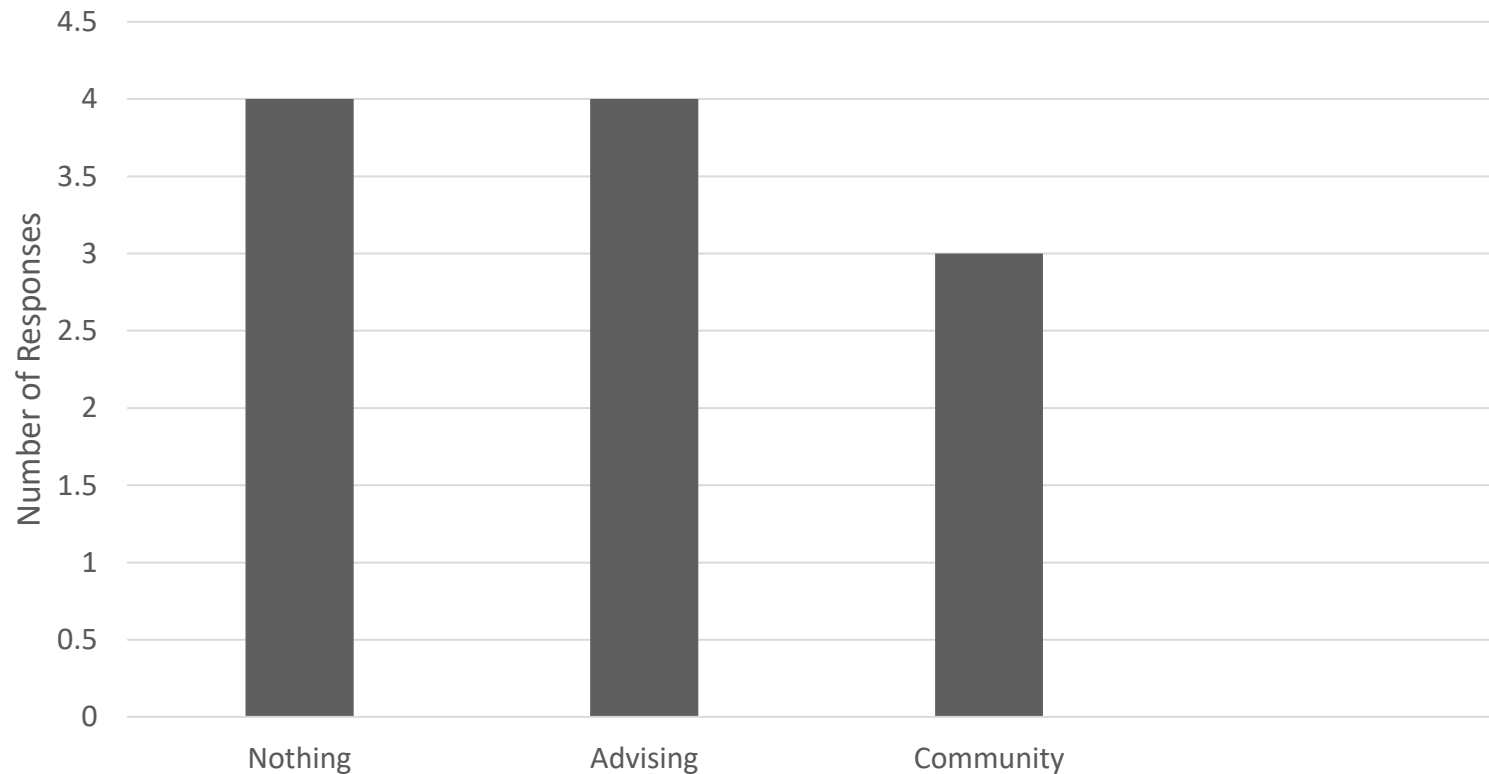


Open-Ended: What could the CHEN department have done to help you ease your transition?





Open-Ended: What did the CHEN department do that positively impacted your transfer experience?



Selected Responses



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Academic Support

“Provide tutoring and weekly/monthly checkups.”

Advising

“Provide a better explanation of the department and how the curriculum is set up.”

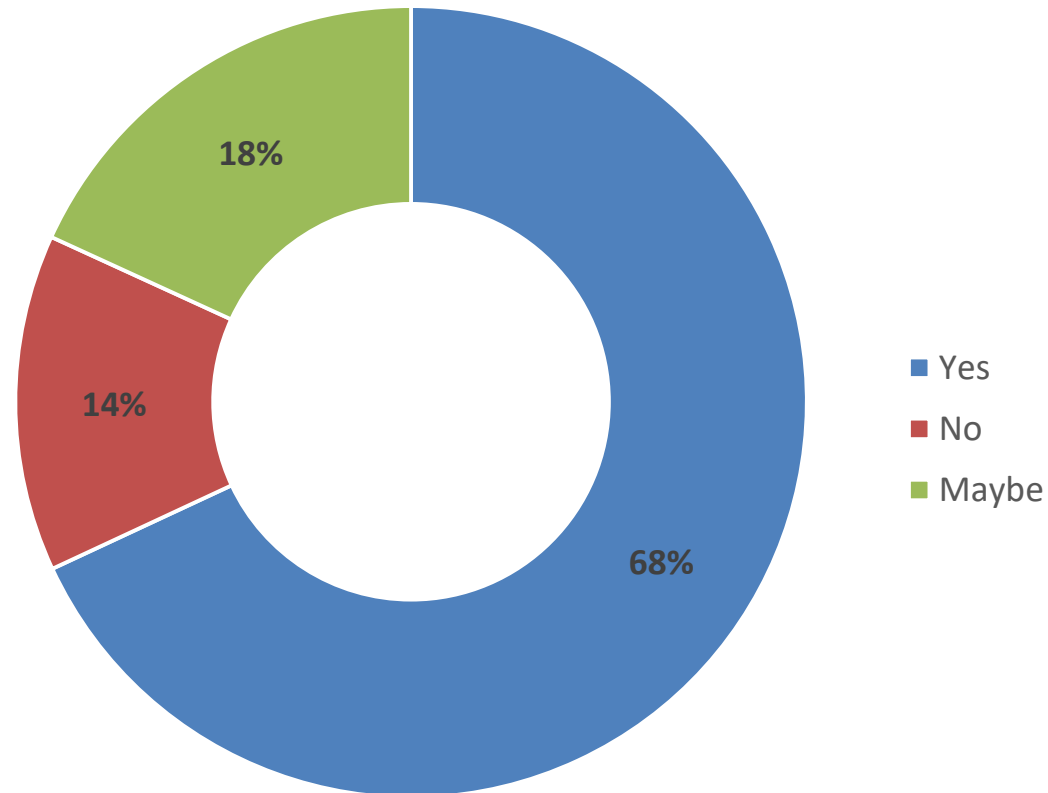
Community

“It would have helped to know the different clubs and organizations the CHEN department offers. Also showing where we can study in JEB.”

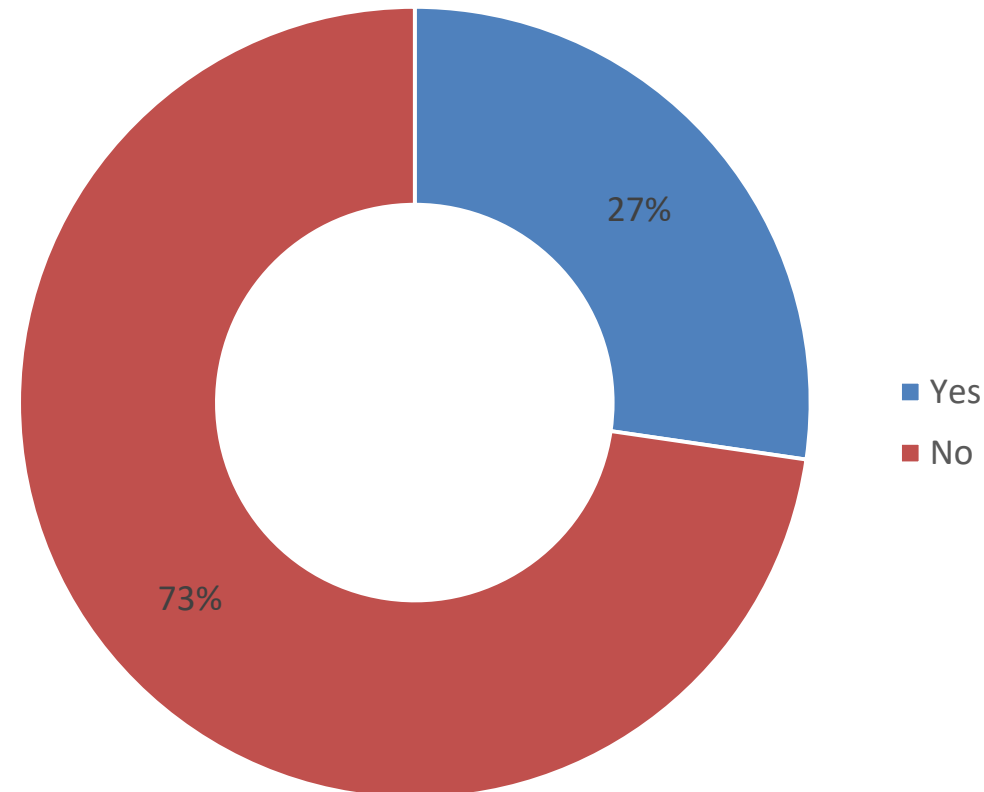
Good Experience

“...I know Lisa is very busy, and in the end she was the one who cares the most about transfer students, and takes into account the person, not just the raw GPA. Very stressful transition, but I understand why, and we are lucky to have someone like Lisa who cares so much about transfer students.”

Would a group or mentorship program have been helpful to ease your transition?



Have you ever Q-dropped a CHEN course?



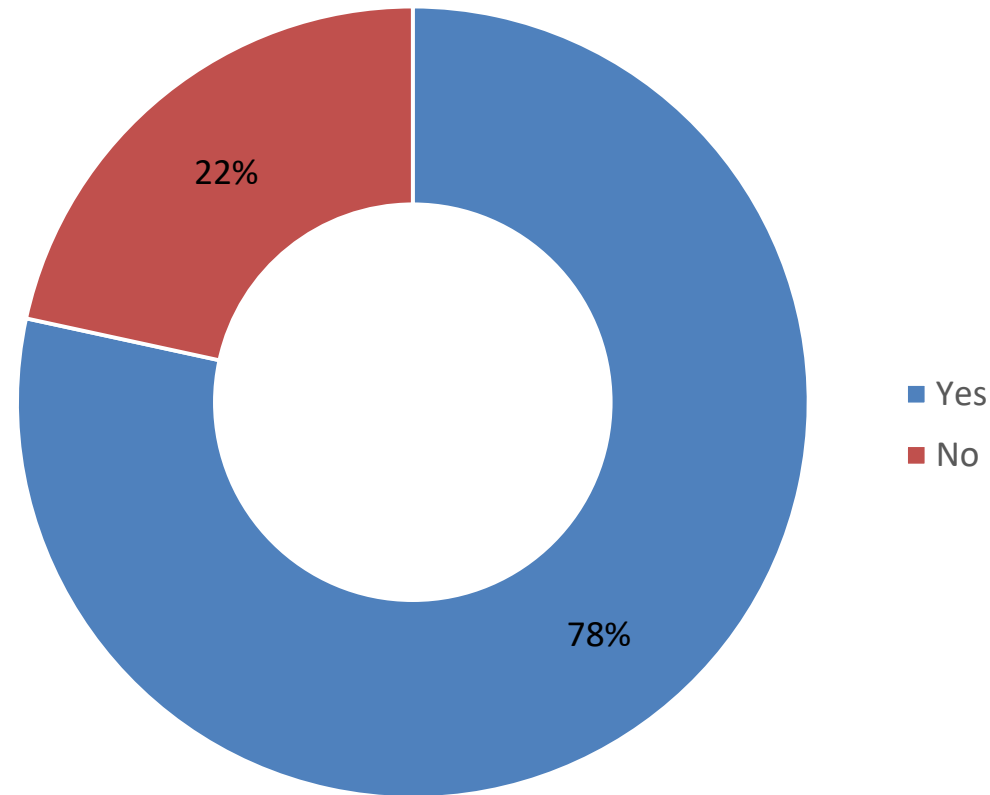


Q-DROPS

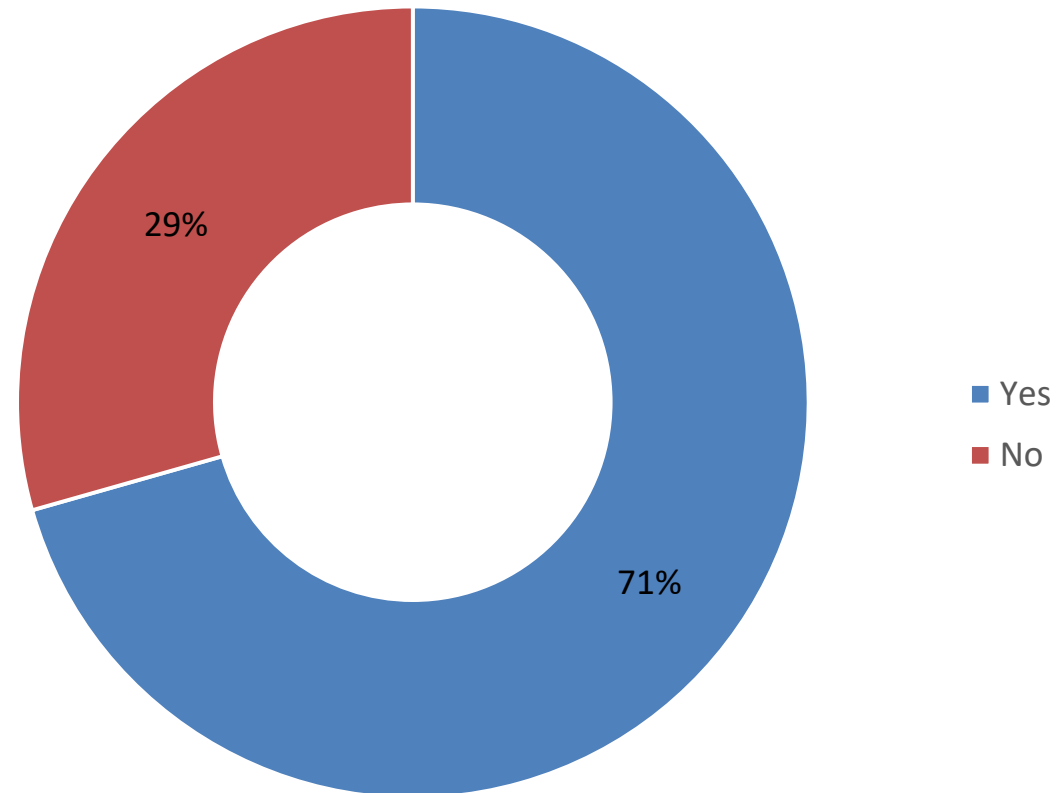
This section was answered only by students who indicated they Q-dropped a CHEN course. The total number of responses is 51. The questions relate to the Q-drop process and concerns.



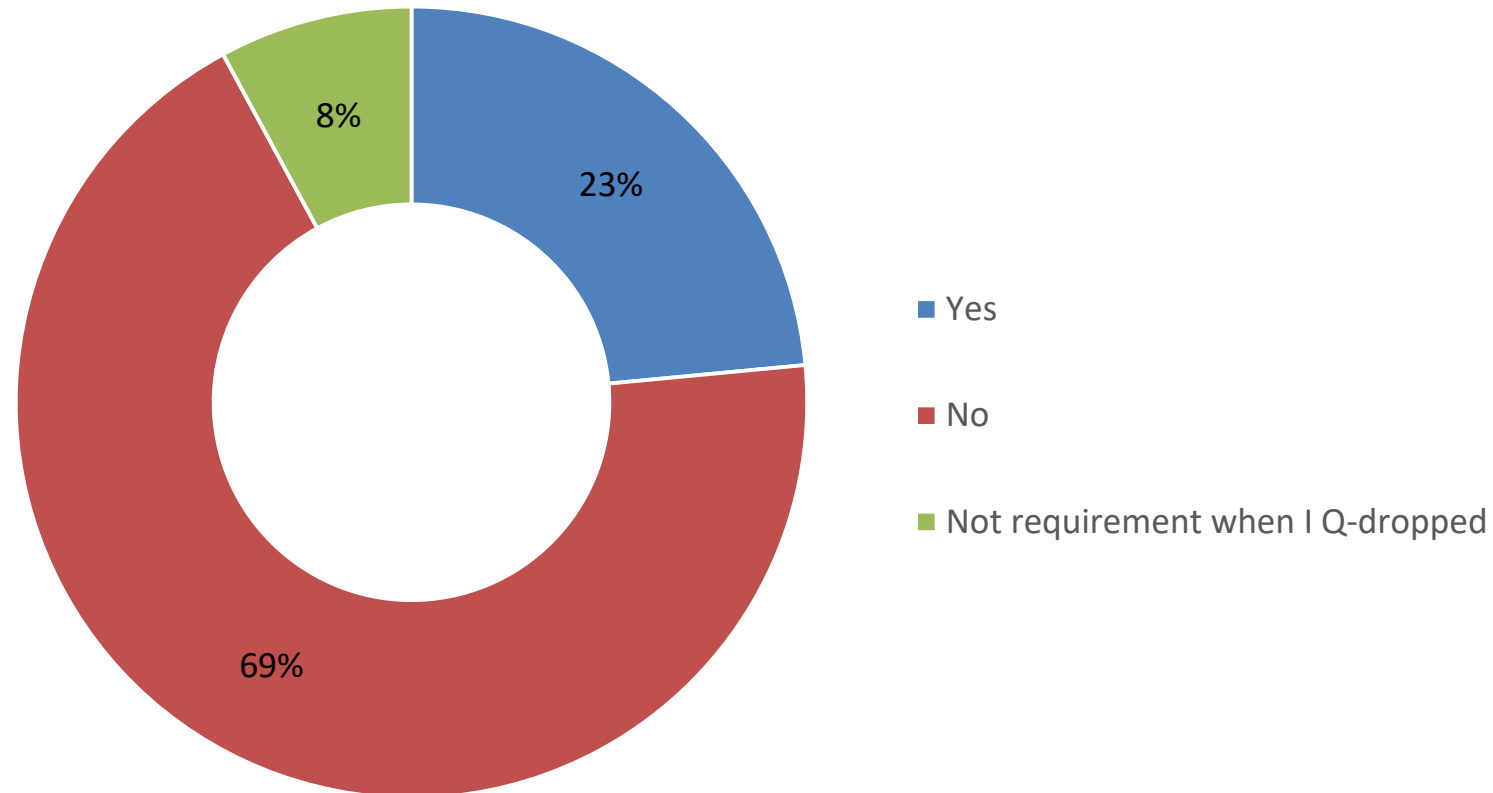
Did you talk to a CHEN advisor about your standing in the class before Q-dropping the class?



Did you talk to your professor about your standing in the class before Q-dropping the class?

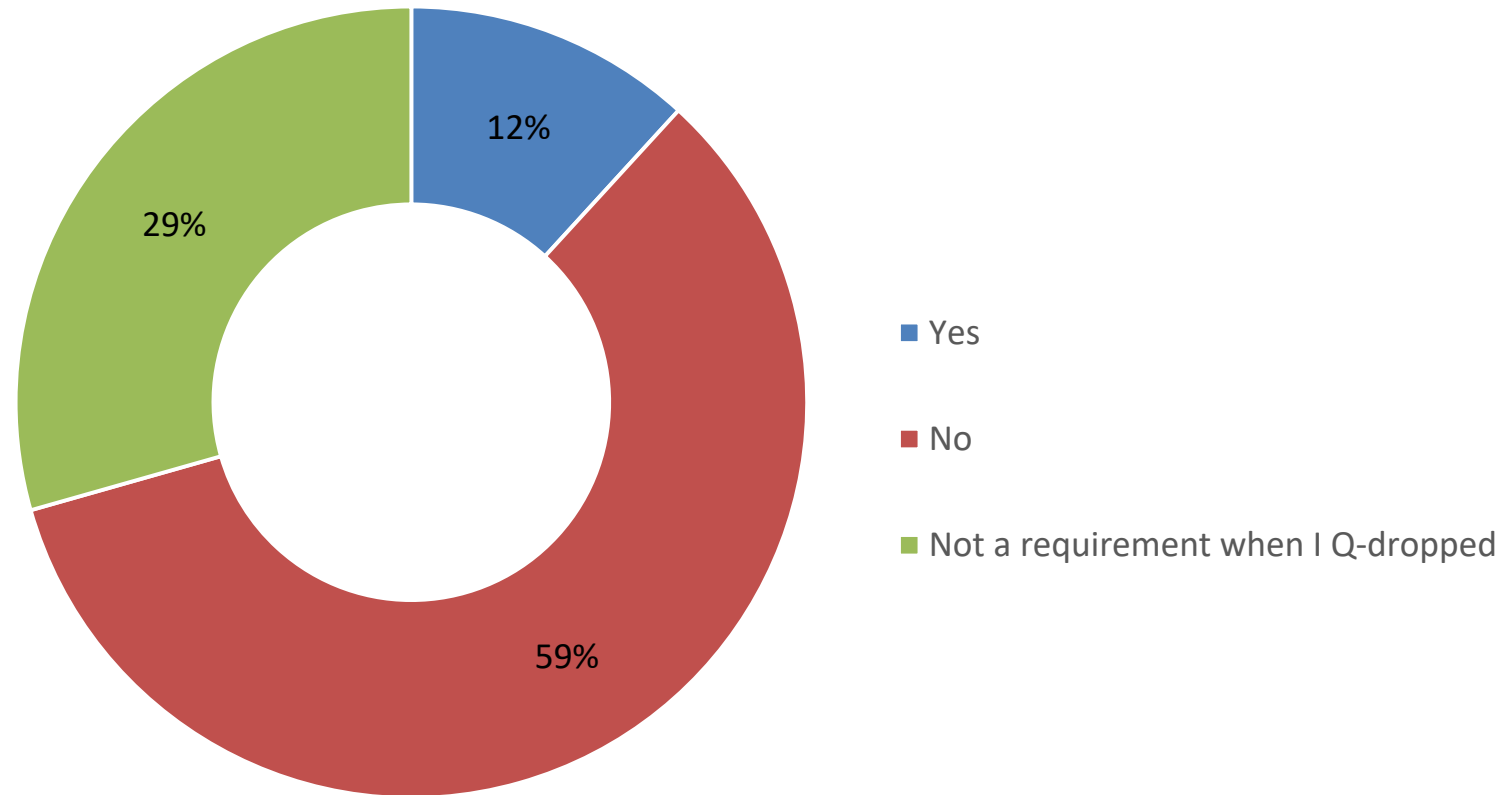


Were you aware of the academic probation class before Q-dropping the class?



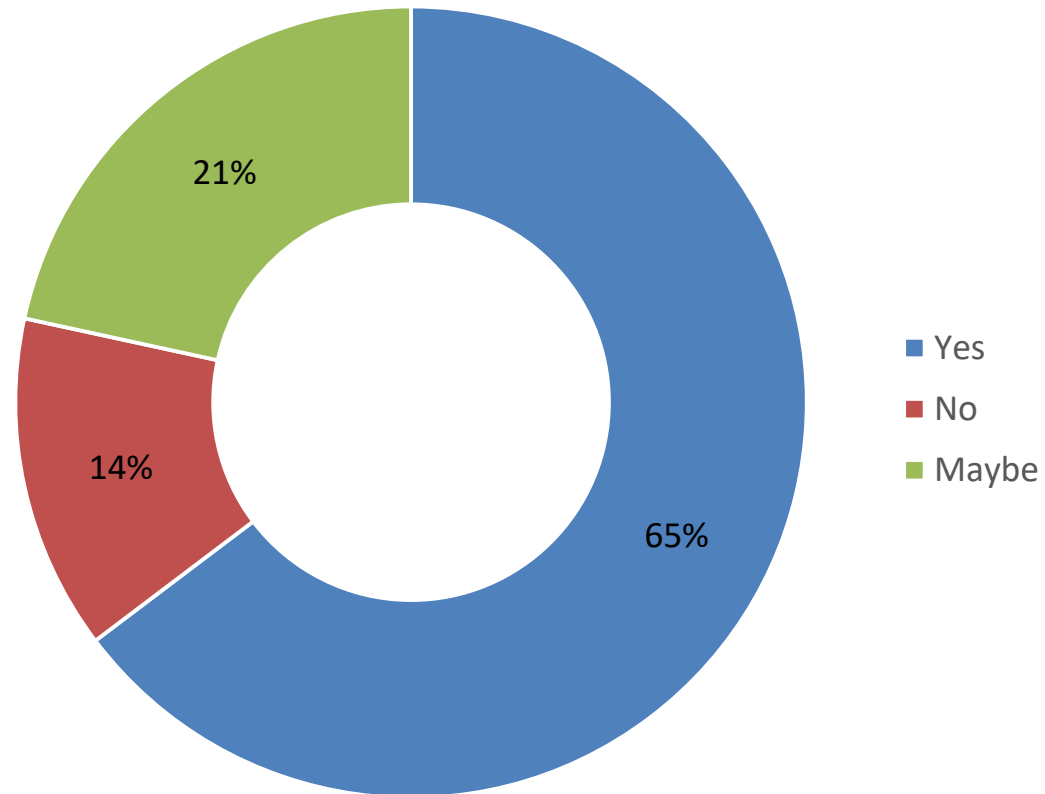


Is the academic probation class helpful in your academic career?



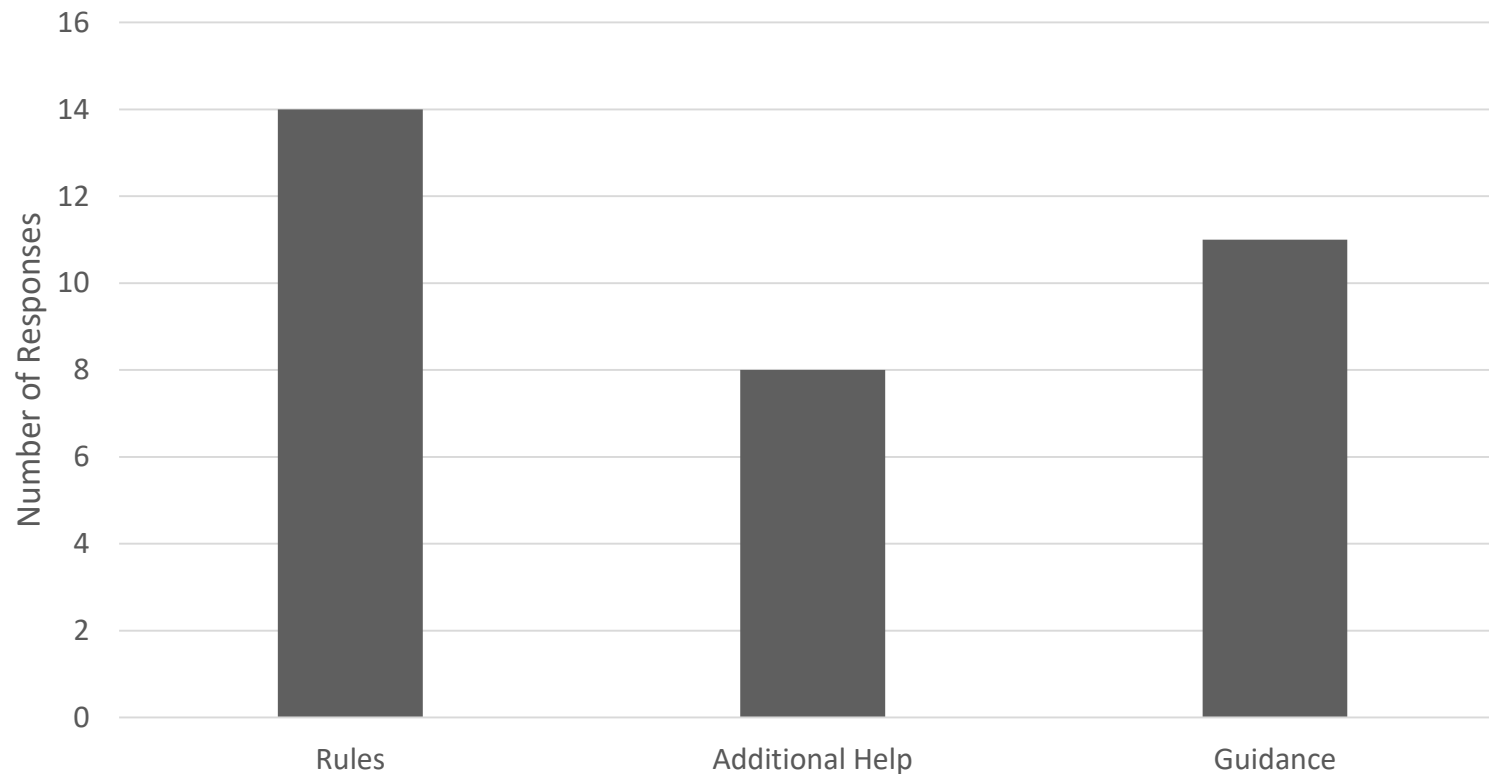


Are the requirements clear for your graduation?





Open-Ended: What could the CHEN department have done better to help you pre and post Q-drop?



Selected Responses



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Rules

“I was not told that I would be placed on Academic probation for Q-Dropping and would need to jump through hoops at the Academic Success Center the following...I was very disappointed in how this was handled. I would have benefited by knowing this beforehand.”

Additional Help

“Offer more accessible tutoring (when I would go there was always ~8 other people and I could only get 1 question)”

Guidance

“The advisors could be more caring and understanding of personal situations outside of school. Personally I don't feel helped by the probation advisor except for making me feel worse about the situation and my academic achievement. Show me how it will change my degree plan.”



For more information, please visit the
USAC website.

<https://tamuchen-usac.weebly.com/>

