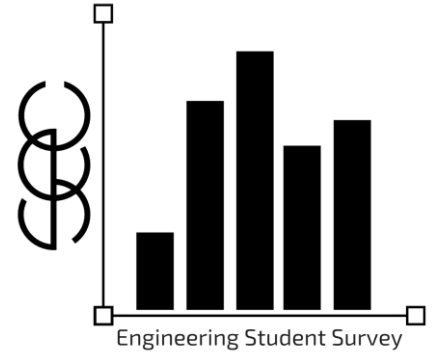


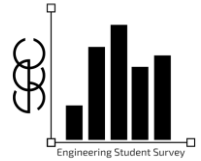
ENGINEERING STUDENT SURVEY



Results Presentation

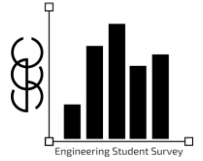
February 5th, 2026

Survey Executive Summary



Mission

One of the three primary missions of the Student Engineers' Council is to serve as a 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

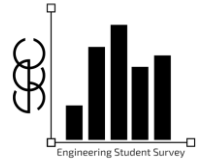
Section edits:

- Addition of Campus Transition and International Student sections
- Adjustment of open-ended questions to highlight strengths and use AI-assisted analysis
- Consolidation of Engineering Community section (formerly Community & Belonging)

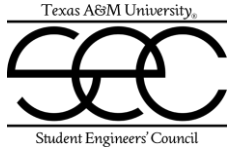
Handout:

- Demographics section is provided in the handout.
- A summary of highlights from each section is provided in the handout.

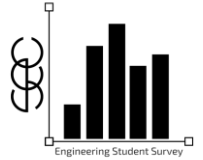
Survey Question Breakdown



Introduction/Demographic Questions	Slide 07
Engineering Student Organization Questions	Slide 18
Undergraduate Student Questions	Slide 23
ETAM Questions	Slide 40
Graduate Student Questions	Slide 48
Post-Graduation Questions	Slide 59
Internship and Professional Experiences Questions	Slide 65
Career Fair Questions	Slide 73
Mental Health Questions	Slide 82
Engineering Community Questions	Slide 89
Campus Transition Questions	Slide 105
International Student Questions	Slide 110
International Experience Questions	Slide 115



Survey Response Summary



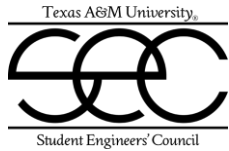
6-Week Survey Period

October 22nd, 2025 – December 5th, 2025

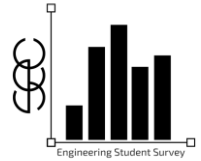
2990 Total Respondents

~13% of Engineering Student Body

(75% from Undergraduate Students + 25% from Graduate Students)



Special Thanks



Dr. Andrea M. Ogilvie, Assistant Dean for Student Success

Dr. Angie Hill Price, Associate Dean for Undergraduate Programs, SEC Advisor

Dr. Harry Hogan, Senior Associate Dean for Academic Affairs, SEC Advisor

Savannah Giron, SEC President

Elizabeth Thomas, SEC Vice President Internal

Introduction/Demographic Questions

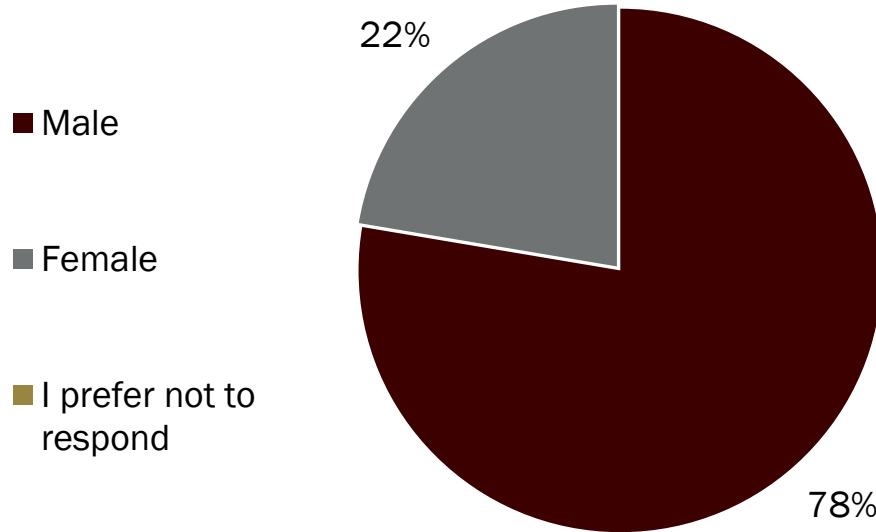
Asked to all students



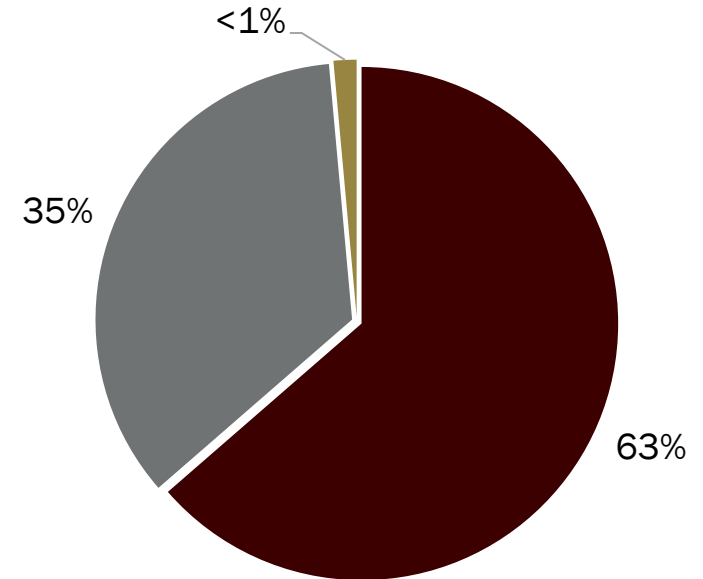
Respondents: 2990

What gender do you identify as?

College of Engineering:



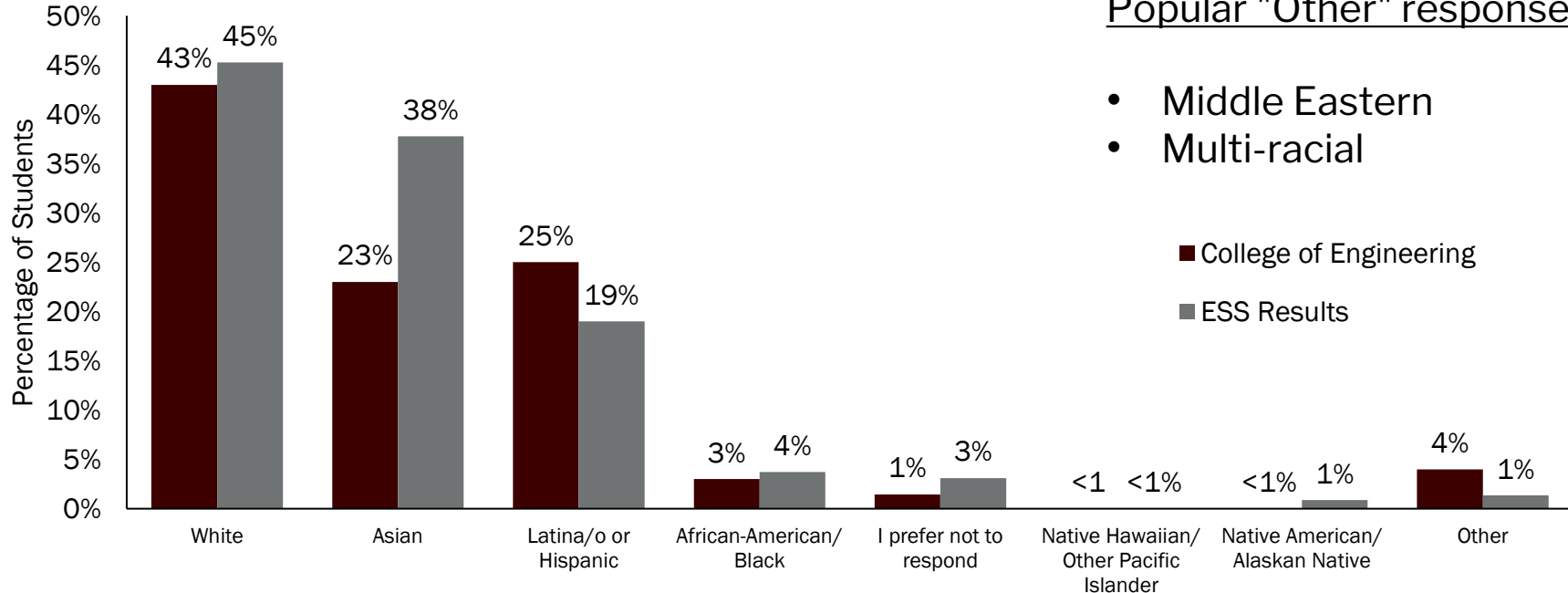
ESS Results:





Respondents: 2990

Race/Ethnic Identification: (*select all that apply*)



Popular "Other" responses:

- Middle Eastern
- Multi-racial

■ College of Engineering
■ ESS Results

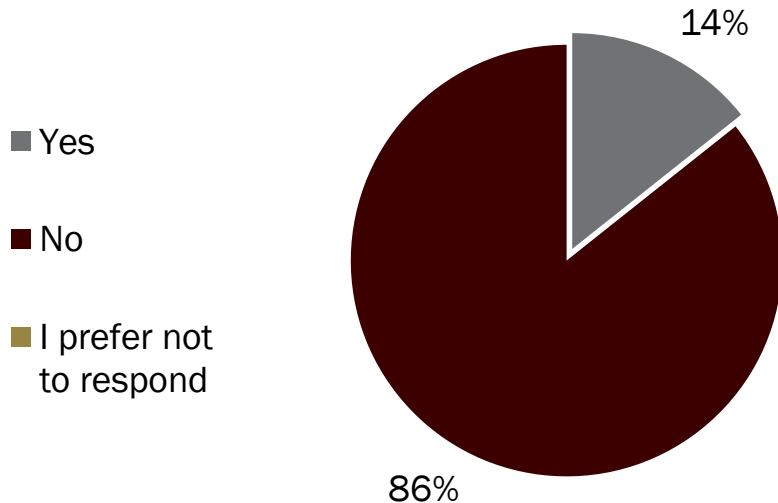


Respondents: 2990

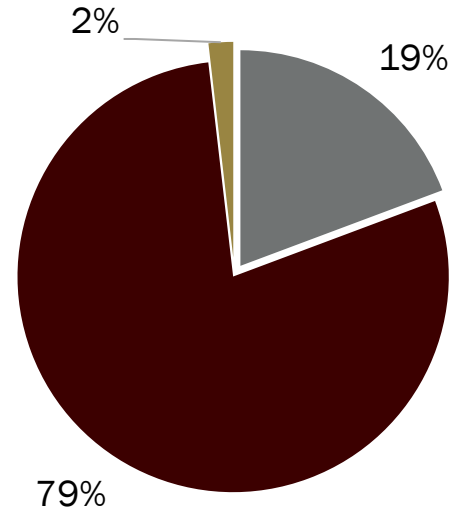
Are you a first-generation college student?*

*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." (<https://nces.ed.gov/pubs2018/2018009.pdf>)

College of Engineering:



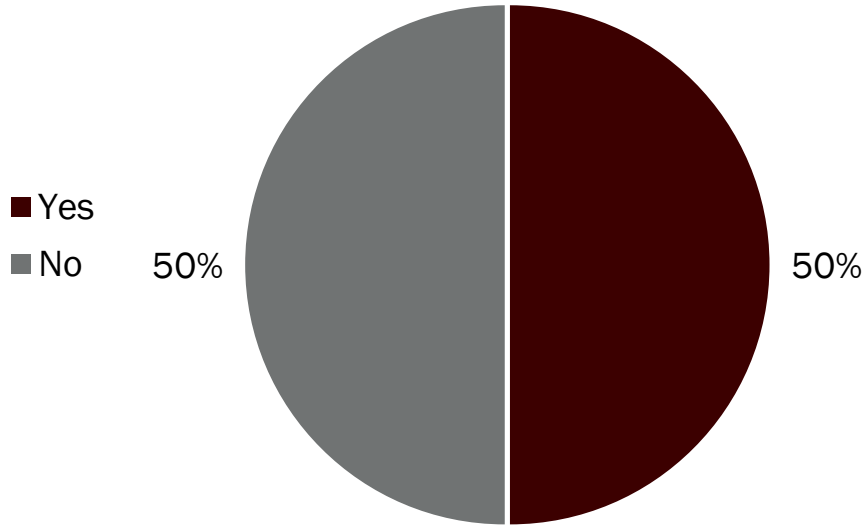
ESS Results:



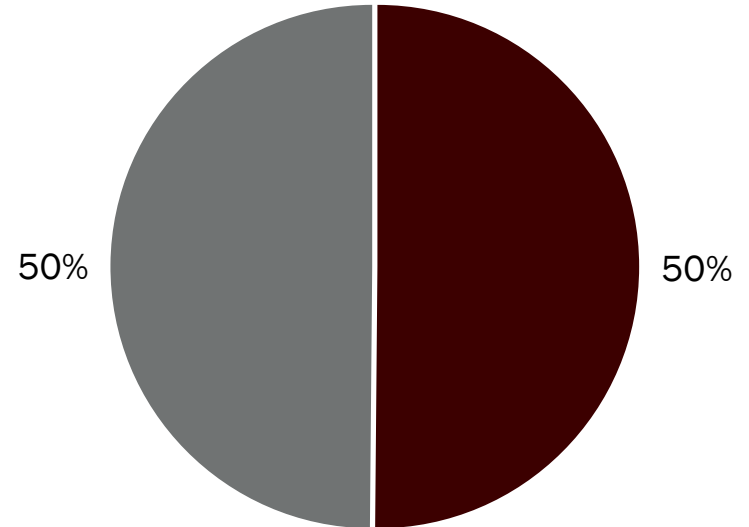
Respondents: 2990

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

2024:



2025:





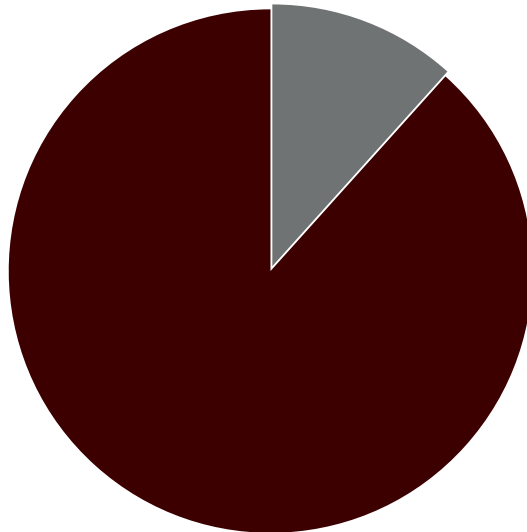
Respondents: 2990

Are you an international student?

College of Engineering:

12%

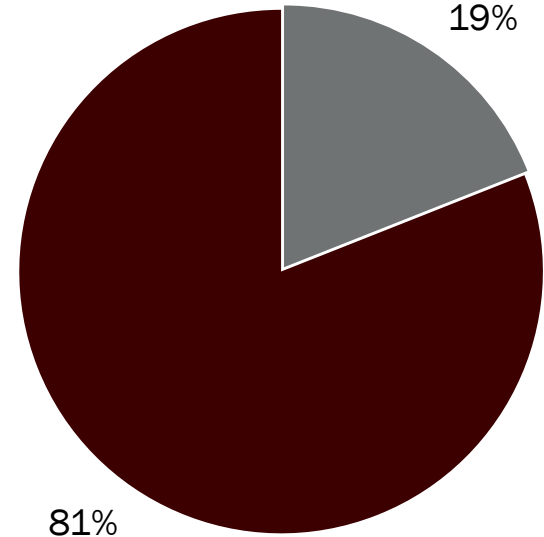
■ Yes
■ No



88%

ESS Results:

19%

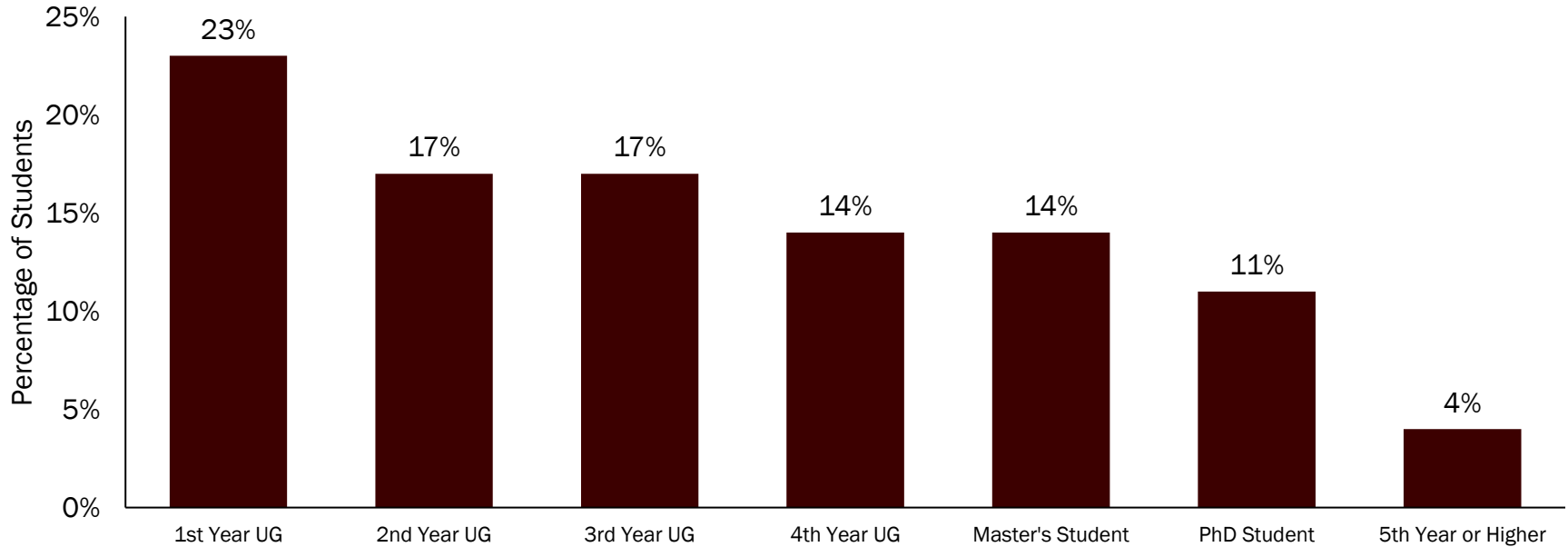


81%



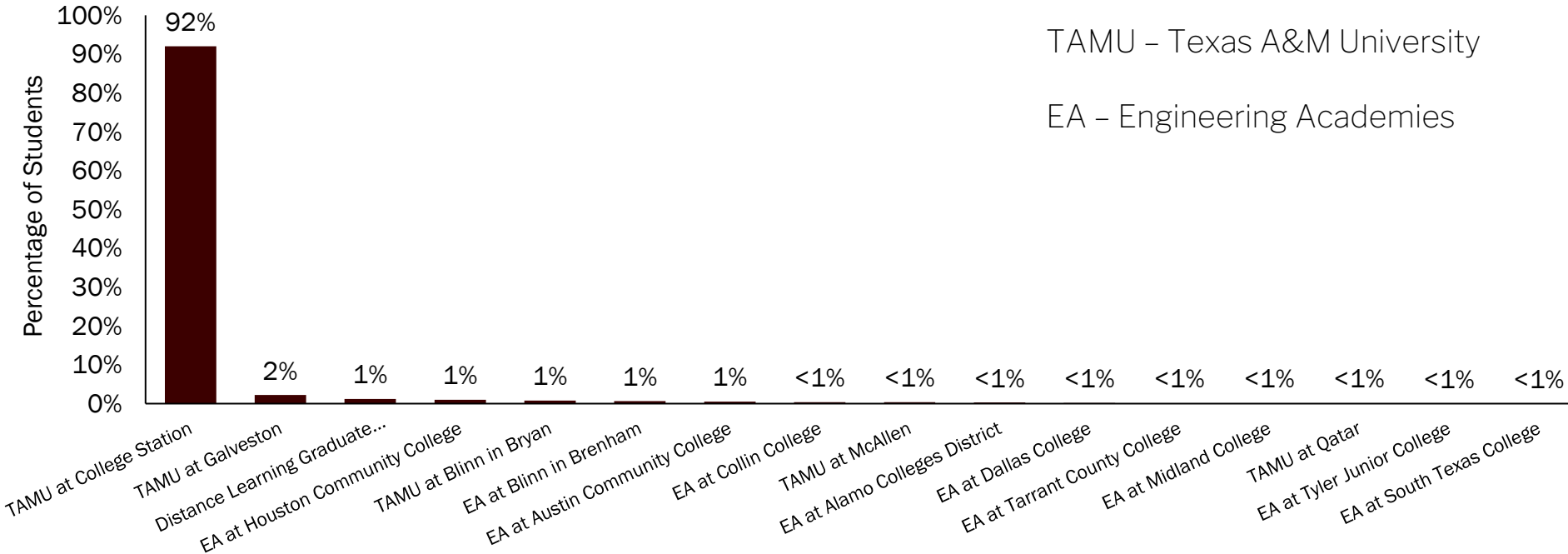
Respondents: 2990

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



Respondents: 2990

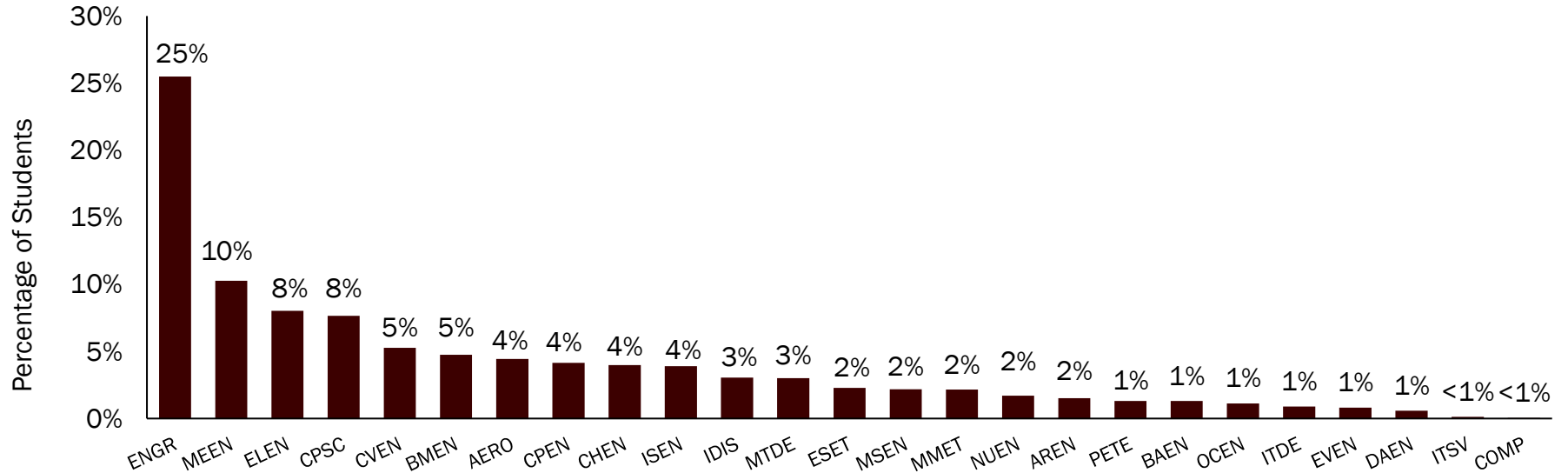
Which campus are you located at this semester (Fall 2025)?



Asked to undergraduate students
Respondents: 2233



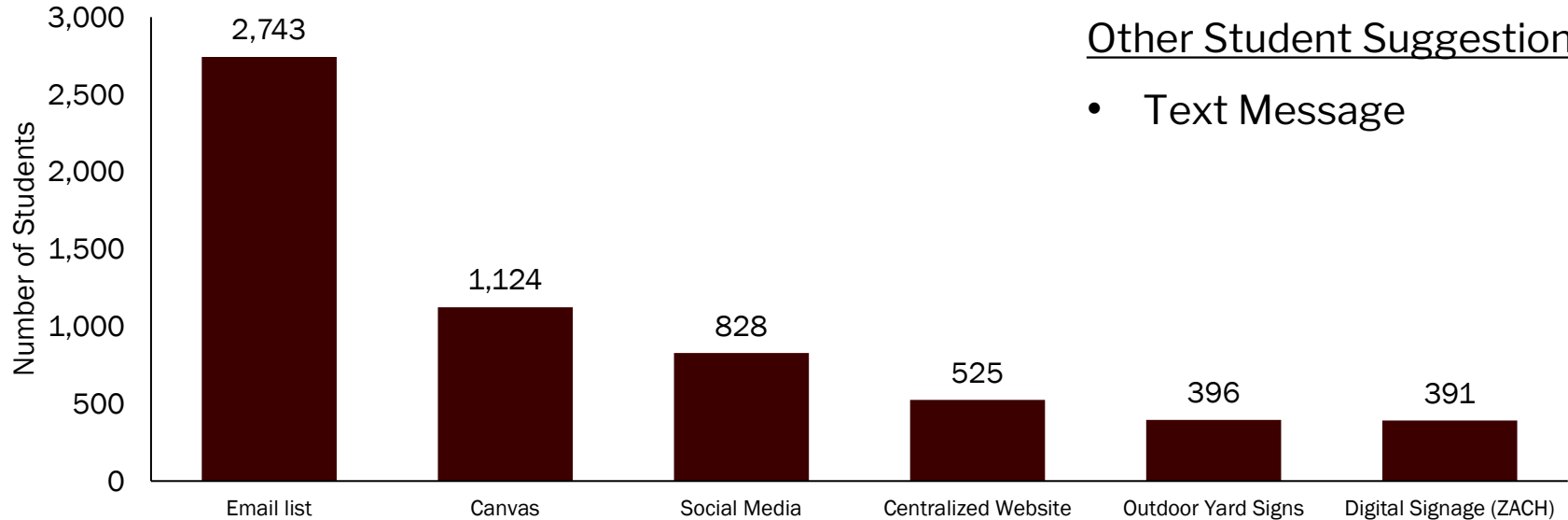
What is your Major of Study?





Respondents: 2990

How would you prefer to receive information about events, scholarships, career opportunities, and other general information from the College of Engineering?
(select all that apply)



Other Student Suggestions:

- Text Message

Questions?

Engineering Student Organization Questions

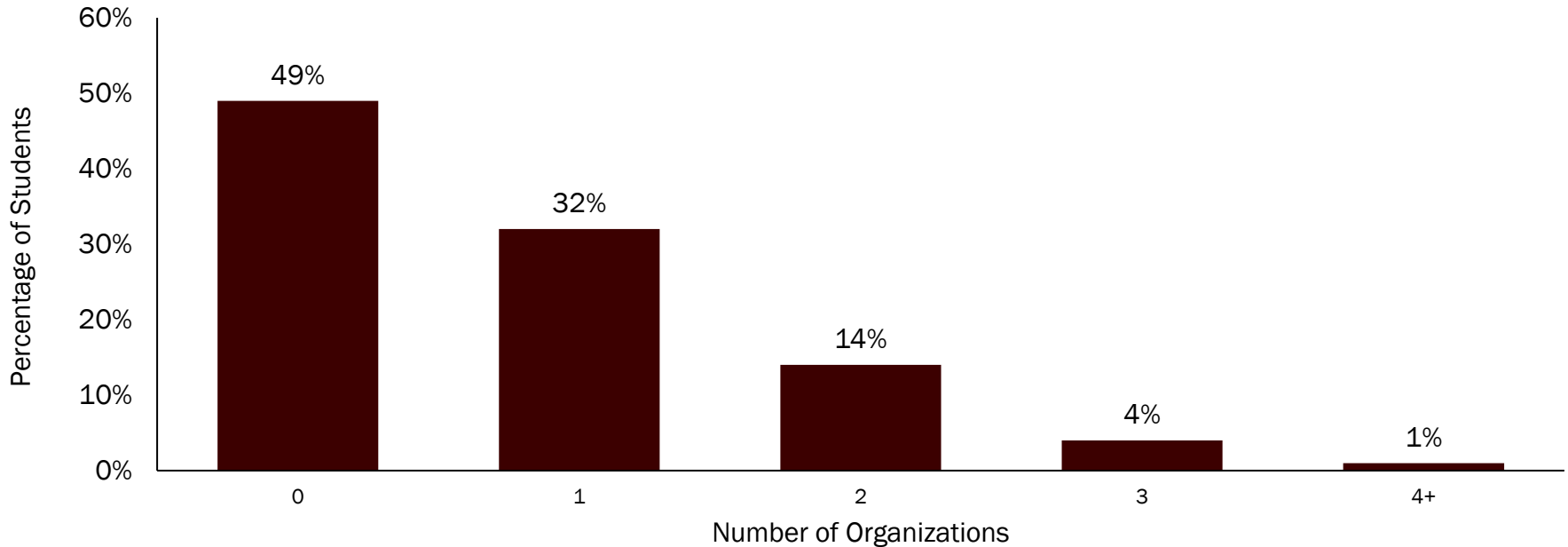
Asked to all students



Respondents: 2990

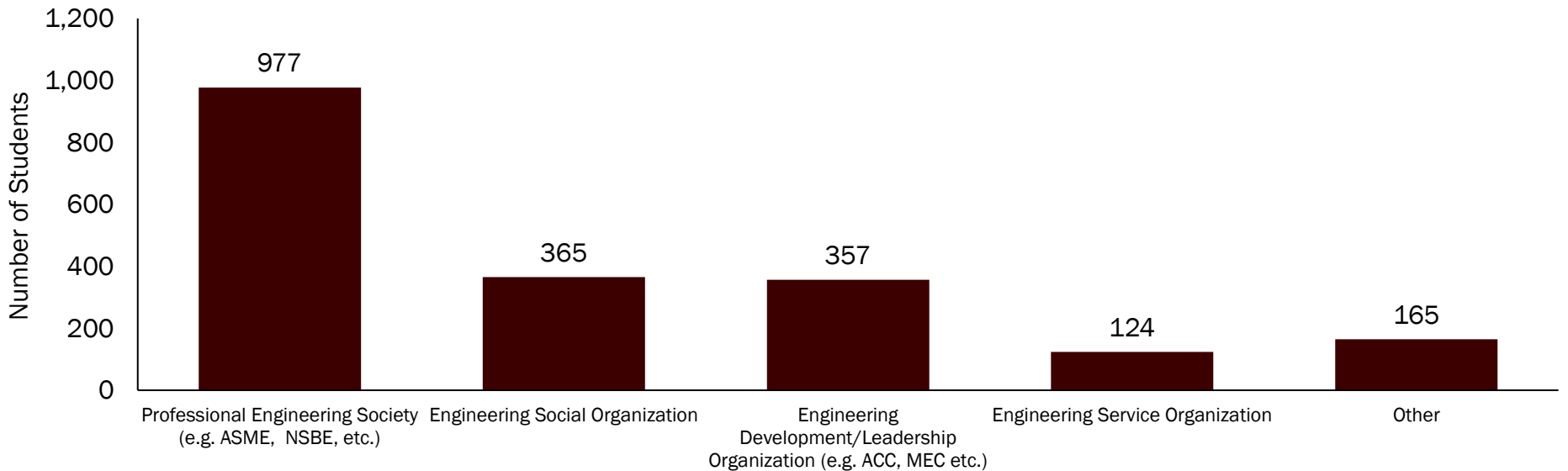
How many Engineering Student Organizations (ESOs) and/or Engineering Societies are you currently involved in?

*An ESO is defined as an organization that is recognized by StuAct or the COE as an Engineering Organization.



Asked to students who are involved in 1+ organization(s)
Respondents: 1506

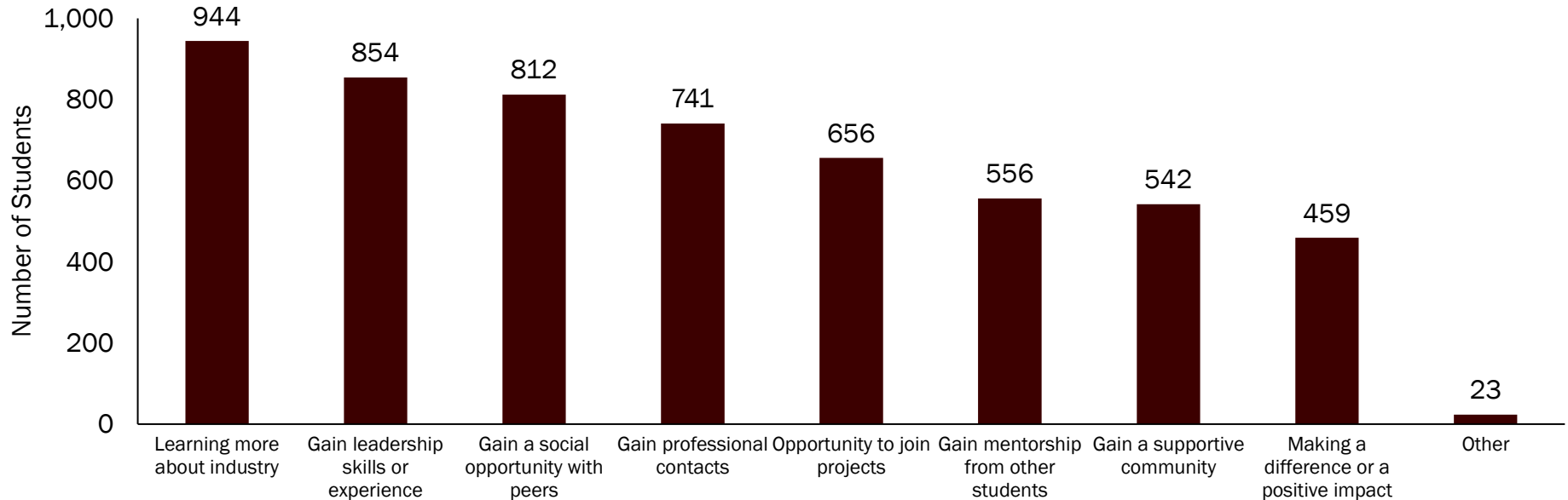
What type of Engineering Student Organizations (ESOs) and/or Engineering Societies are you involved in? (*select all that apply*)



Asked to students who are involved in 1+ organization(s)
Respondents: 1506



Why did you become involved in your Engineering Student Organization(s)?
(select all that apply)



Questions?

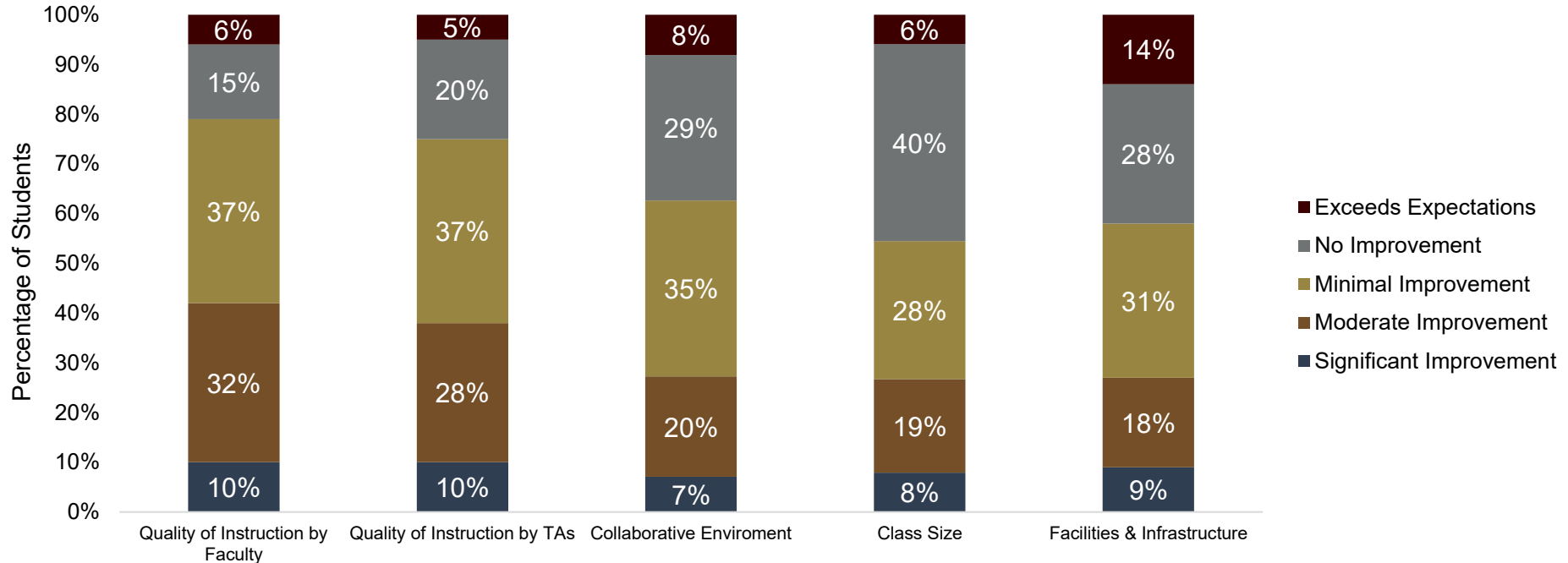
Undergraduate Student Questions

Asked to undergraduate students only



Respondents: 2233

Please indicate, for each College of Engineering attribute, the level of improvement you believe is necessary.





Respondents: 858

Please elaborate on your thoughts regarding the attributes above, including any areas for improvement or aspects that are working well. (*open ended*)

Improved Selection of Professors and TAs

- Students overwhelmingly report that learning quality depends more on **who teaches the course** than what course it is.
- “Quality of Instruction: Could be improved by **checking in on professors' classes** to ensure students are getting quality learning.

Class Sizes Too Large

- Students consistently feel the College of Engineering has **outgrown its instructional capacity**.
- “Either there needs to be an **increase in infrastructure** or there cannot be as many students.”

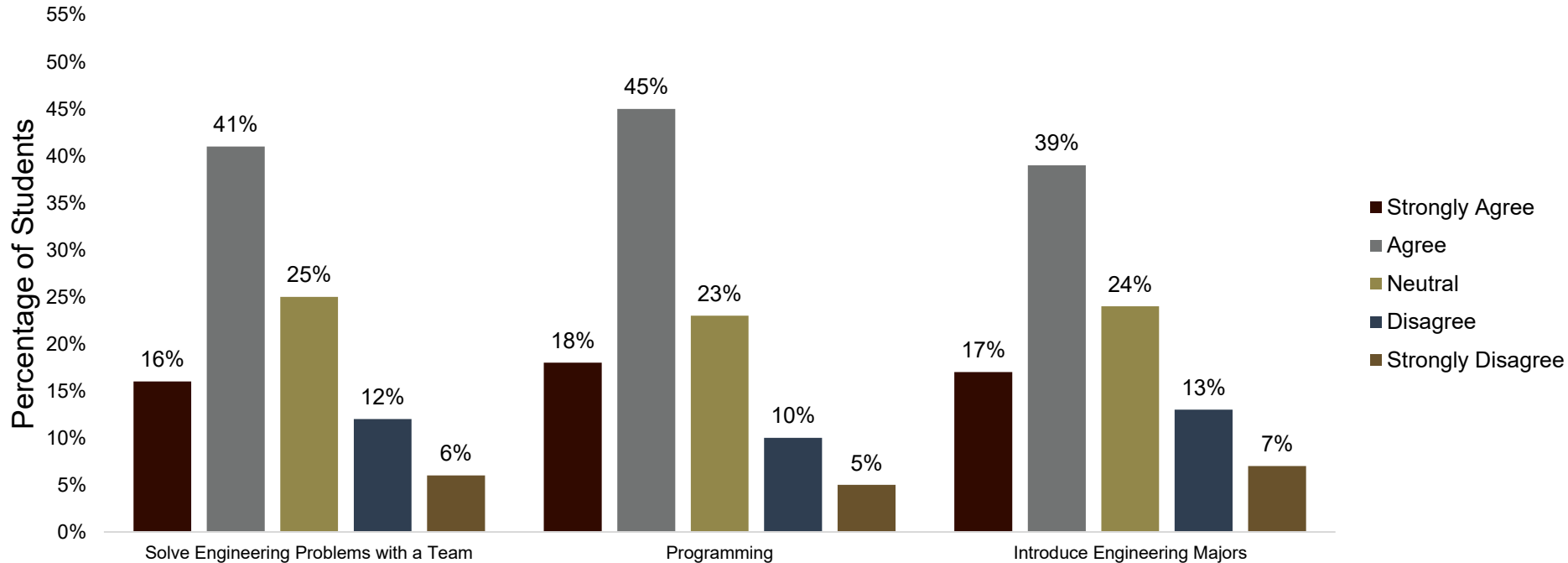
Facilities

- Limited access to **makerspaces** and **build areas**.
- “Facilities could be improved by having **more seating and tables** to sit at in ZACH.”

Asked to non-first year undergraduate students
Respondents: 1534



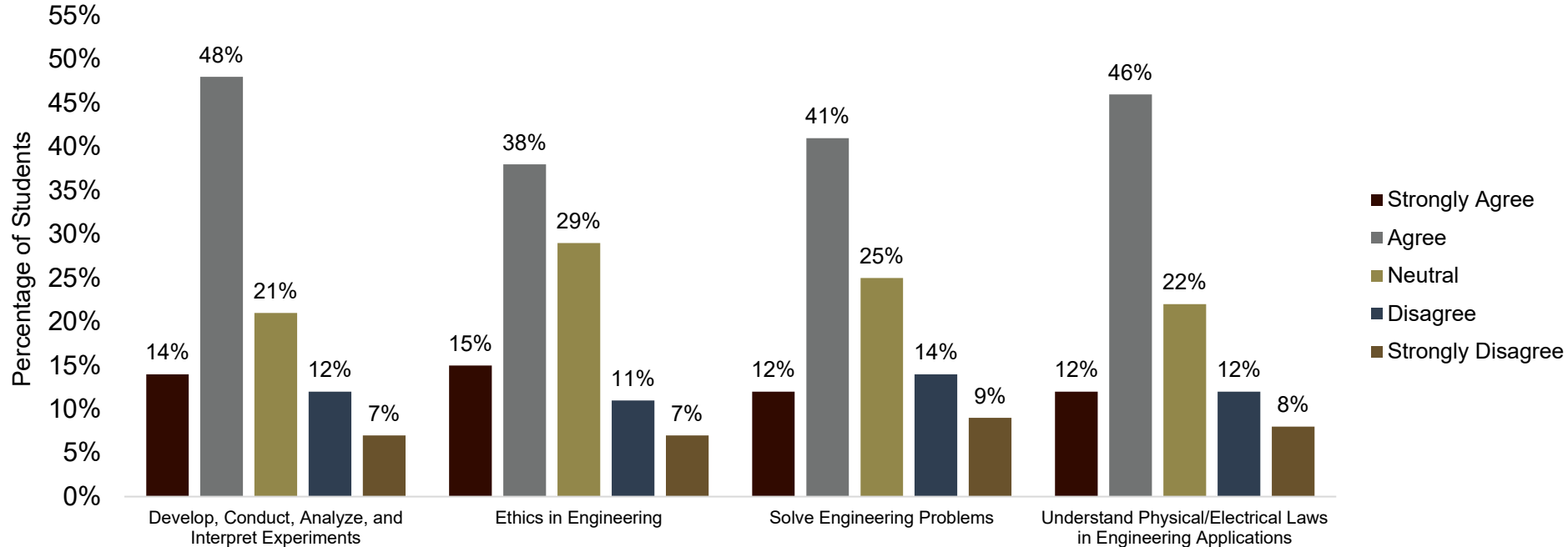
My ENGR 102 coursework adequately prepared me to be an upper level engineering major in the following ways.



Asked to non-first year undergraduate students
Respondents: 1492



My ENGR 216 and 217 adequately prepared me to be an upper-level engineering major in the following ways.



Asked to non-first year undergraduate students
Respondents: 430



ENGINEERING
TEXAS A&M UNIVERSITY

Please elaborate on how the coursework did or did not adequately prepare you to be an upper-level engineering major. (*open ended*)

ENGR 102 – Programming Focus & Teamwork

- “If you didn’t already know how to **code**, it was **overwhelming**.”
- “Needs to have a **standardized approach to group work** and foster a better learning environment.”
- “**DI Saturday** taught me **more about majors** than the **actual class**.”

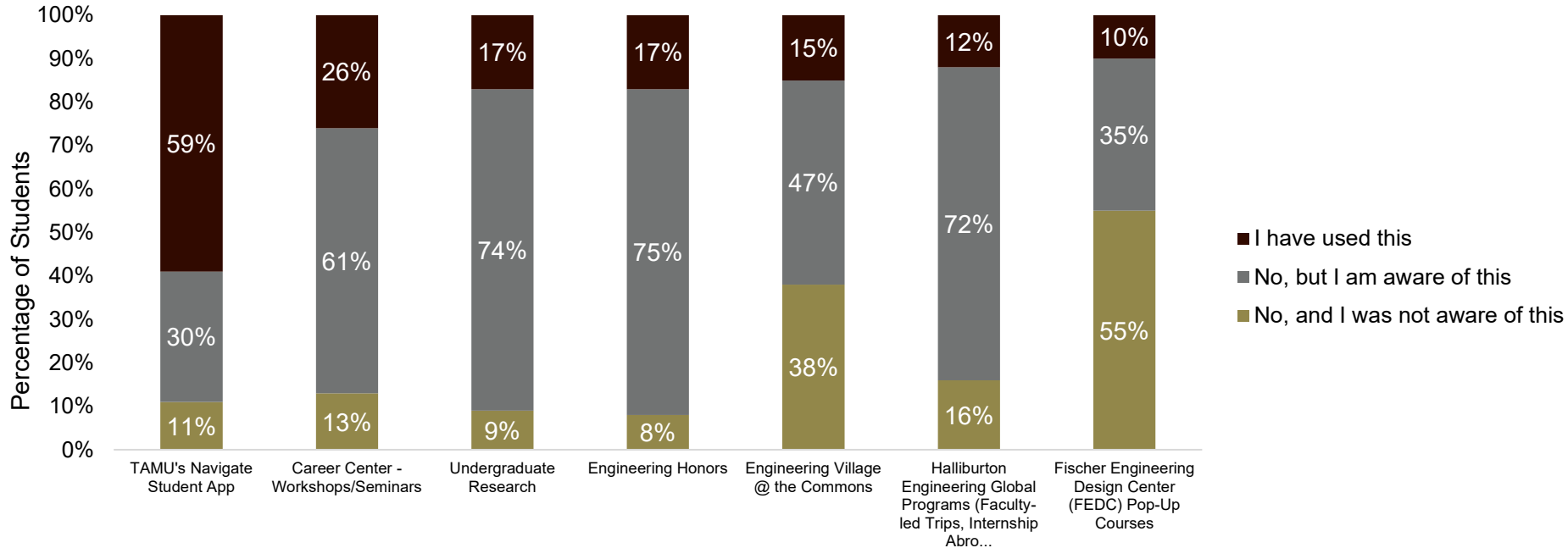
ENGR 216/217 – Structure & Labs

- “I felt a **disconnect between the lecture and laboratory** sections.”
- “The **final average being below 40%** is **concerning** and **discouraging**.”
- “**Ethics discussions were interesting** and made me think about engineering differently, but it should be **made its own course** separate from the lab.”



Respondents: 2233

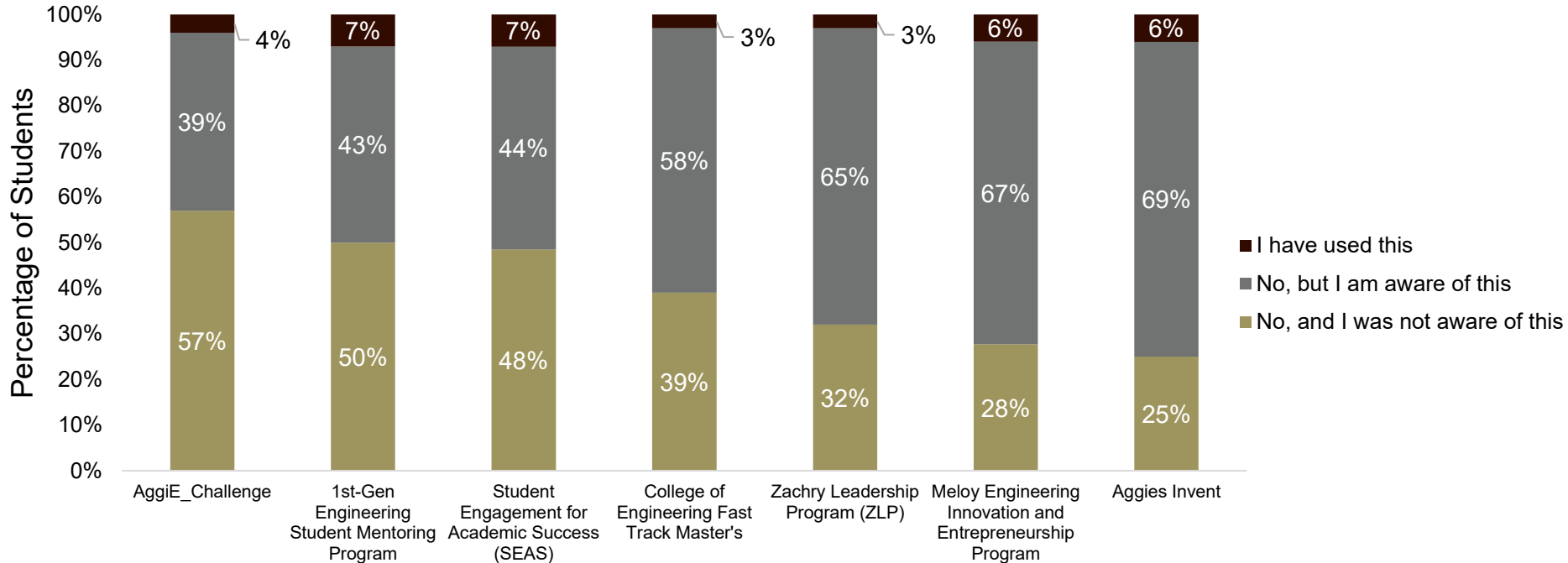
Have you used or participated in the following Programs and/or High-Impact Experiences during your time in the College of Engineering?





Respondents: 2233

Have you used or participated in the following Programs and/or High-Impact Experiences during your time in the College of Engineering?





Respondents: 418

Please elaborate on your experience with the programs above, including any areas for improvement or aspects that went well. (*open ended*)

More awareness for programs

- Students feel opportunities get **lost in email volume** and need clearer channels (social, in-class mentions, posters, centralized calendar).
- **Selective programs** (AggieE Challenge / Aggies Invent) feel hard to get into; some report **no response** from faculty.

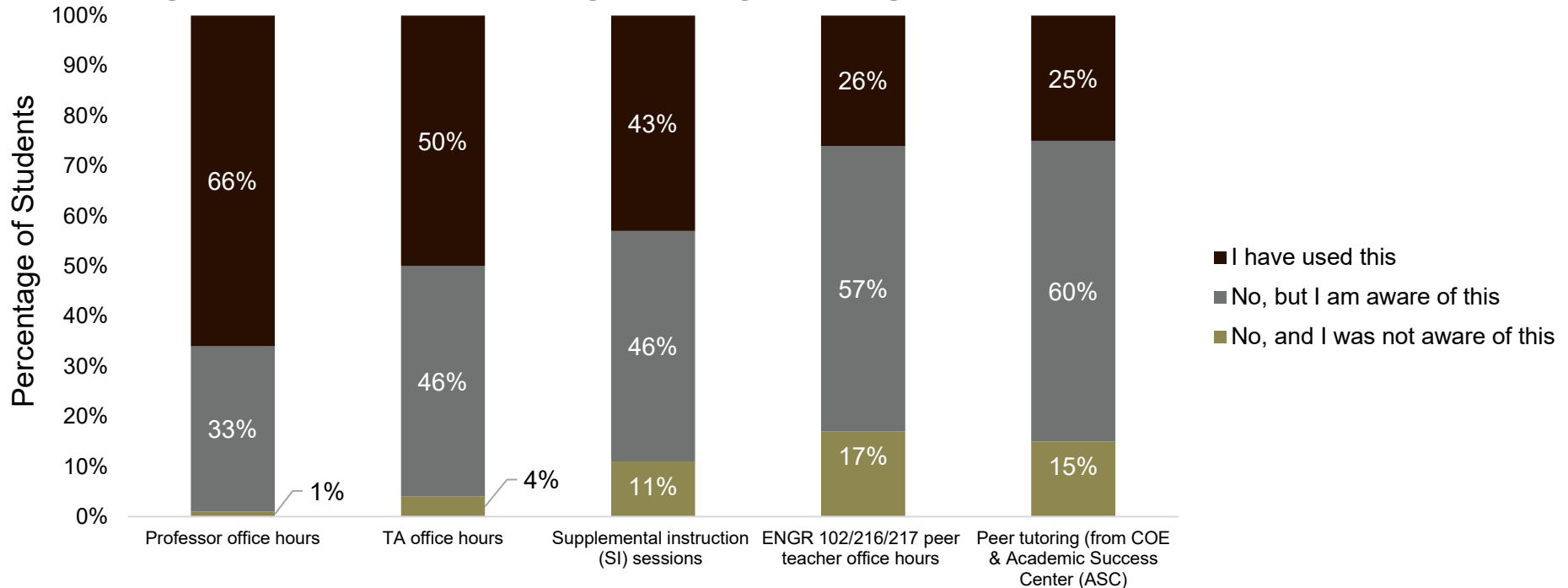
High Impact

- **Study abroad (Halliburton/HEGP)** repeatedly described as high value; some want more country options and better pre-trip sessions.
- “**Career Center** is a great resource. The advisors give really useful, detailed feedback.”



Respondents: 2233

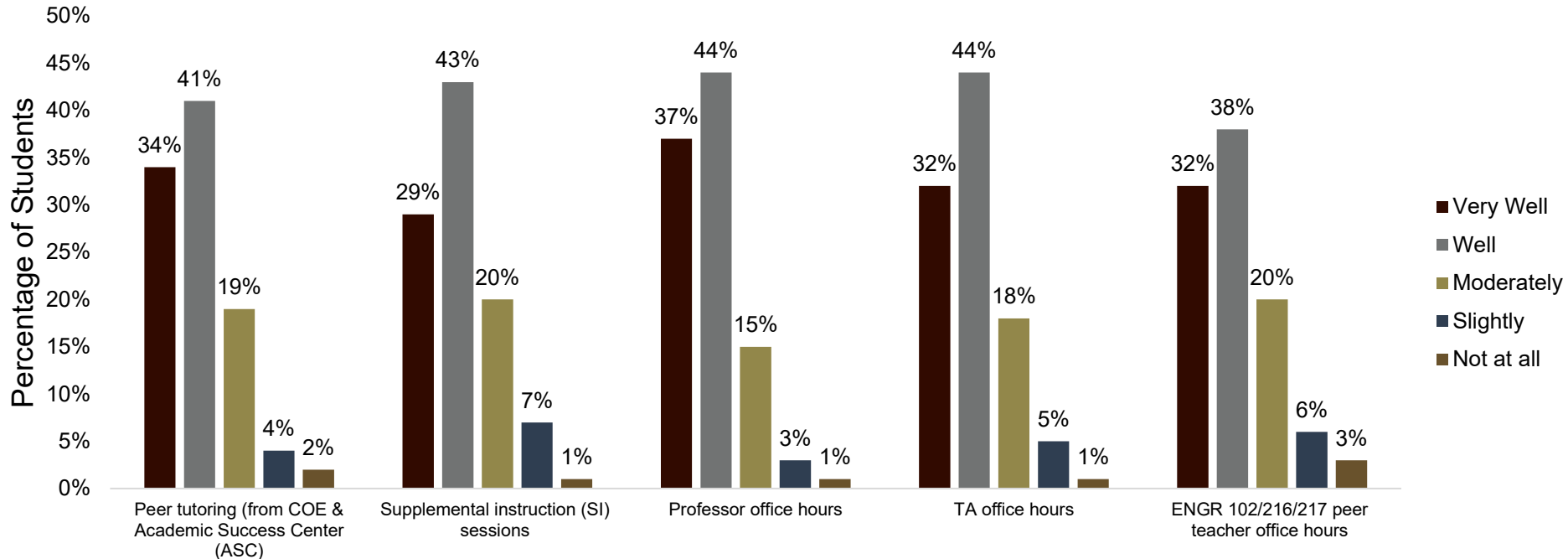
Have you used or participated in the following Academic Support Services during your time in the College of Engineering?



Asked to students who have participated in 1+ services
Respondents: 1759



Of the College of Engineering Academic Support Services you have used, how well did they meet your needs?



Asked to students who have participated in 1+ services
Respondents: 358



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Please elaborate on your experience with the services above, including any areas for improvement or aspects that went well. (*open ended*)

Increased office hours availability

- **One-on-one explanations** significantly improve understanding.
- “**Office hours are almost always useful**, however they often **interfere with my classes.**”

More resources for upper-level coursework

- Students want SI extended into **upper-level engineering courses.**

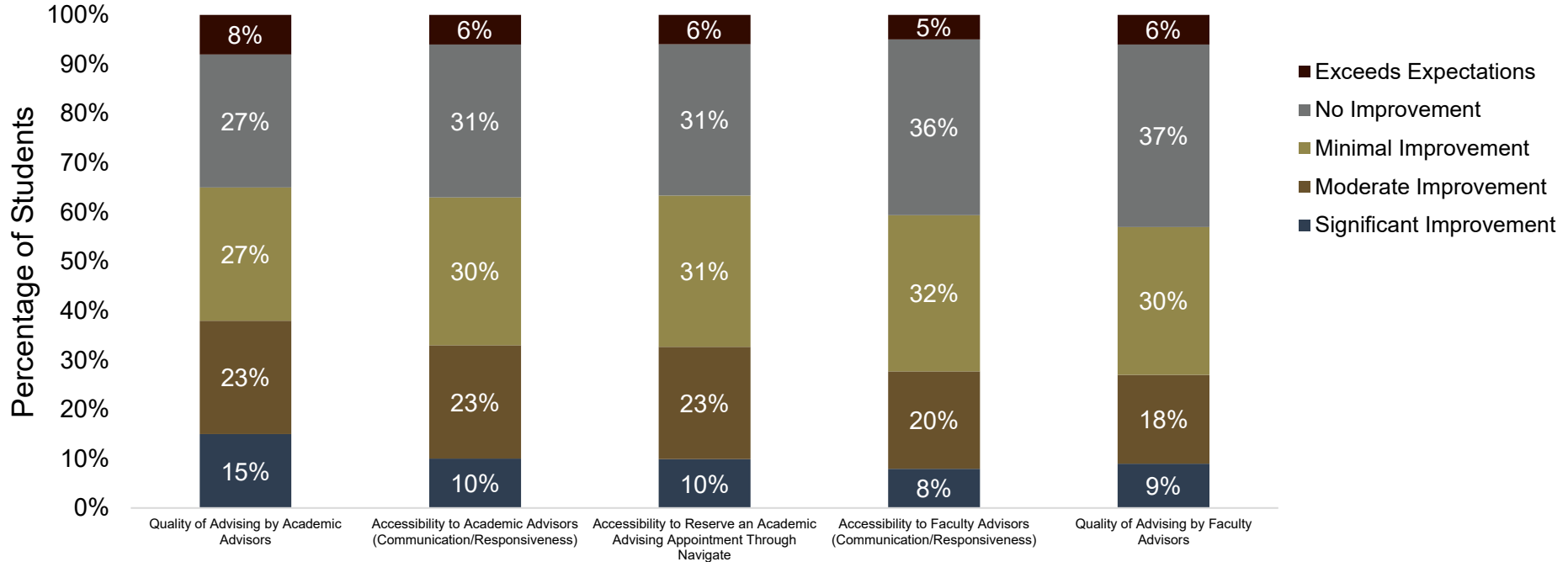
Instructor-dependent effectiveness

- “Office hours would be more effective if **all instructors were trained** on how to run them.”
- “Some TAs are amazing but others are not very helpful, so **consistency** would help a lot.”



Respondents: 2233

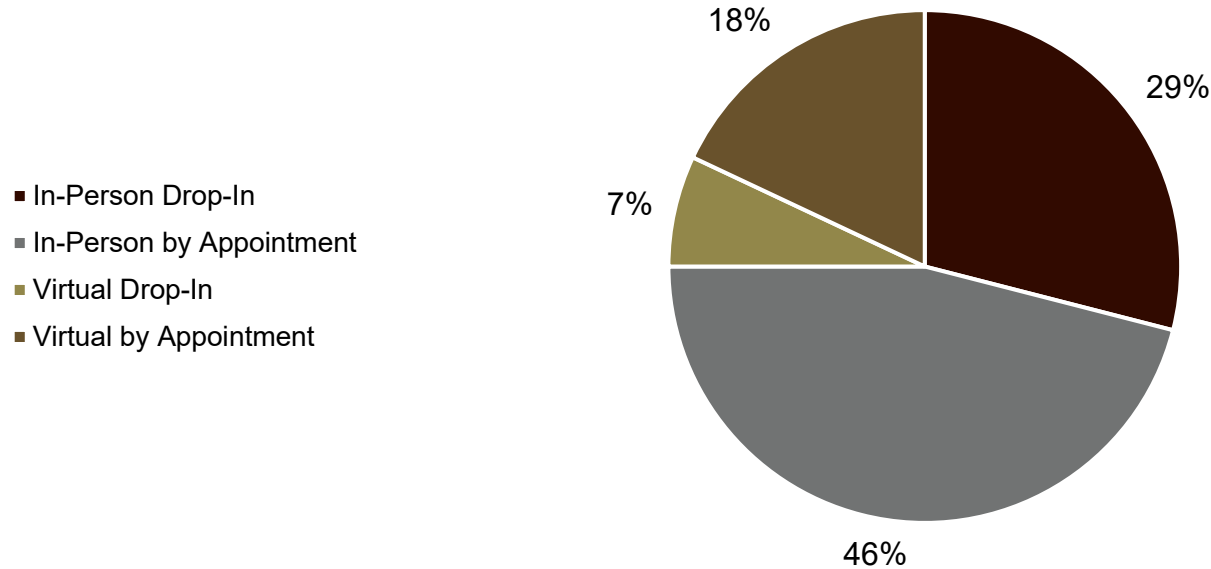
Please indicate, for each College of Engineering attribute, the level of improvement you believe is necessary.



Respondents: 2233



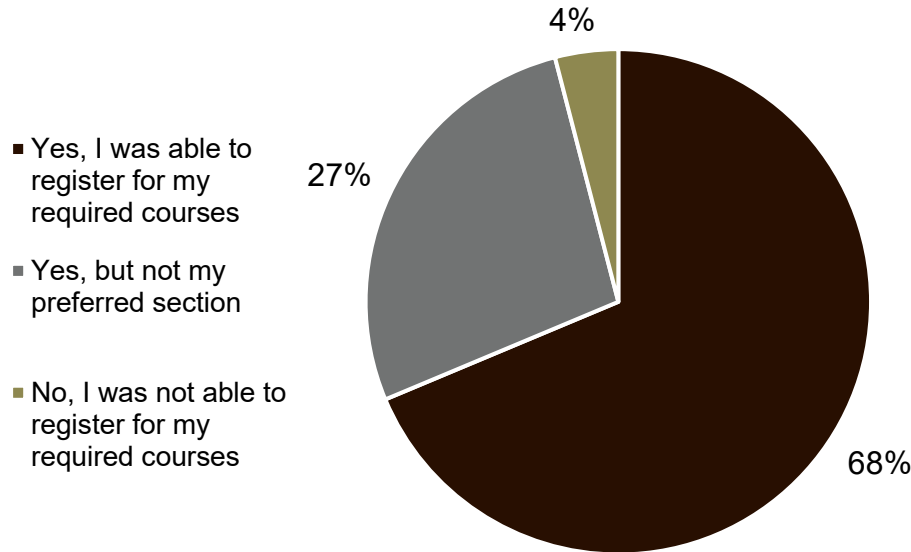
What is your preferred method of advisor communication?





Respondents: 2233

When registering for the Fall 2025 semester, were you able to register for the courses that are required for your major?



Top courses students could not register for: 100 responses

1. ENGR 217 (11)
2. CVEN 250 (6)
3. ECEN 248 (4)
4. ISEN 302 (4)
5. ENGR 216 (3)

Percentage of students responding “yes” has remained at ~94% for the past four years.



Respondents: 880

Please provide feedback on the strengths and opportunities for improvement with advising and registration.

Professor Assignments

- Students want **professors listed before registration** (especially for math and MEEN).
- Students feel success is **professor-dependent**, not material-dependent

Registration Prioritization

- The biggest registration complaint is **not enough seats/sections** in required or high-demand courses.
- Strong desire for **notifications/waitlists** for seat openings instead of “stalking” sections.

Advisors

- Advisors gave **incorrect information** which caused them to need an extra semester to graduate.
- “Sometimes the advice is **vague or not applicable** to my degree.”

Questions?

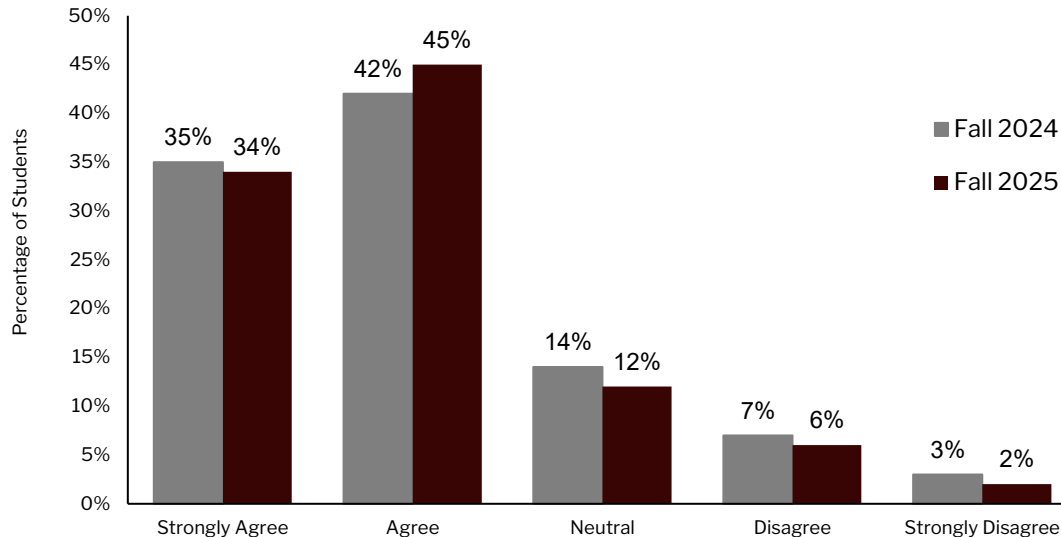
Entry-to-a-Major Questions

Asked to all students who said that they had completed
ETAM



Responses: 1418

I received sufficient information about the different engineering majors to make an informed decision regarding choosing my major.





Responses: 438

Please elaborate on your response, including any areas for improvement or aspects that went well. (*open ended*)

Expand and improve DI Saturday access

- “DI Saturday is limited... I would prefer an all-day event where I could visit **more than 2 majors.**”

Increase student and alumni involvement

- “Talking with students in the majors that have done **internships** was a huge reason I got such great information. Please have more **student panels** at DI Saturday!”

More realistic discussion of coursework and careers

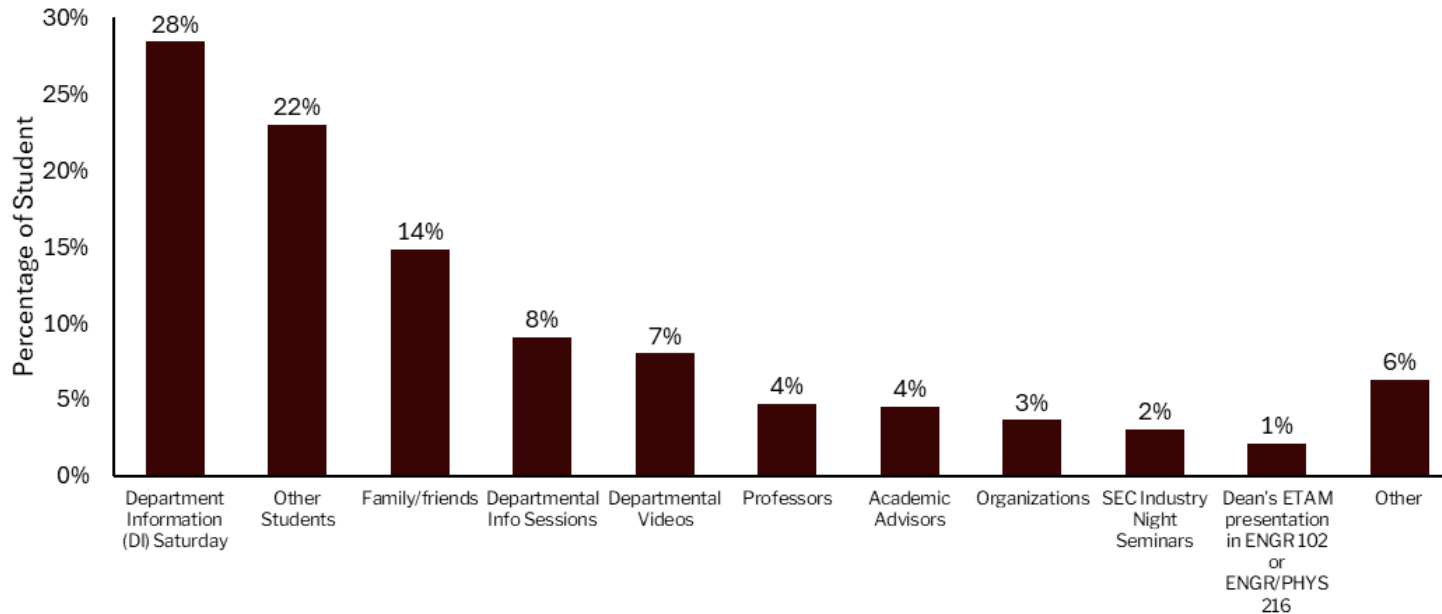
- “I think there is room for improvement by being **realistic** about what the courses will actually look like as well as what students end up pursuing as **careers**... just overall being straightforward about certain things and challenges that will be faced.”

Need for hands-on or experiential learning

- “I’m not sure that just hearing about a major is enough to make an informed decision—some kind of **hands-on activities** may help.”

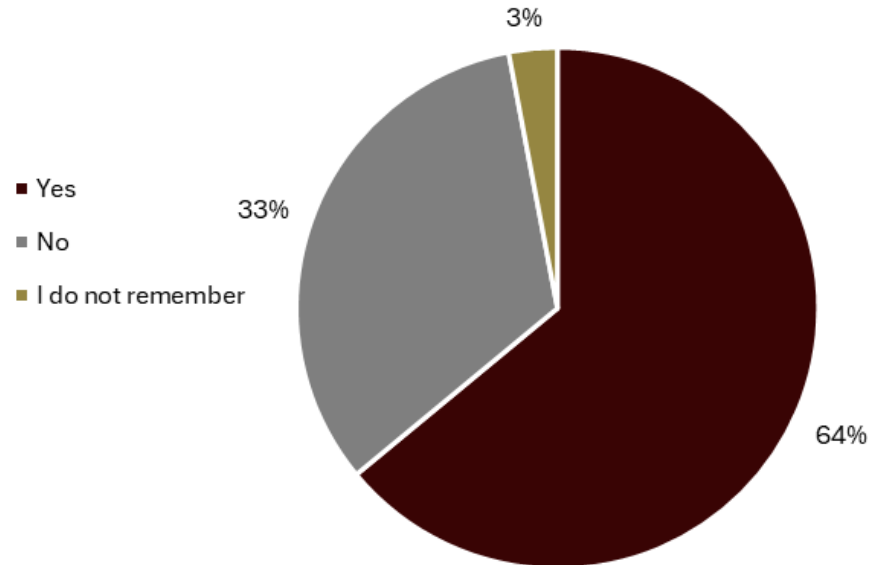
Responses: 1418

During your first year at Texas A&M University, what is/was the most helpful source of information when selecting or confirming your choice of major for the ETAM process?



Asked to 2nd year undergraduate students
Responses: 403

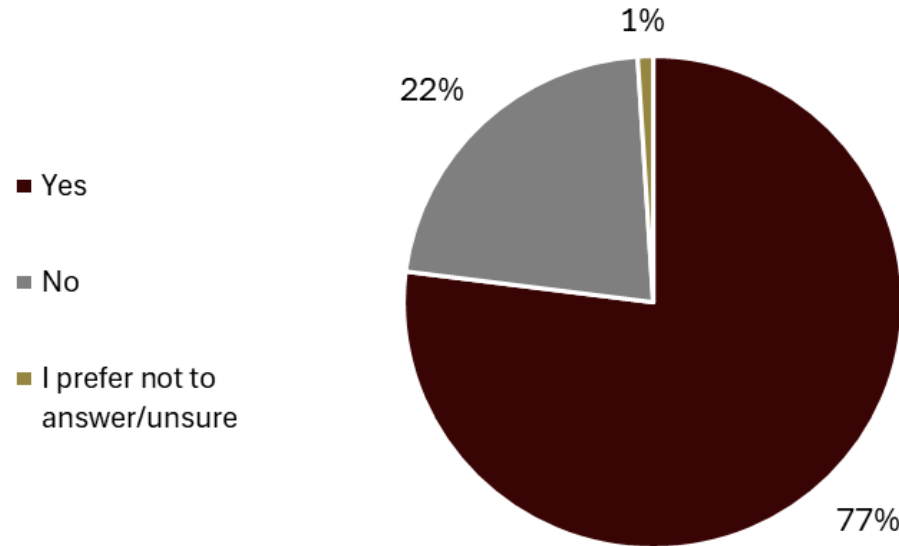
To the best of your recollection, when undergoing the ETAM process, was your first-choice major the same major you chose when you applied to Texas A&M University?



Asked to 3rd year undergraduate students
Responses: 581



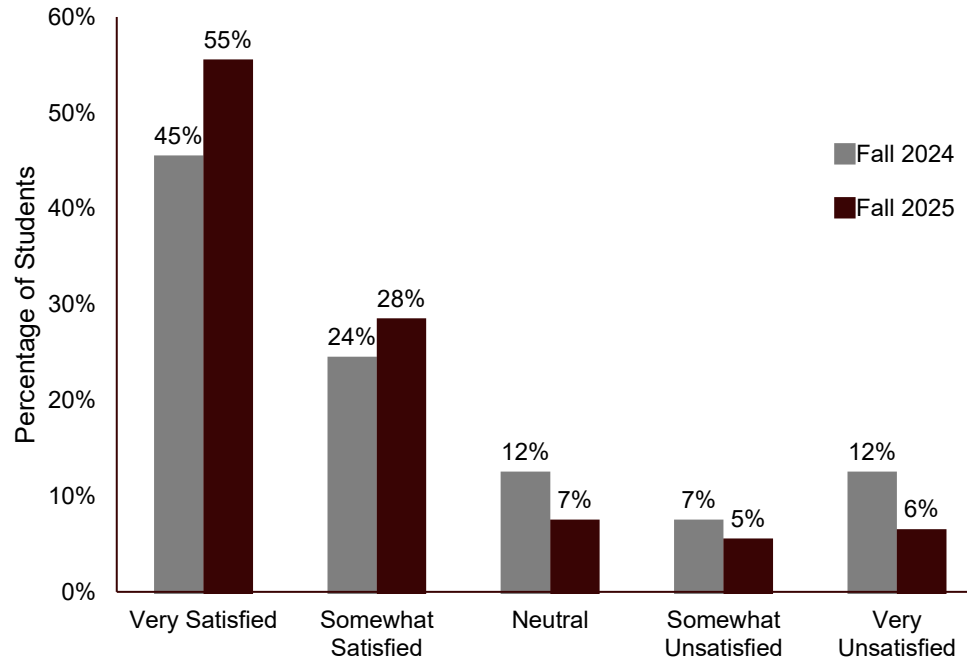
Was the major you were offered during the ETAM process your first preference when you applied to ETAM?



Asked to 3rd year undergraduate students who answered 'No'
Responses: 107



After spending time in your major following the ETAM process, how satisfied are you with your offered major?



Questions?

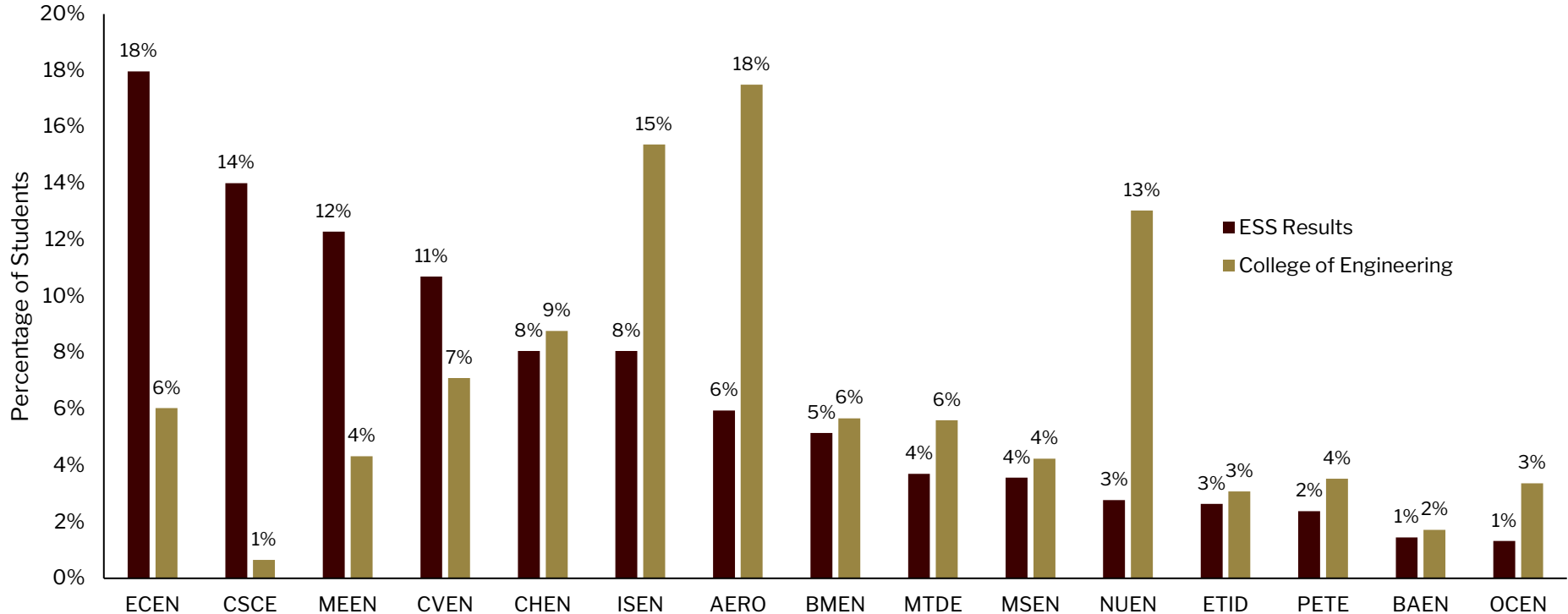
Graduate Student Questions

Asked to Master's & PhD students

Asked to all Graduate students
Respondents: 757

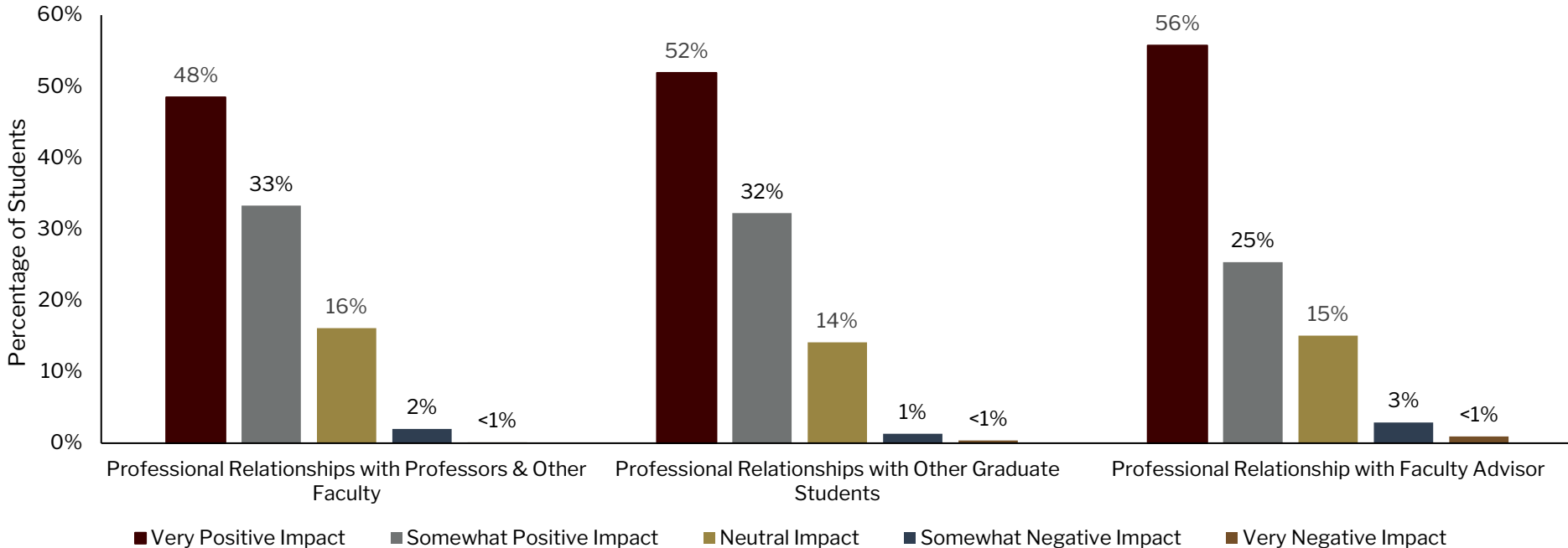


In which department are you enrolled as a Graduate student?



Asked to all Graduate students
Respondents: 757

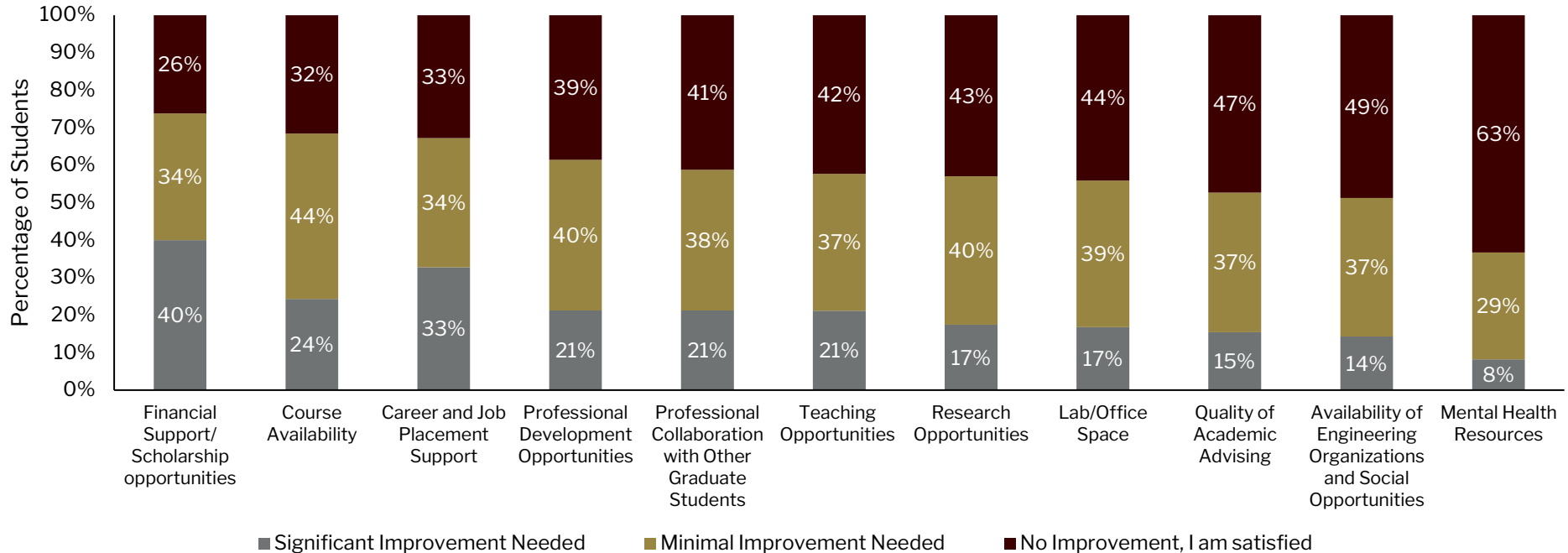
Please rate the impact of the following relationships on your Graduate Student Experience.





Respondents: 757

Please indicate, for each College of Engineering attribute, the level of improvement you believe is necessary.



Asked to all Graduate students
Respondents: 175



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Please elaborate on your thoughts regarding the attributes above, including any areas for improvement or aspects that are working well. (*open ended*)

Career and Placement Support:

- “More **structured internship and career support** would be very helpful. For example, organizing **referral programs, alumni panels, or partnerships with major tech companies** could significantly improve students’ chances of finding **quality internship opportunities.**”

Advising and Communication:

- “I think there needs to be a more centralized platform to manage **student-related tasks**. Also, elaborate on how PI's need to **communicate and supervise PhD students. Define goals and deadlines** with **university supervision.**”

Funding and Scholarship Needs:

- “More **financial assistance** is encouraged because of rising costs of **housing and general expenses.**”

Asked to all Graduate students
Respondents: 175



Please elaborate on your thoughts regarding the attributes above, including any areas for improvement or aspects that are working well. (*open ended*)

Lab Space and Equipment:

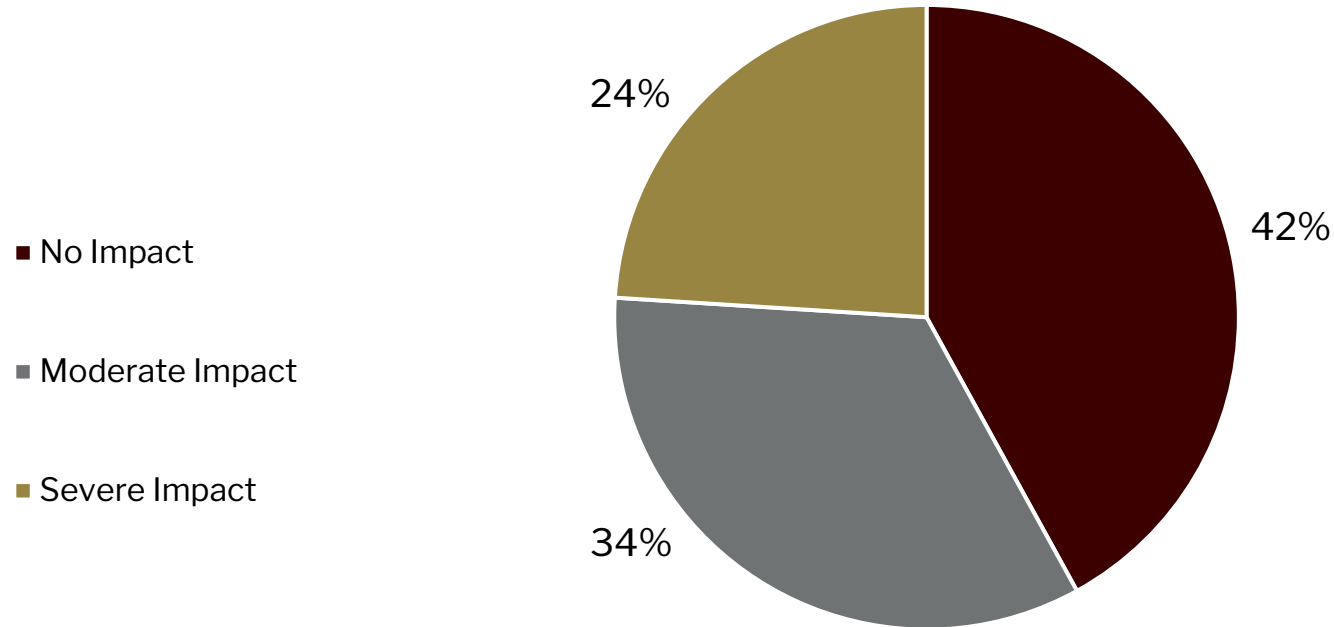
- “Our department urgently needs **updated devices and furniture**. Many monitors are outdated, and the current office desks are not adjustable, which **makes long working hours uncomfortable.**”
- “Lab spaces are very **crowded**, or sometimes **adequate PPE** isn’t available.”

Teaching/TA Opportunities:

- “TA should be given to **deserving candidates** and not only to PhD scholars and Thesis students. A **non-thesis master's student** can be really good at teaching.”

Asked to all Graduate students
Respondents: 660

To what extent has changes in research funding, if any, impacted your academic or research experience?



Asked to graduate students who indicated an impact from funding changes.
Respondents: 236



Please describe how changes in research funding have impacted your academic or research experience (e.g., reduced funding, delayed projects, fewer opportunities, etc.)
(*open ended*).

Reduced Opportunities and Delayed Projects:

- “We are facing **fewer opportunities** due to **budget constraints**. For example, my advisor has to limit funding for academic conference travel and cannot purchase more GPUs.”
- “Delayed project and professors are full with current students making **no room for new students** due to **low funds**.”

Necessity of Taking TA Over RA Positions:

- “Had to switch from a RA to TA position, which takes up **more of my time**.”
- “Reduced funding has led to **less project opportunities** to work on, also **added significant stress and pressure** on current projects.”

Asked to all Graduate students
Respondents: 154

What additional resources do you need to support your research and what resources have been most helpful so far? (*open ended*)

Mentorship/Advising

- “The **mentorship from my supervisor** and **access to laboratory facilities** have been the most helpful in supporting my research.”
- “A **mentorship body other than graduate advisors** who can give us more personalized, less professional feedback, tips, and tricks.”

Asked to all Graduate students
Respondents: 154

What additional resources do you need to support your research and what resources have been most helpful so far? (*open ended*)

Funding and Financial Support

- “Financial support is the most critical resource I currently need, as **funding is essential** for covering **tuition, research materials**, and other project-related expenses.”

Lab Space and Equipment

- “**Additional laboratory space and opportunities** need to be created for incoming students. It can take upwards of a year to get in with a research laboratory and many students never get that opportunity and **graduate** with their degree **never doing hands-on work.**”
- “Workspace improvement - some of the labs under different Profs have **terrible hardware (some maybe from 10 years back) and overcrowded rooms.**”

Questions?

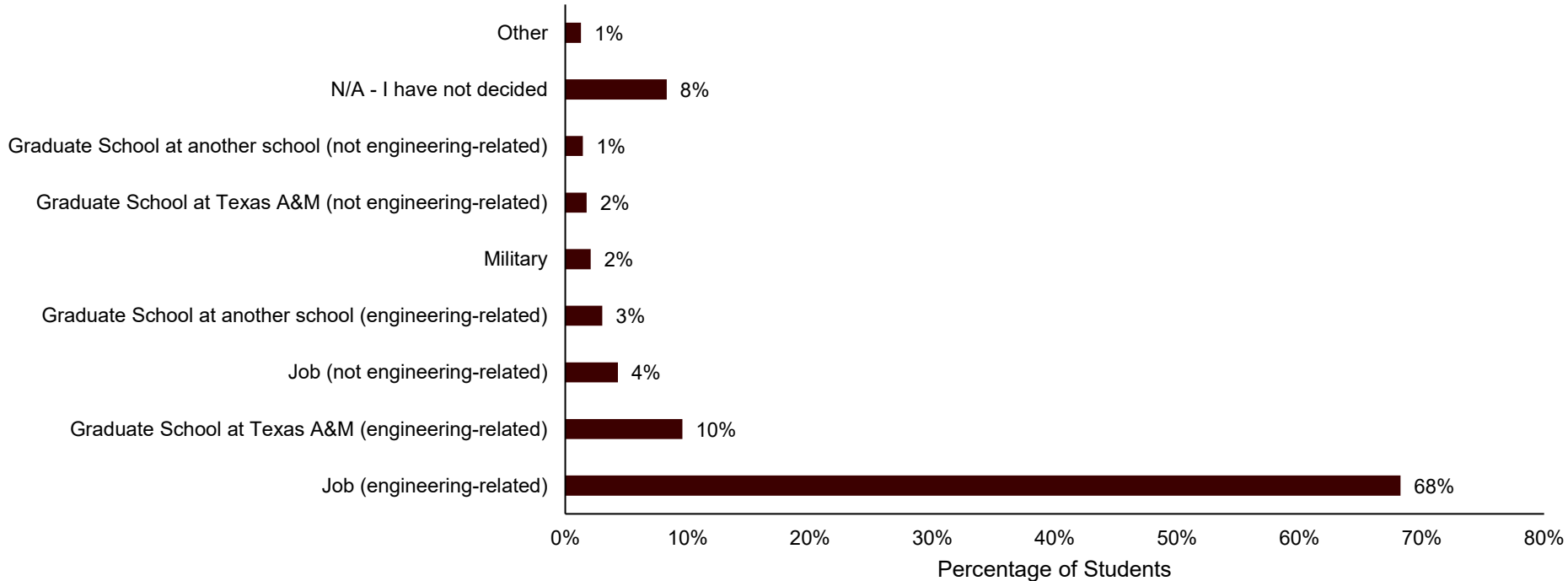
Post-Graduation Questions

Asked to students graduating in December 2025
or May 2026

Asked to all students graduating in December 2025 or May 2026.
Respondents: 627

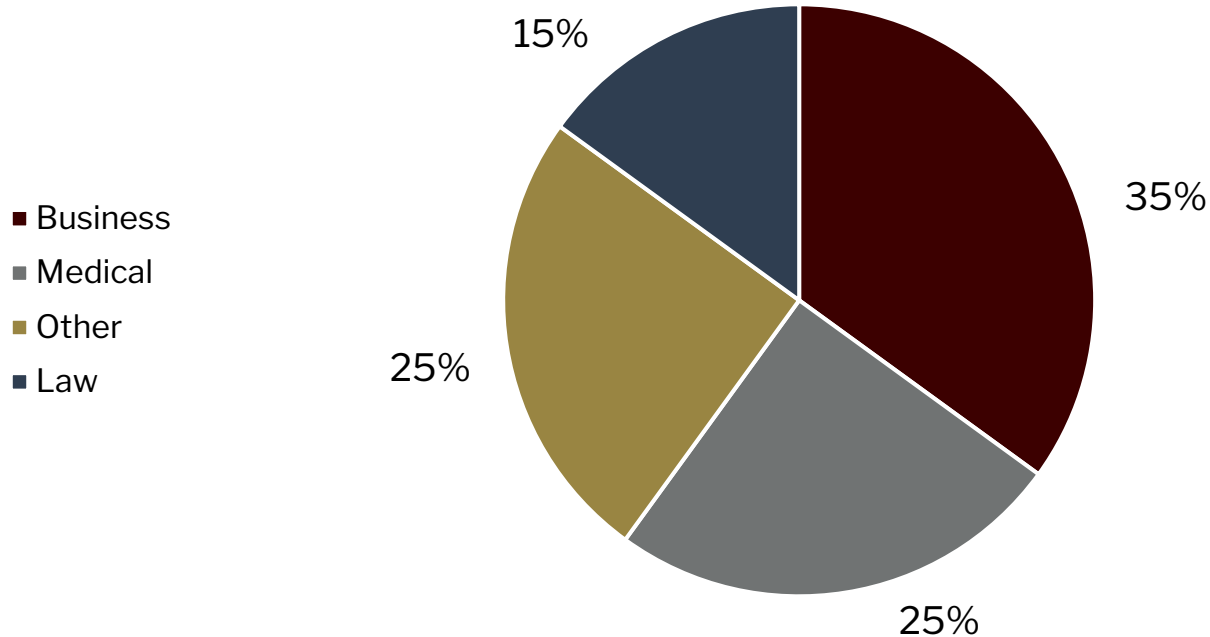


Which one of the following will you pursue after you graduate?



Asked to students pursuing non-engineering graduate school after graduation.
Respondents: 20

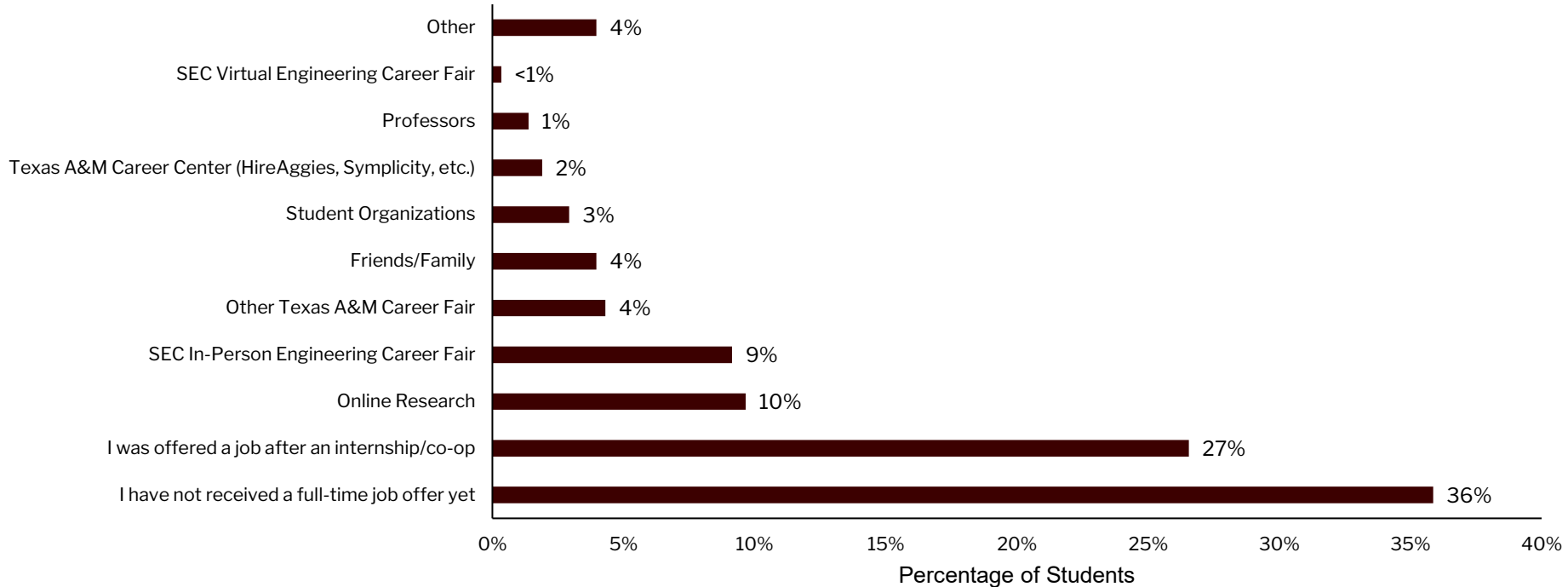
What kind of graduate school are you pursuing after you graduate?



Asked to students who reported securing a full-time job.
Respondents: 455

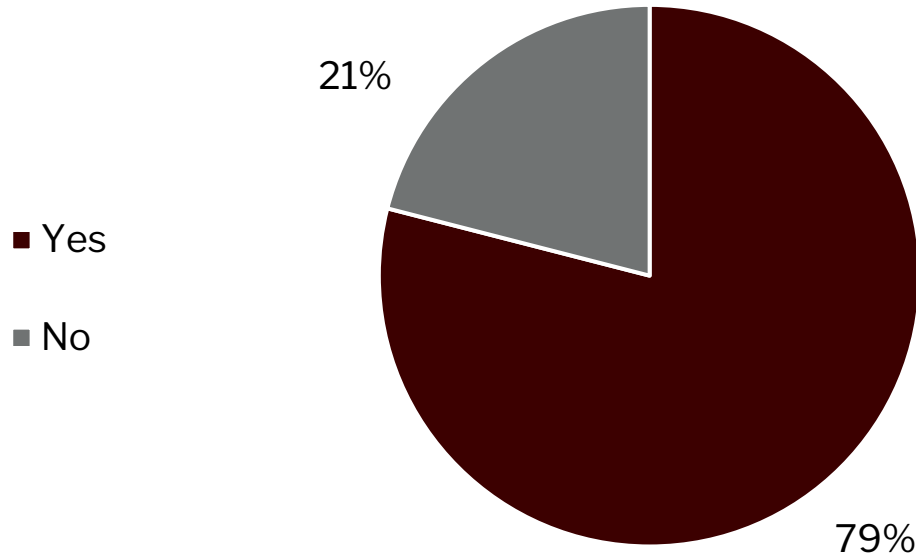


How did you obtain your full-time job opportunity? (select all that apply)



Asked to students who reported securing a full-time job.
Respondents: 446

Were you given sufficient time (2 weeks or more) to make a decision regarding the employment offer in accordance with Texas A&M University's guidelines?



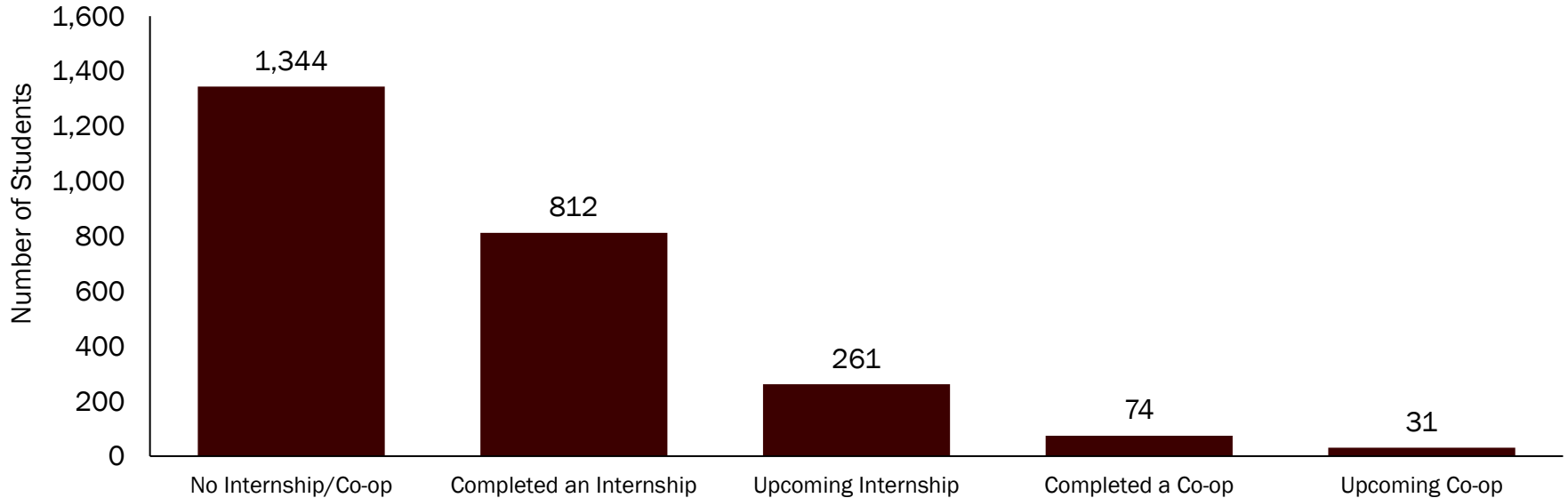
Questions?

Internship and Professional Experiences Questions

Asked to all non-first year students

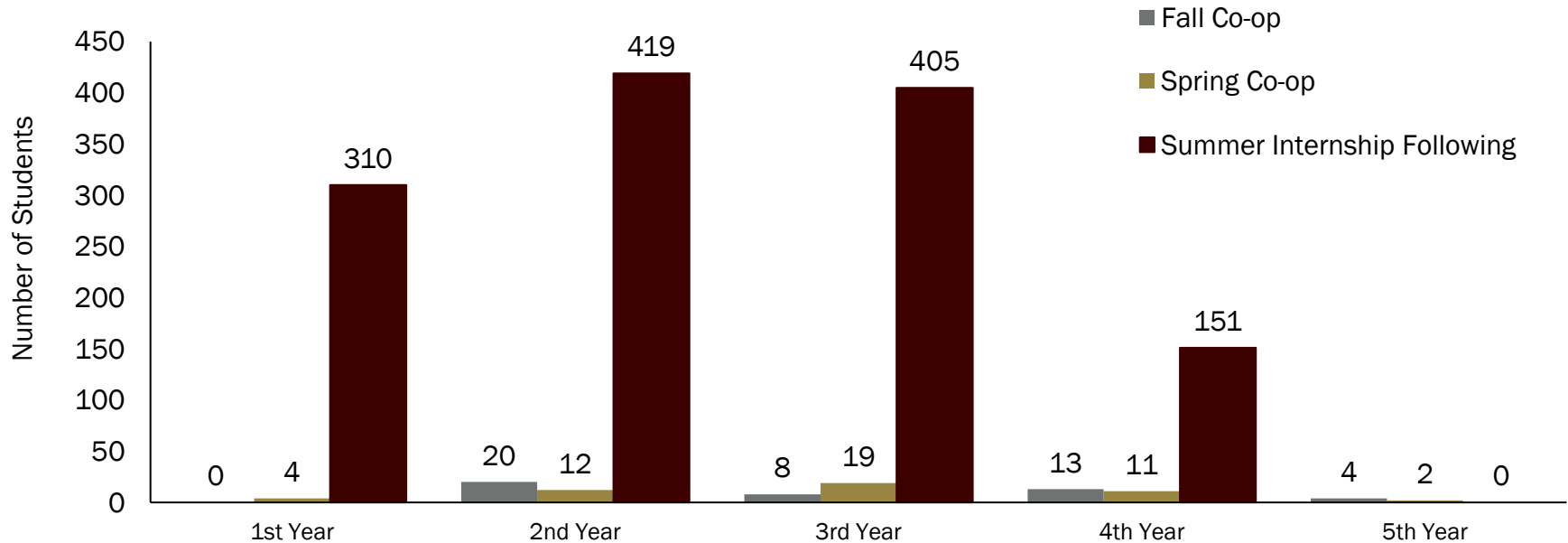
Respondents: 2313

Have you completed an internship or co-op, or have you accepted an offer for Spring or Summer 2026? *(select all that apply)*



Asked to students who have completed an internship/ co-op
Respondents: 843

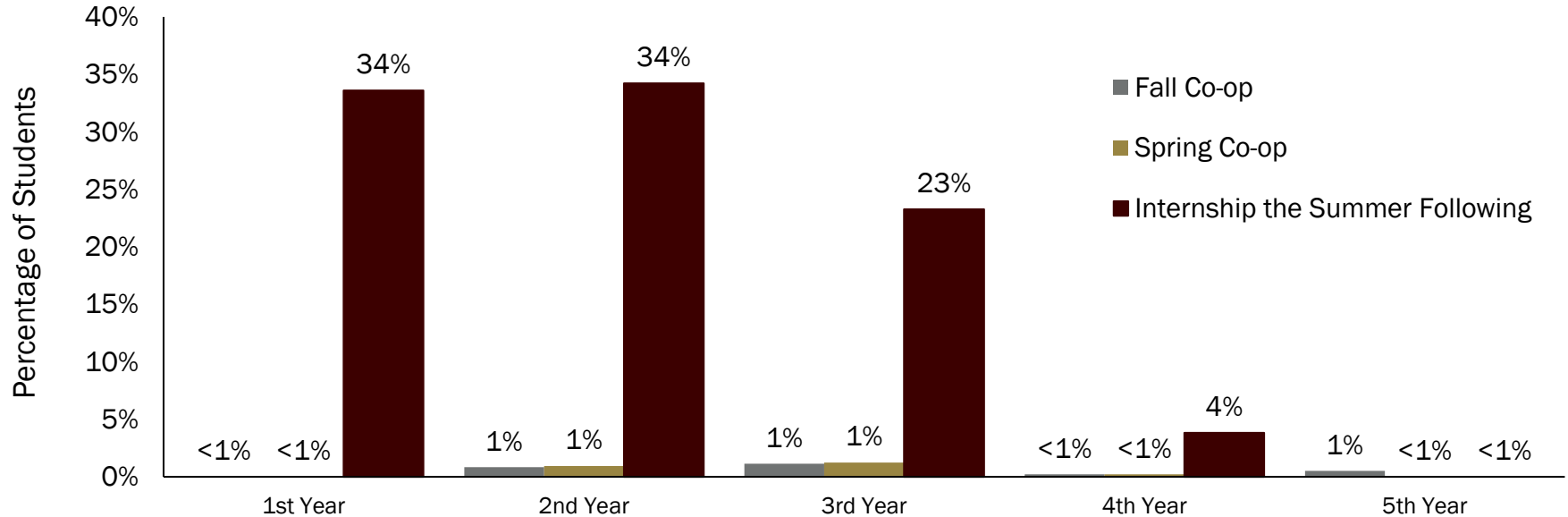
Classify your completed internship/co-op experience(s). (select all that apply)



Asked to students who have completed an internship/ co-op
Respondents: 843



When was your first internship/co-op experience?

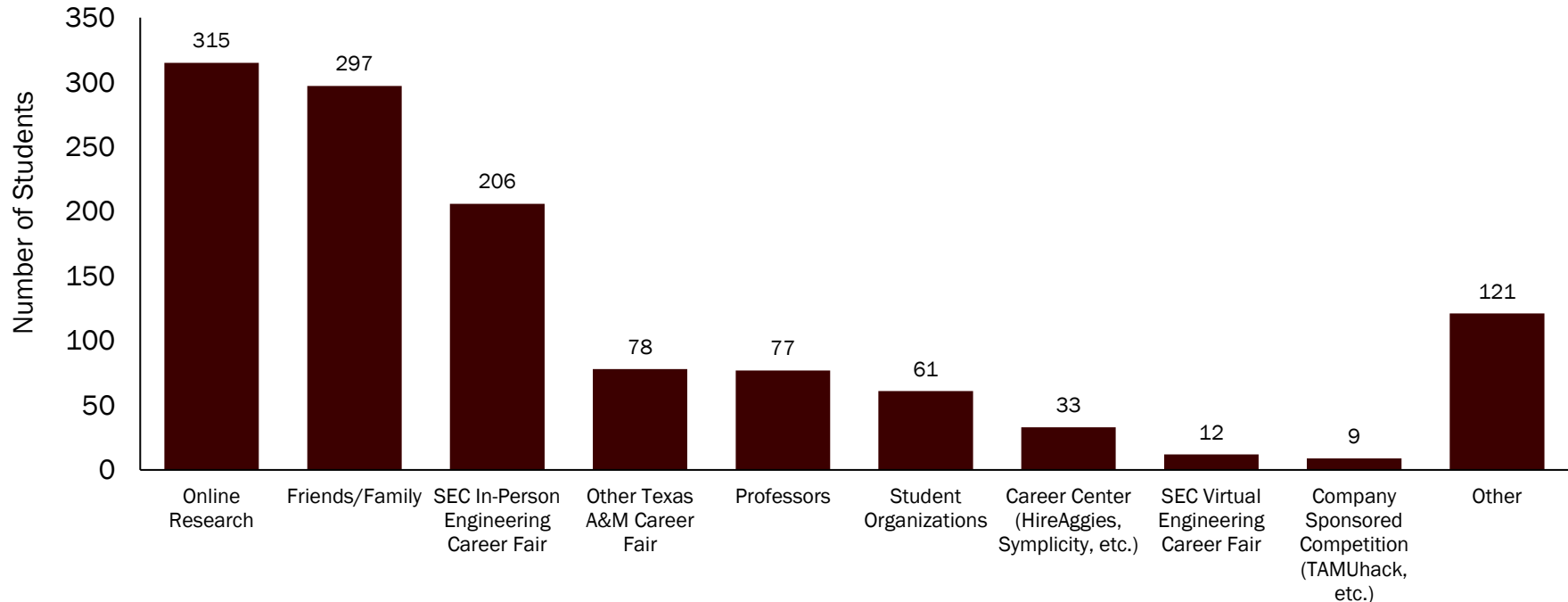


Asked to students who have completed or have an upcoming internship/ co-op

Respondents: 969



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



Students who selected other (please specify)
Respondents: 115



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

Answers from Other (please specify)

- **LinkedIn** and other online job search sites
- ASCE/PAID/CSCE/BMEN **Career Fairs**
- Networking, cold-emailing, **reaching out** to contacts
- Mass applying through **company websites** online
- Emails from **advisors or department** with opportunities
- **Halliburton Global Programs**
- Sent by **scholarship** donors or departments

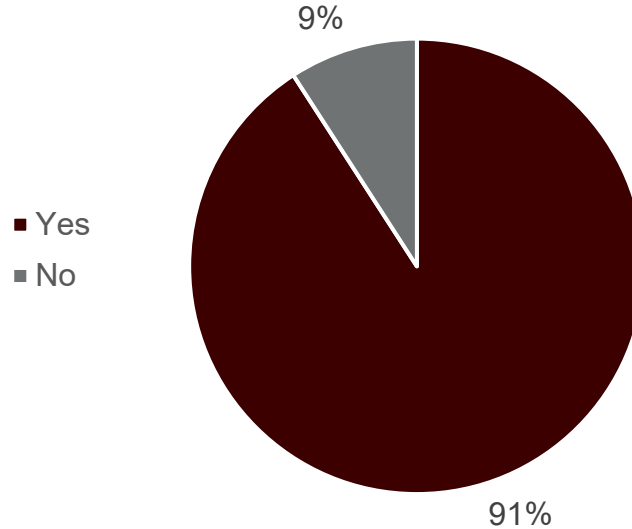
Students who have completed or have an upcoming internship/ co-op

Respondents: 843



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



Questions?

Career Fair Questions

Asked to all students

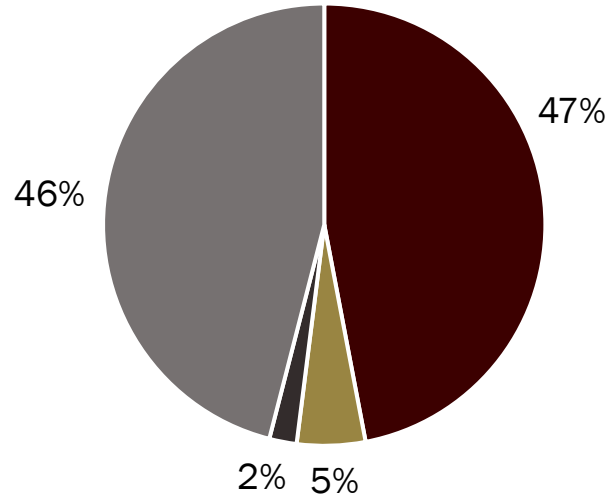


Respondents: 2990

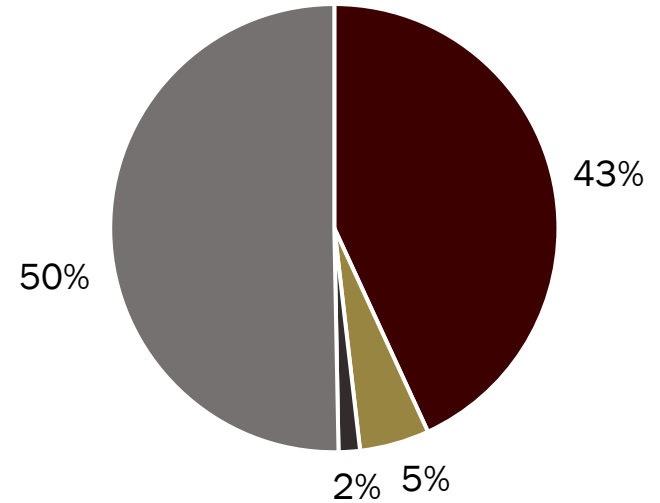
Did you attend the Fall SEC Engineering Career Fair?

Fall 2024

- Yes, in-person only
- Yes, in-person and virtually
- Yes, virtual only
- No



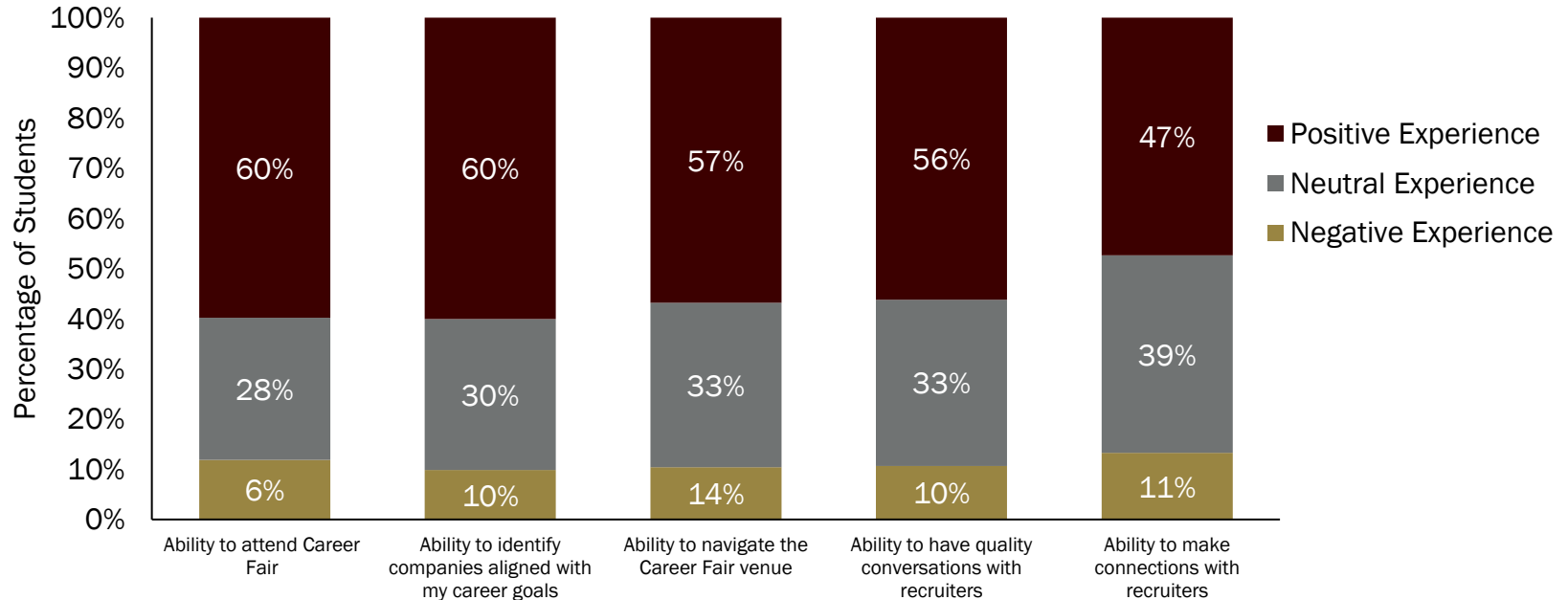
Fall 2025



Asked to students who attended the in-person Career Fair

Respondents: 1440

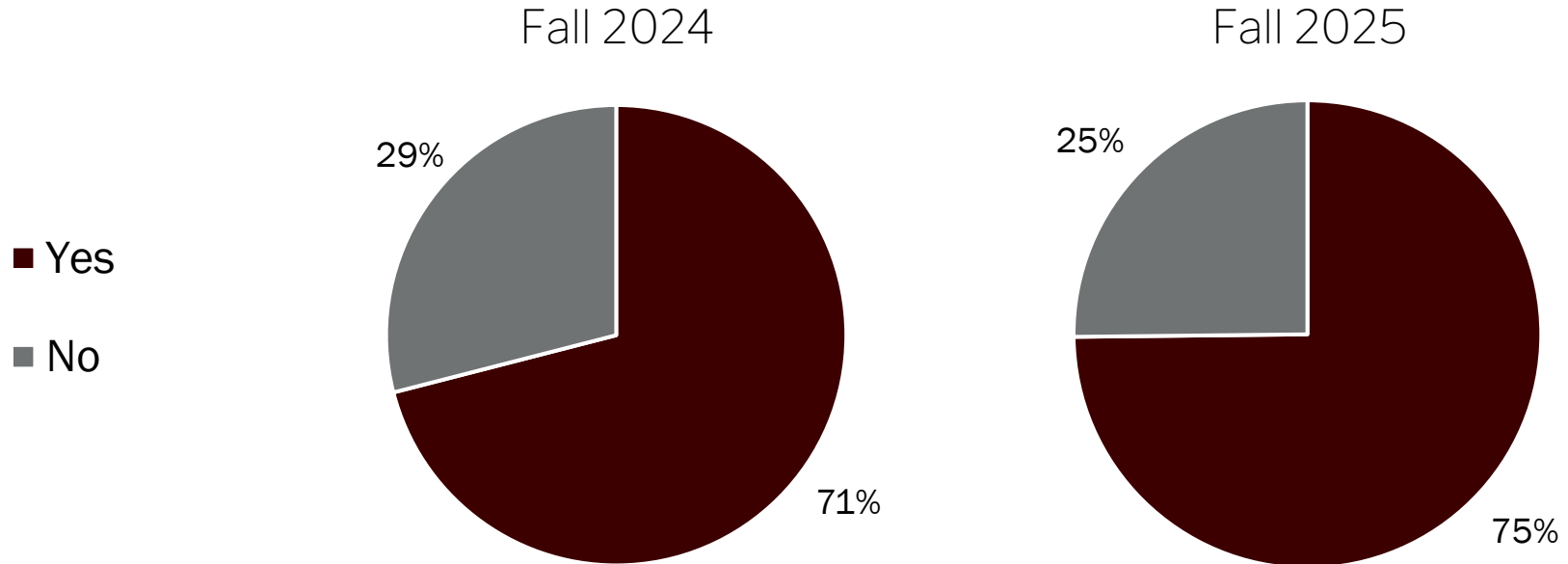
Please rate your experience of the following statements for the in-person Career Fair





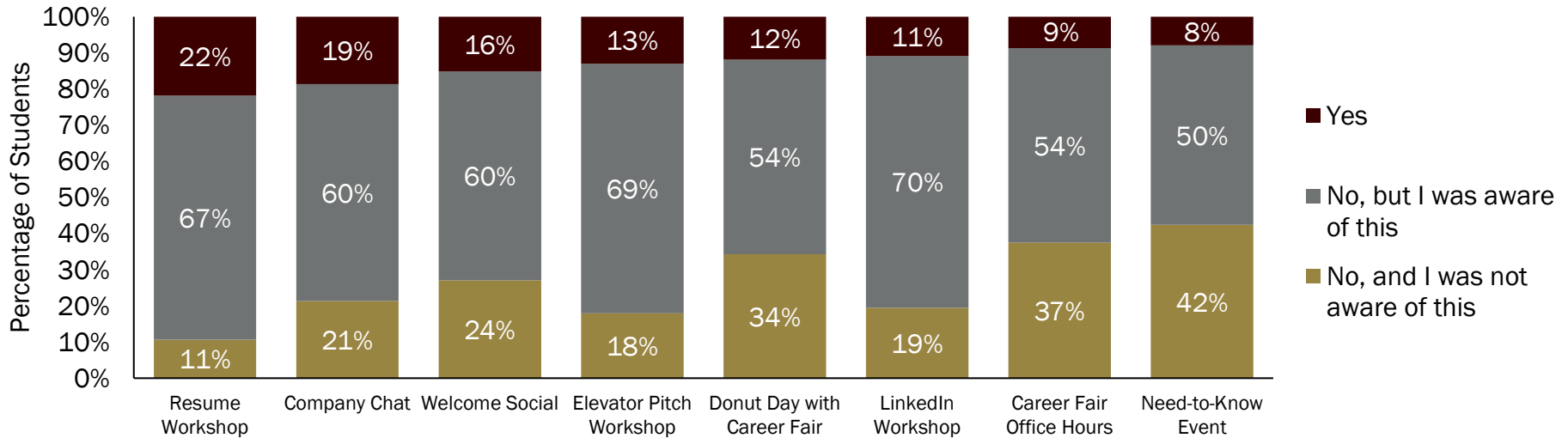
Respondents: 1486

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



Asked to students who attended the Career Fair
Respondents: 1486

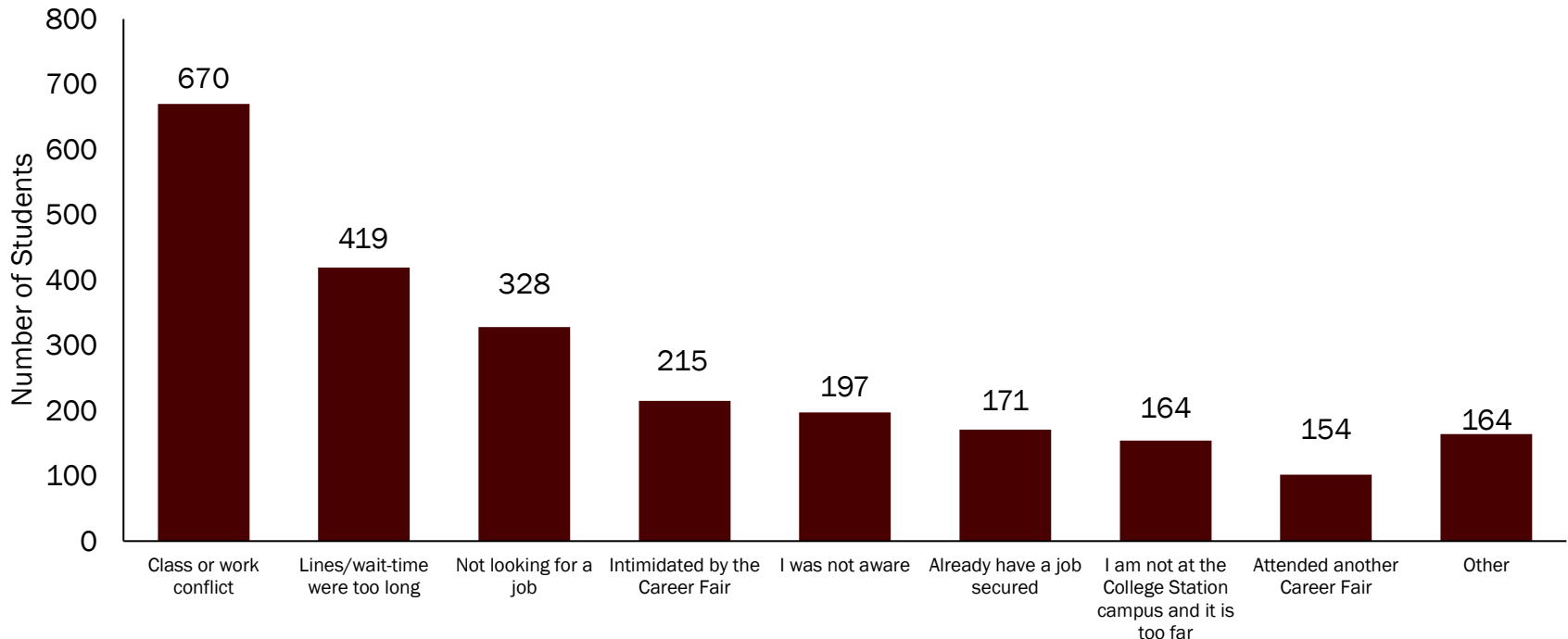
Did you attend the following Fall 2025 SEC Pre-Career Fair Events?



Asked to students who did not attend the SEC Career Fair
Respondents: 1550



Why did you not attend the in-person SEC Career Fair? (select all that apply)



Asked to students who did not attend the Career Fair
Responses: 154



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Why did you not attend the in-person Career Fair? – *Other (please specify)*

Sickness/conflicting commitments

- “It is such a **busy time** at the beginning of the semester that it was hard to attend.”

Perceived low value or past negative experiences

- “**Freshman Engineering student** and didn't think anyone would hire.”
- “The event is geared heavily towards undergrads and has **limited usefulness** for someone looking for a **PhD level** research position or **international students.**”

Organization issues

- “**Oversaturated** environment. Too many people. **Low quality of conversations.**”
- “Strict **dressing** restrictions”

Asked to students who did not attend the Career Fair
Responses: 1097



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Why did you not attend the SEC Virtual Career Fair? – *Other (please specify)*

Unaware/ Didn't know it existed

- “I **did not know it was going on**. I get so many email from A&M, its hard to tell which ones are spam or not, and no professor told me of it.”
- “I was not prepared and **did not know what it would be like.**”

Preferred In-Person

- “I did not feel the need to **after attending the in-person one.**”
- “I thought it was going to be a Zoom event where the companies just talked to a mass audience, and **not personal interaction.**”

Schedule conflict/ Busy

- “I had **class** during the entire time it was open”

Questions?

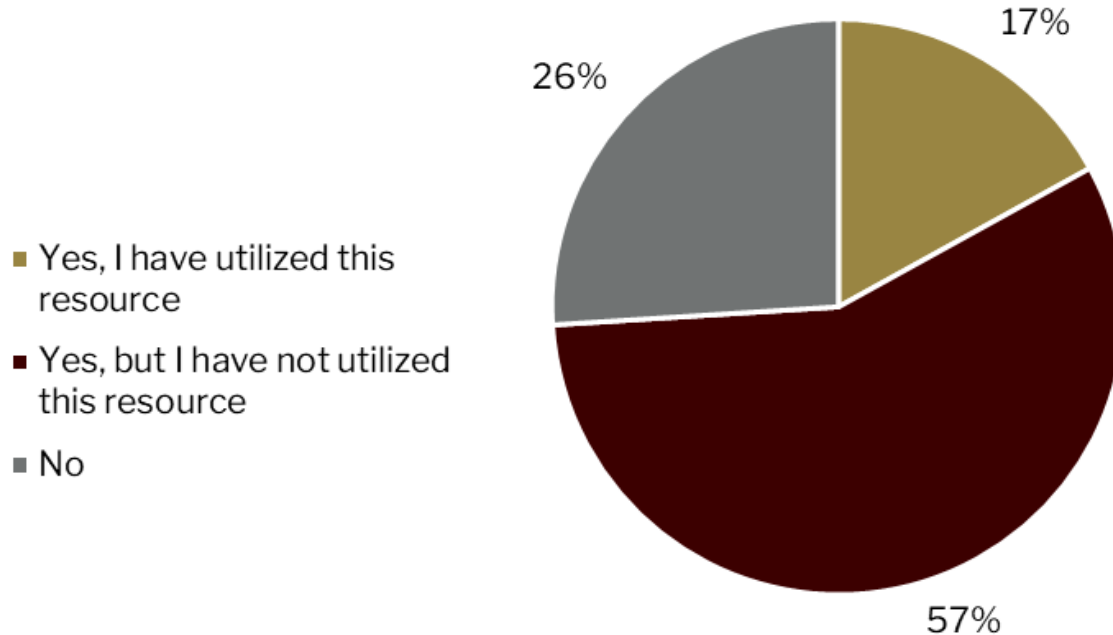
Mental Health Questions

Asked to all students

Respondents: 2990



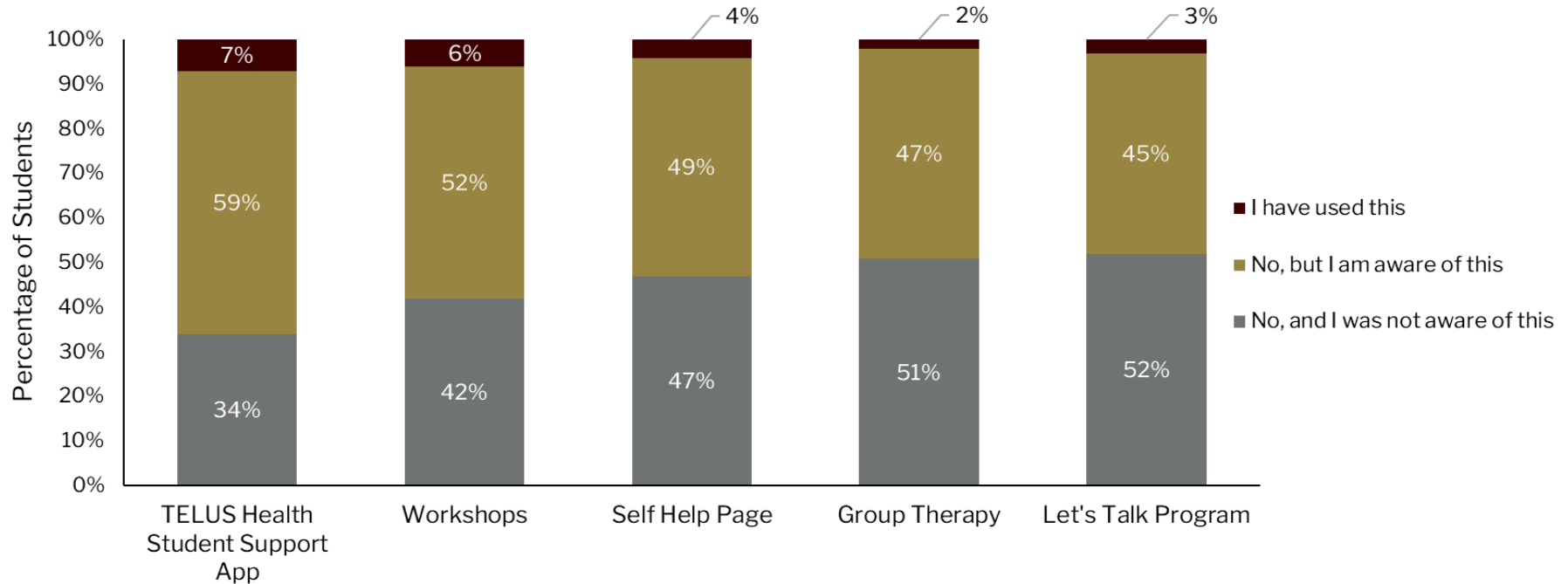
Have you heard about UHS within the College of Engineering?





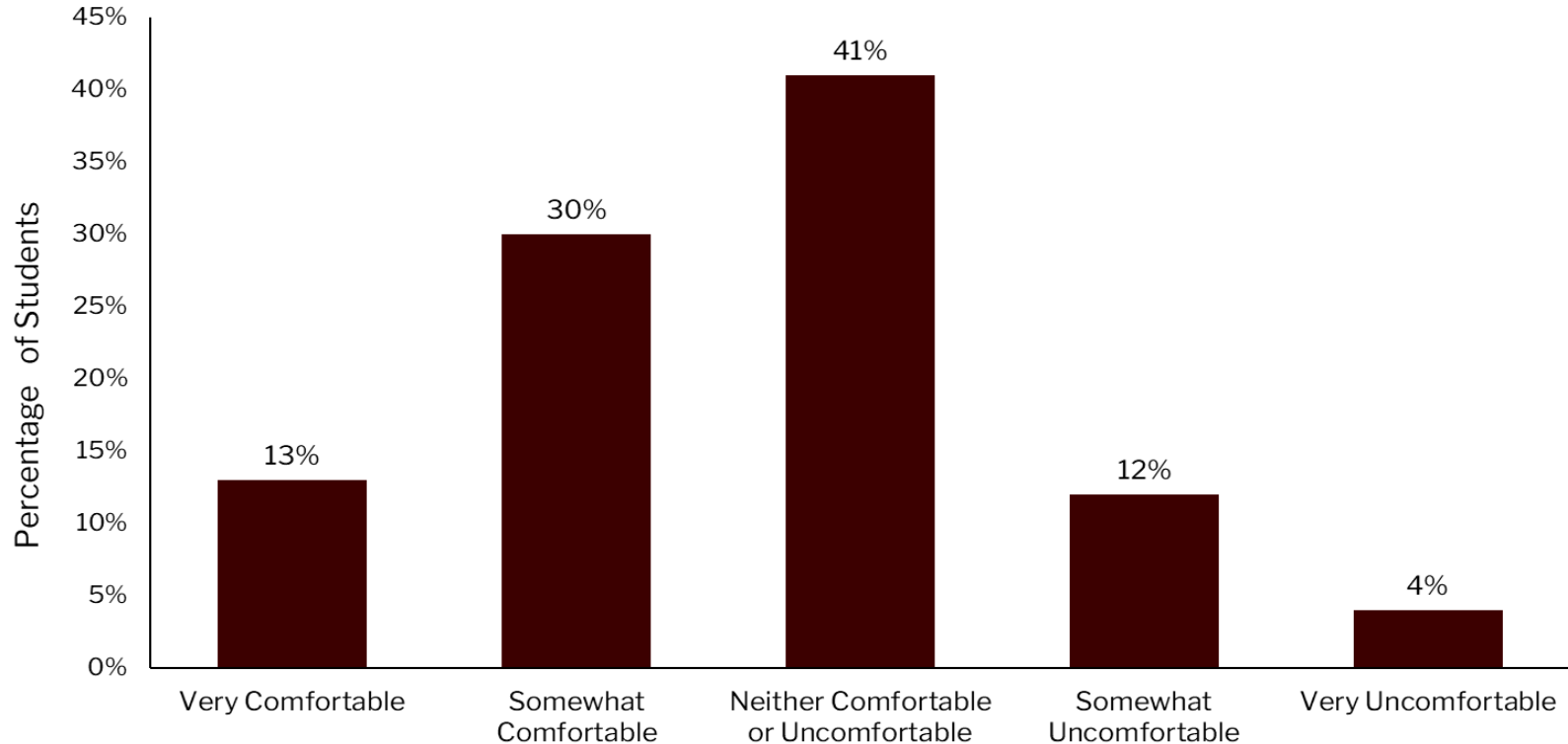
Respondents: 2990

Have you used or participated in the following UHS resources?



Asked to students who had not utilized UHS resources
Respondents: 2493

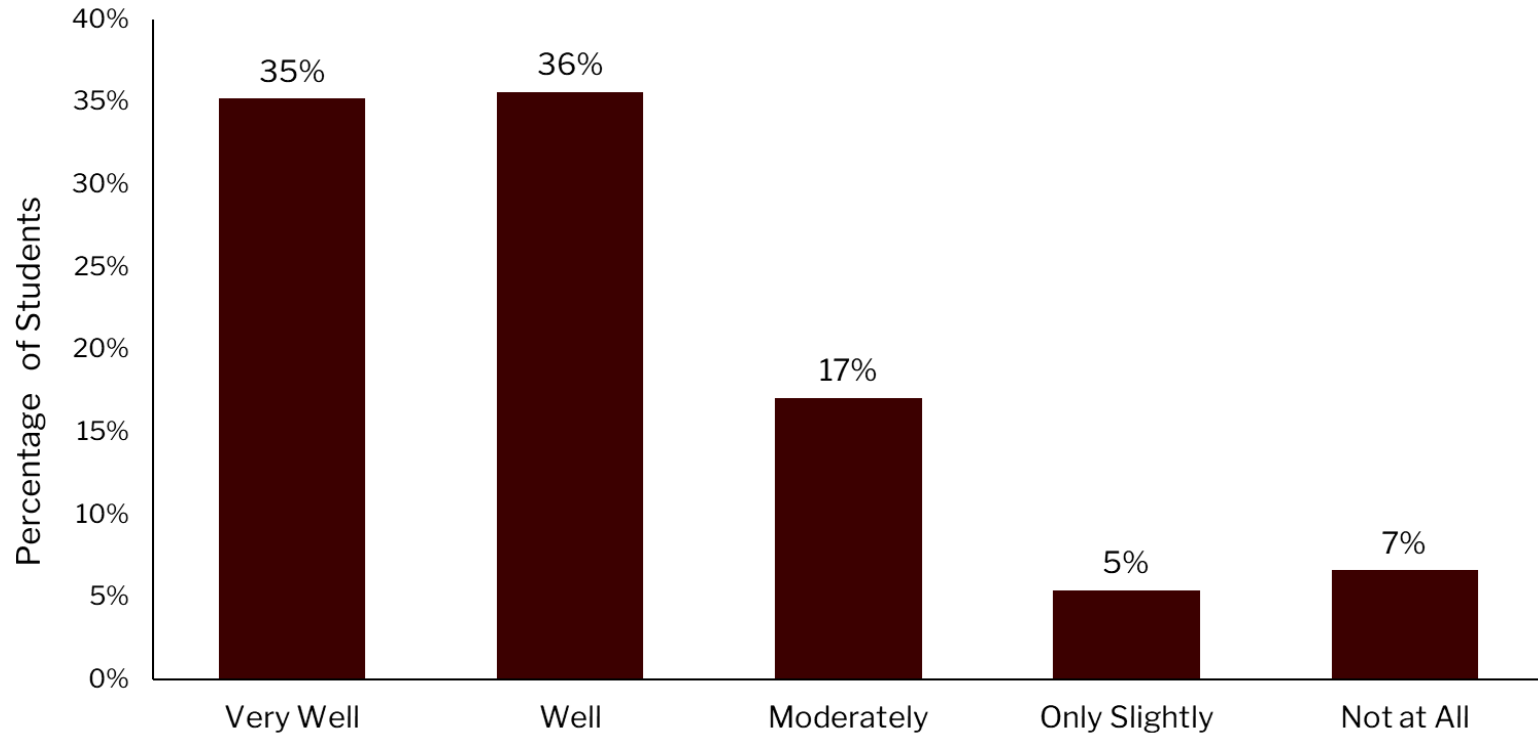
How comfortable would you feel using UHS resources within the COE?



Asked to students who utilized UHS resources
Respondents: 497



How well did UHS meet your mental health needs?



Respondents: 509



Please share any feedback or suggestions you may have in regard to student mental health awareness and the UHS resource.

Increased Marketing and Awareness

- "**Table in front of Zach** or go around Zach promoting it to students studying."
- "Maybe if a student is struggling and talks to **an advisor or professor**, they can be **redirected to UHS.**"
- "**Peer testimonials or success stories** could help normalize seeking help."
- "More **workshops** to normalize mental health."

Accessibility and Scheduling

- "Maybe add a **drop-in option.**"
- "Often times **it takes over 2 weeks to get an appointment.**"
- "Move counseling offices to more **private, discreet locations.**"

Cost and Service Quality

- "Any improvements would be to **make the pricing easier to find.**"
- "More **licensed psychologists** needed.. most staff members are therapists not psychologists."

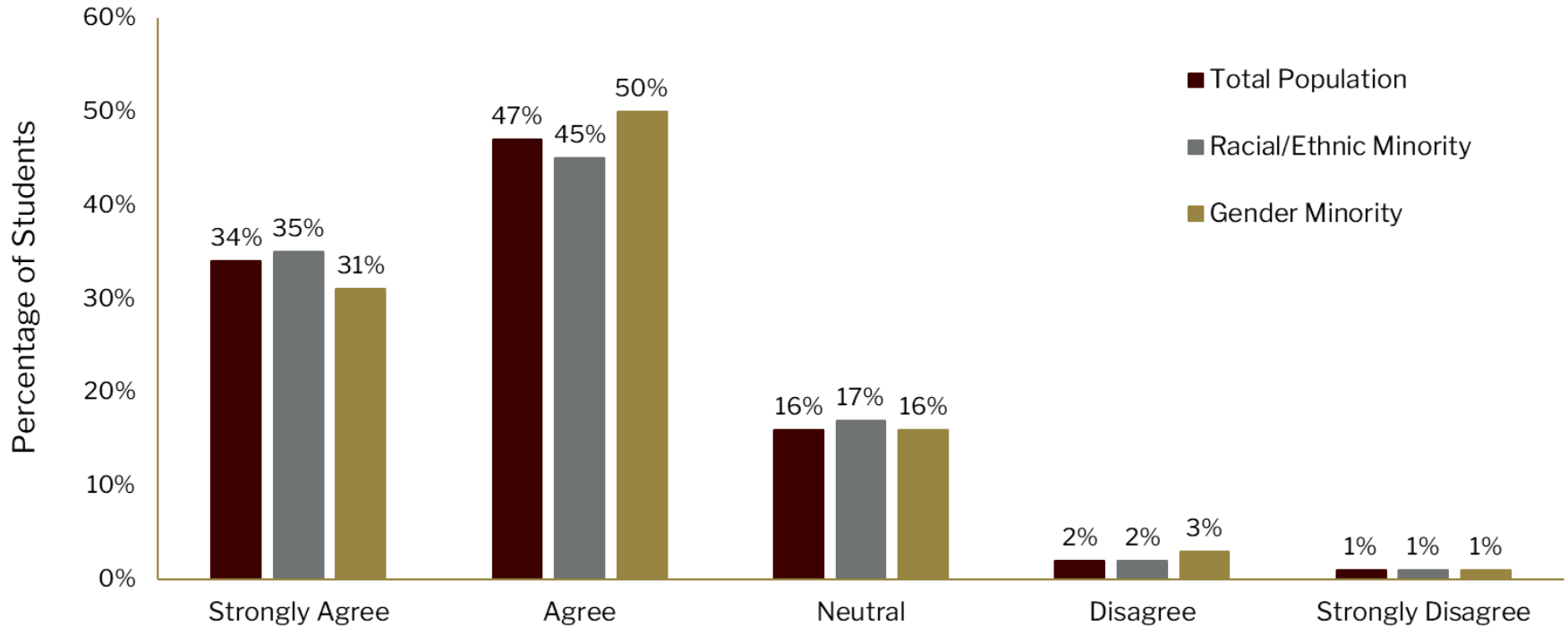
Questions?

Engineering Community Questions

Asked to all students

Respondents: 3267

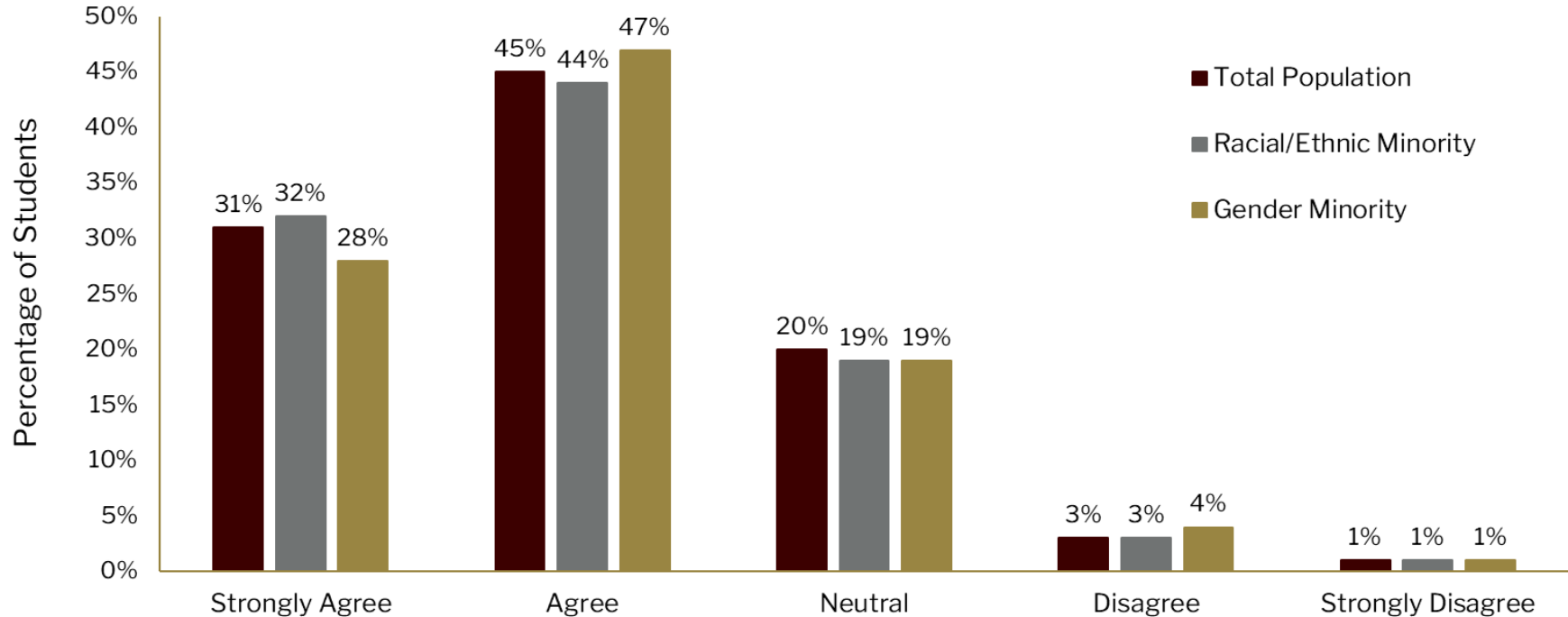
Please rate your agreement with the following statements. – I feel welcome in the College of Engineering.





Respondents: 3267

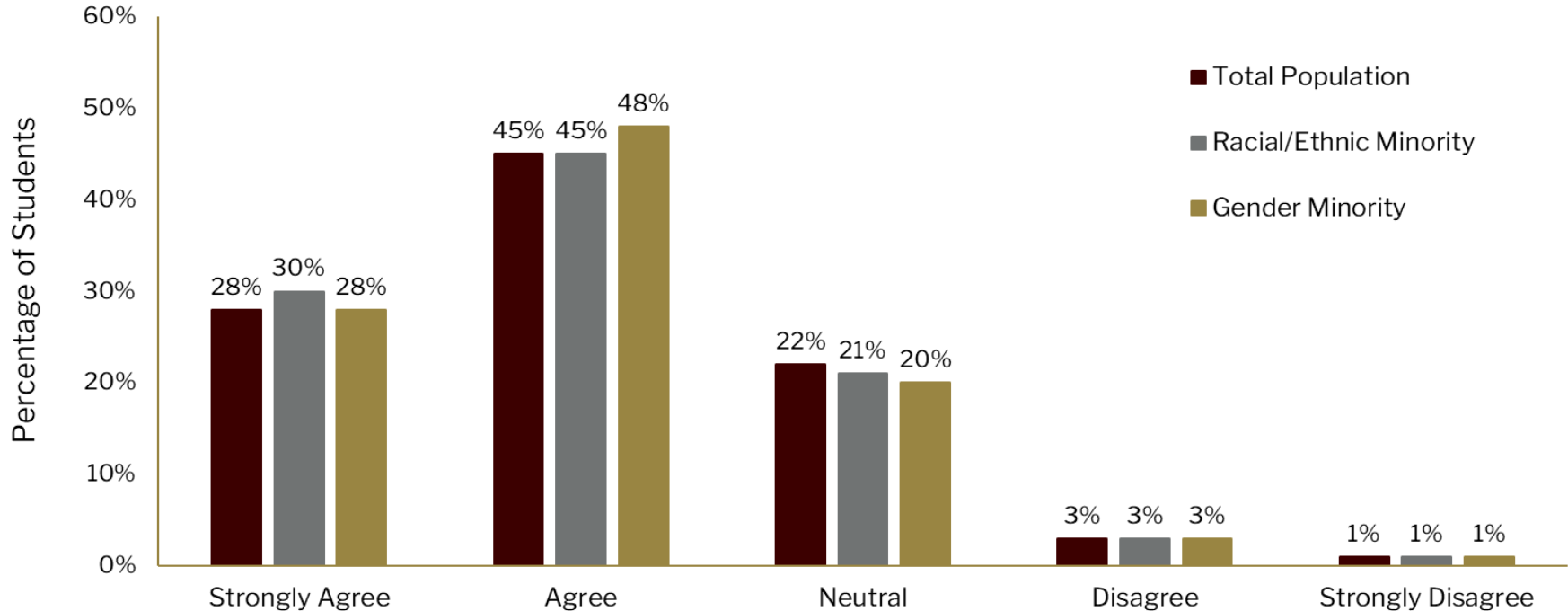
Please rate your agreement with the following statements. – The College of Engineering promotes a diverse engineering student body.





Respondents: 3267

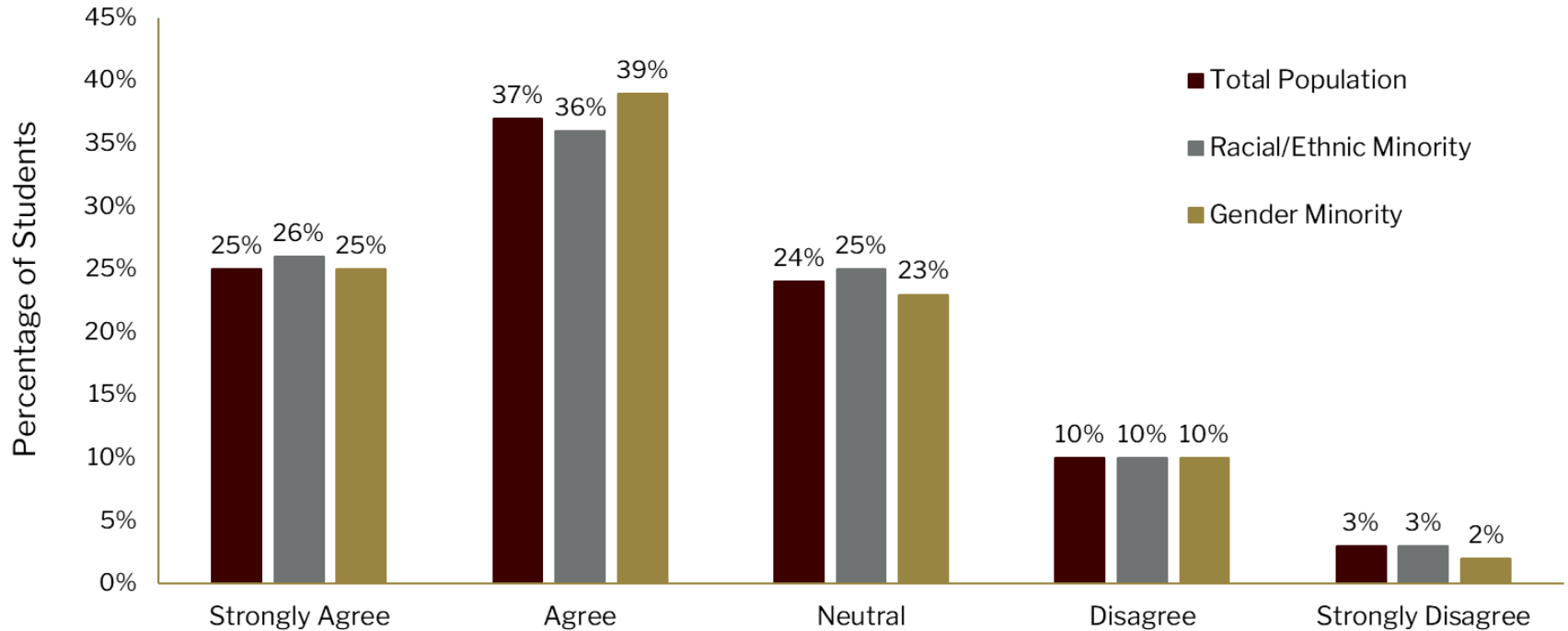
Please rate your agreement with the following statements. – The College of Engineering employs engineering faculty that values diversity of thought.





Respondents: 3267

Please rate your agreement with the following statements. – I am meeting as many people and making as many friends as I want in the College of Engineering.



Asked to students about the engineering community
Respondents: 460



Please share any experiences that influenced your responses (*open ended*)

Fragmented Community

- “Everyone is friendly, but it's **hard to see people more than once**”
- “After ETAM, you **lose most of your friends** unless you're in the same major.”

Intimidating Faculty Culture

- “Some professors make you **afraid to ask questions.**”
- “**Diversity of thought isn't really encouraged** – there's usually only one 'right' way according to the professor.”

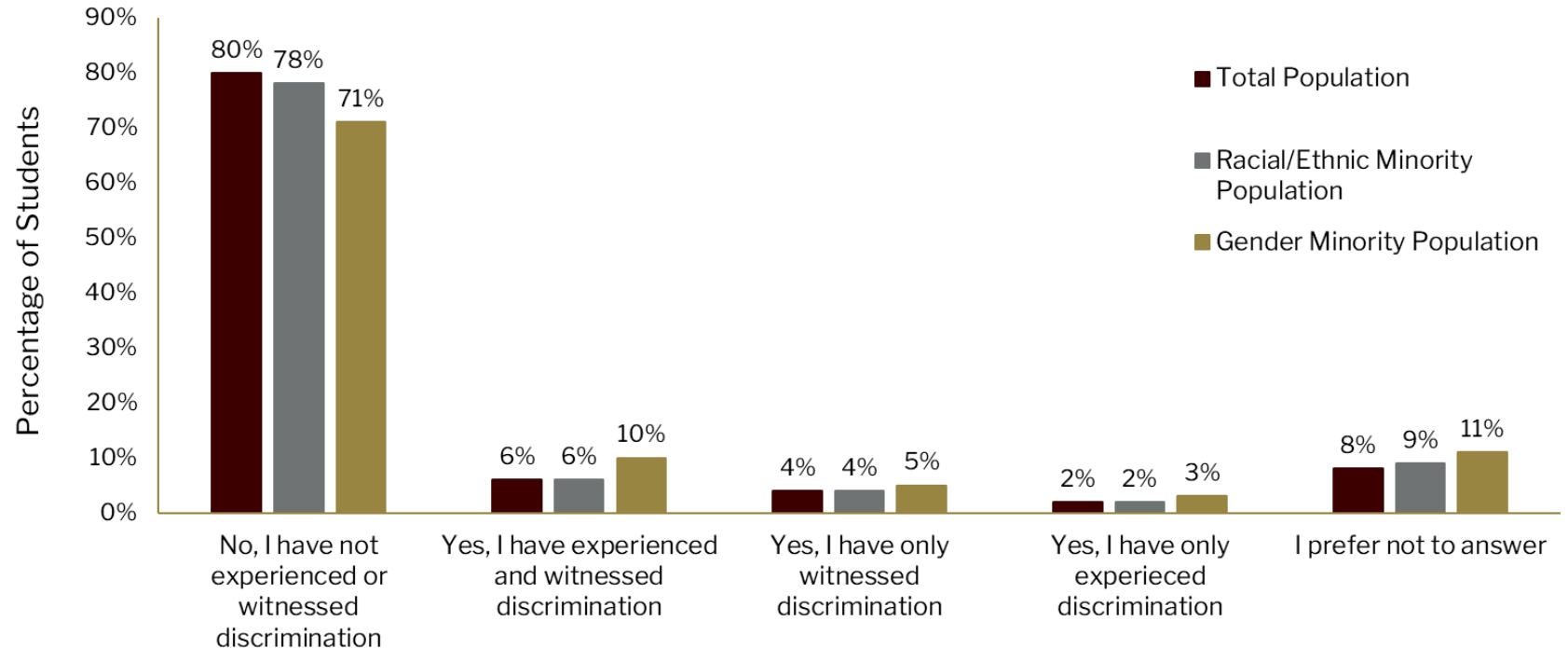
Uneven Inclusion Across Student Groups

- “**Women and minority students** are often talked over or not taken seriously in groups.”
- “**Graduate students** have very **few opportunities** to connect.”



Respondents: 2990

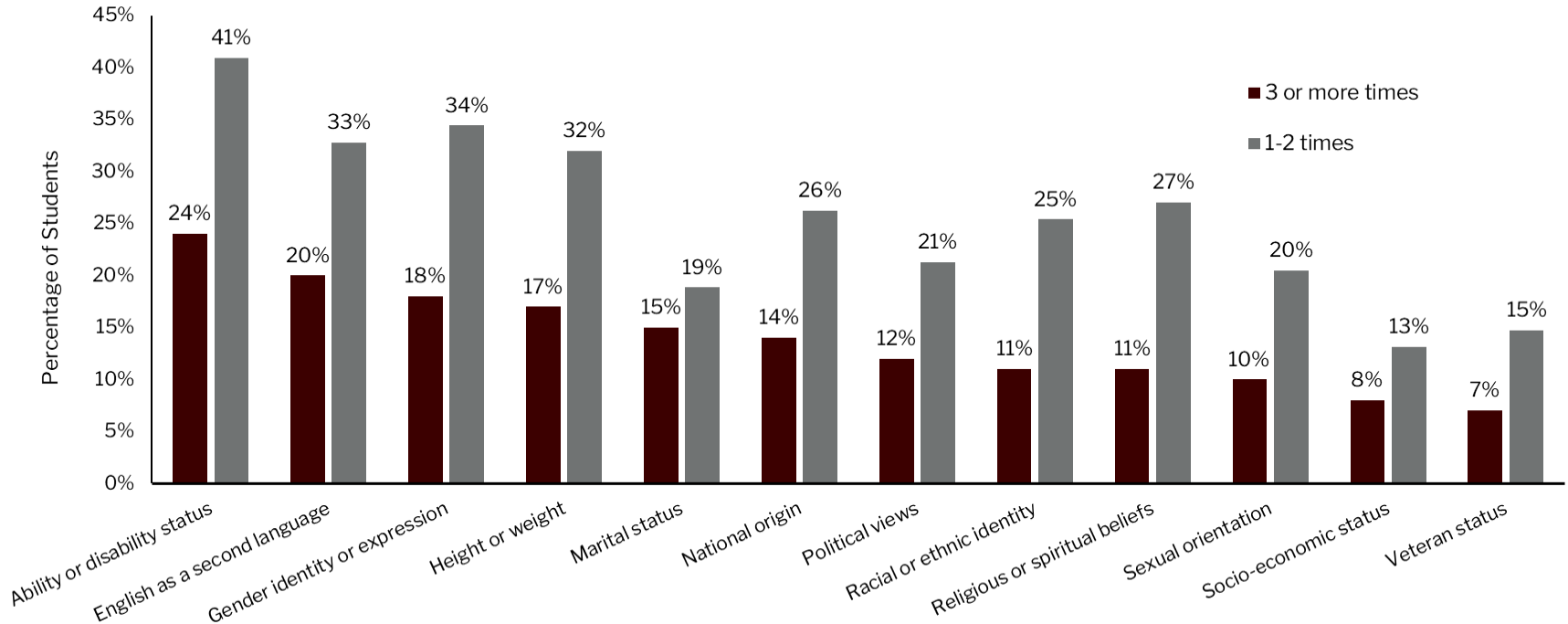
Have you experienced or witnessed discrimination within the College of Engineering?



Asked to students who have experienced discrimination

Respondents: 122

Over the past year, how often have you experienced discriminatory events within the College of Engineering because of your... (select all that apply)



Asked to students who have experienced discrimination
Respondents: 29



What type of discrimination have you experienced? (*open ended*)

Gender Discrimination

- “**Biased statements** about **women in engineering.**”
- “Microaggressions **from peers, professors, and TA's.**”

Racial and Ethnic Discrimination

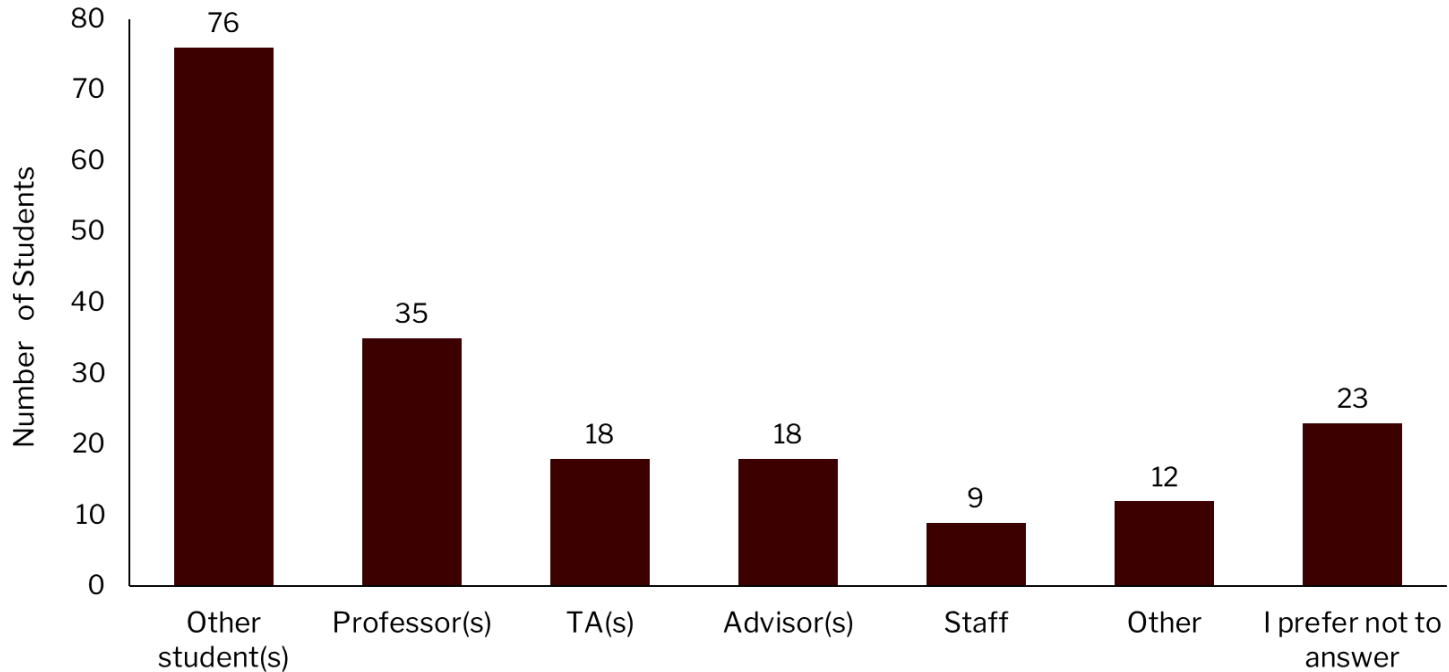
- “**Unwelcoming looks** and **degrading comments** based on my **physical appearance.**”
- “Uncomfortable remarks toward **international students**”

Discrimination towards Students with Disabilities

- “**Denied disability accommodations** multiple times despite being eligible”
- “**Rudely criticized** for asking for assistance due to disabilities.”

Asked to students who have experienced discrimination
Respondents: 122

Which of the following groups have discriminated against you?
(select all that apply)



Asked to students who have experienced discrimination
Respondents: 22



How can the College of Engineering take steps to prevent instances of discrimination from happening in the future? (*open ended*)

Disability Awareness and Accommodations

- **Promote diversity** and **cultural information** to students and staff.”
- “Conduct cultural and diversity **awareness courses** and workshops.”

Improve upon resources for disabled students

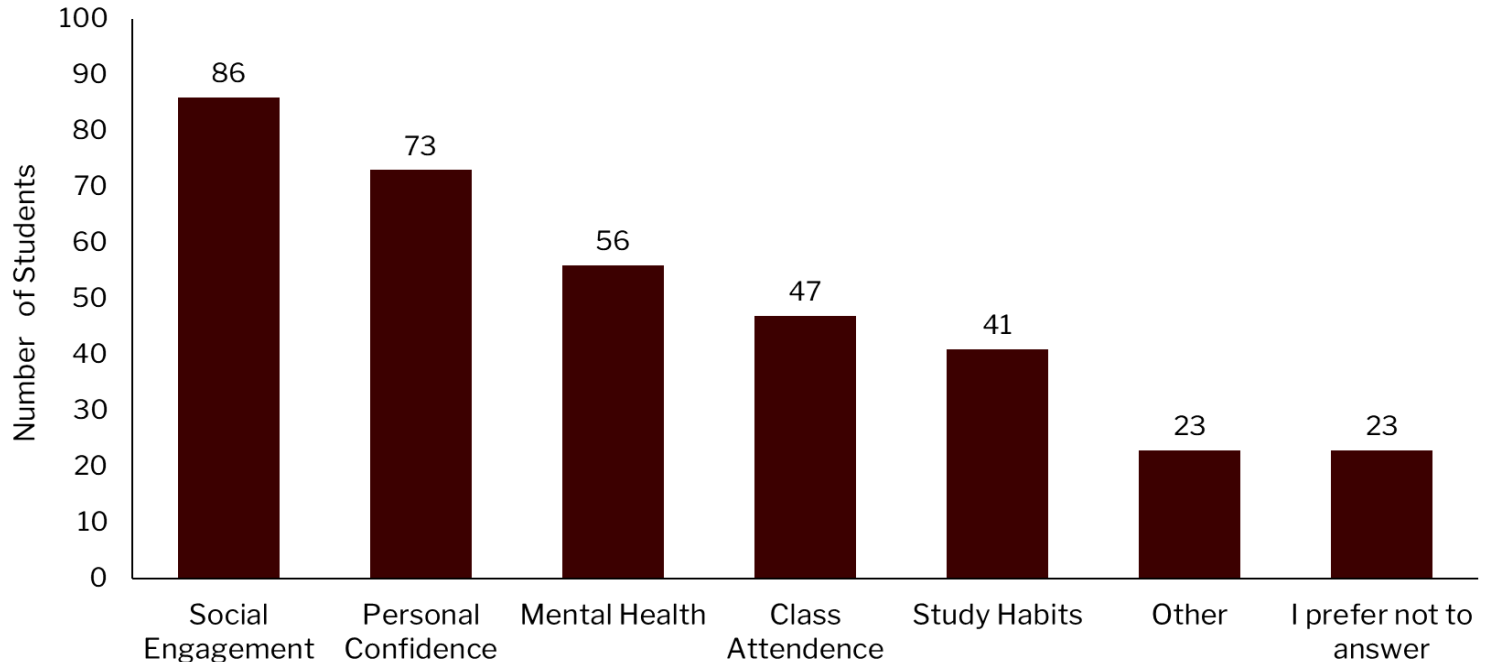
- “**More online resources** for students with **disabilities** and **more awareness** from **professors and TA’s.**”

Listen to students

- “**Listen** to student complaints and **reviews on professors.**”
- “Encourage professors to **respond to students** who disclose their disability status more neutrally.”

Asked to students who have experienced discrimination
Respondents: 190

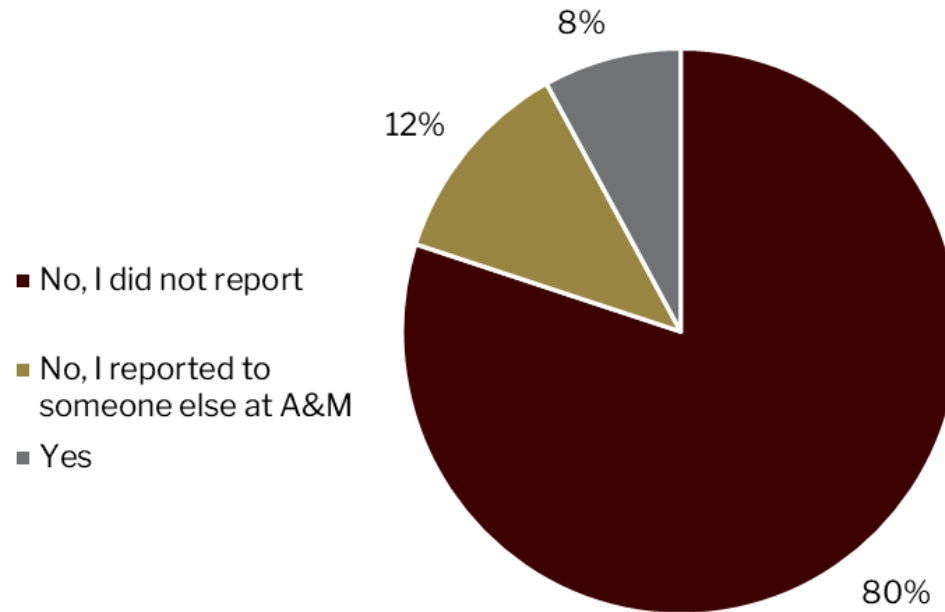
In what areas of your life has your experience of discrimination affected you?
(select all that apply)



Asked to students who have experienced or witnessed discrimination
Respondents: 381



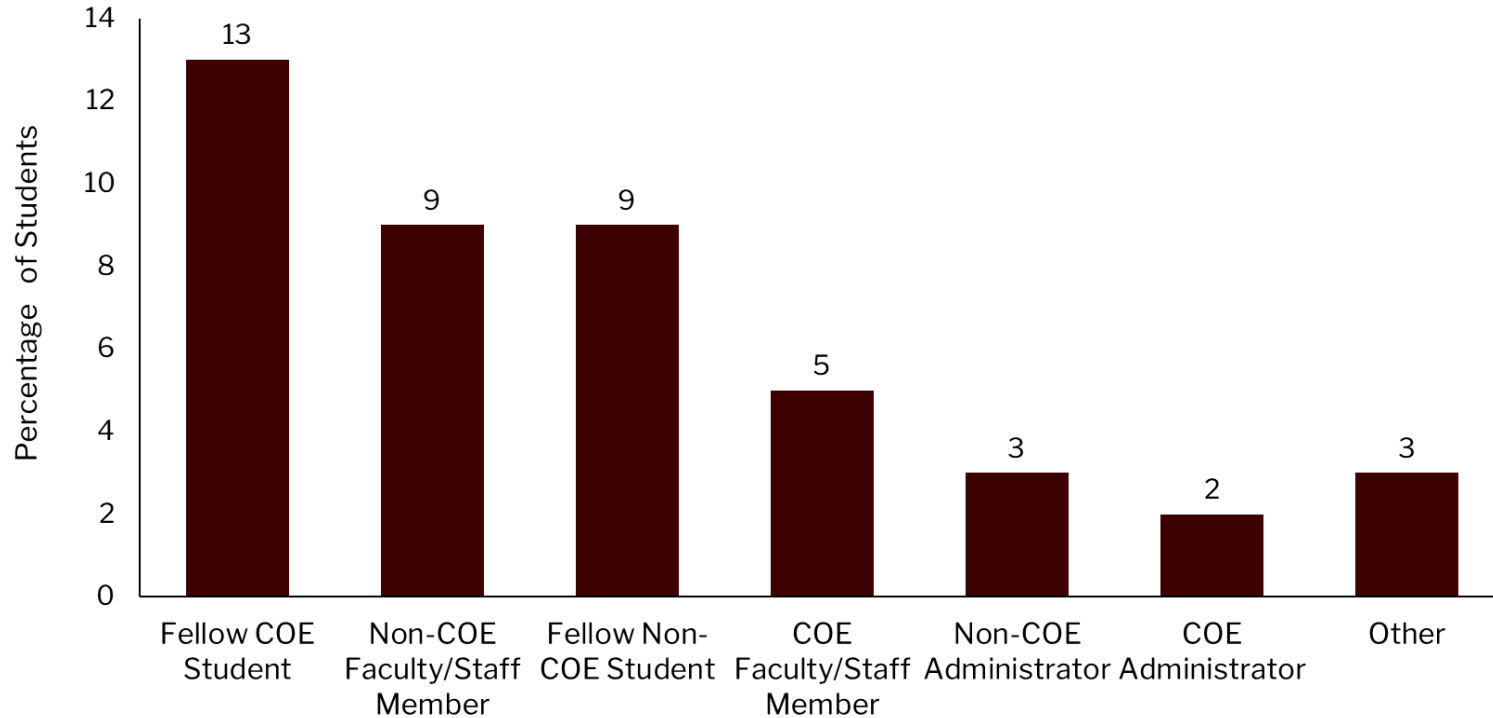
If you experienced or witnessed any discrimination within the College of Engineering, did you report the incident through an official A&M resource?



Asked to students who reported to 'Someone else at A&M'
Respondents: 35



Who did you tell? (select all that apply)

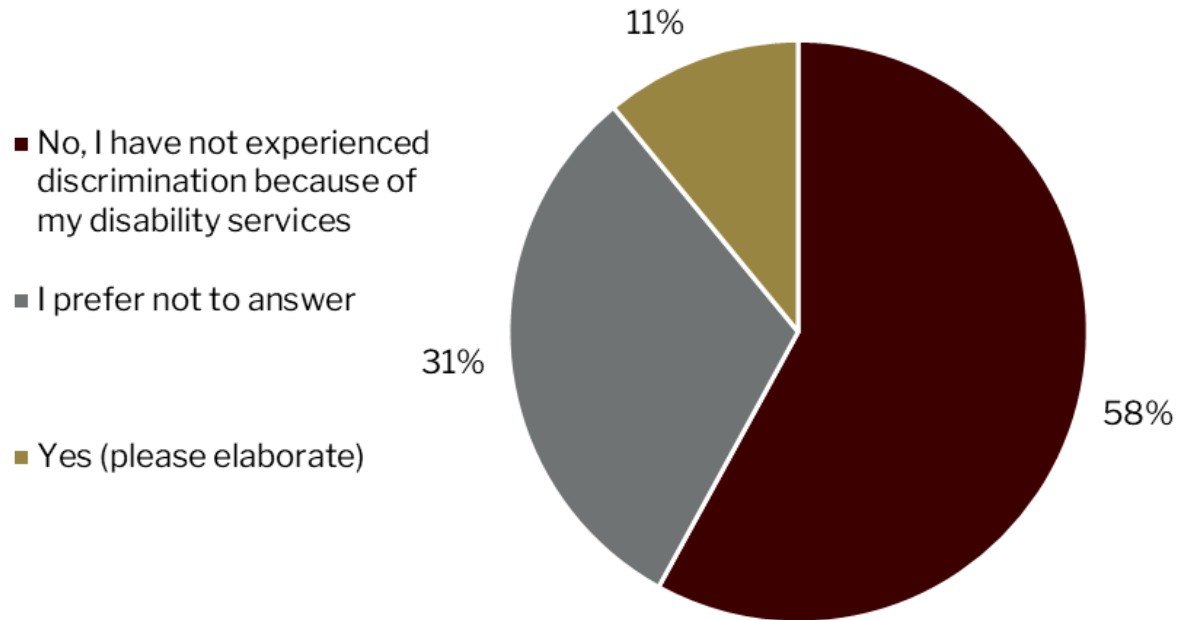


Asked to students who receive disability services

Respondents: 109



If you are receiving disability services, have you experienced discrimination from an engineering faculty member because of this?



Questions?

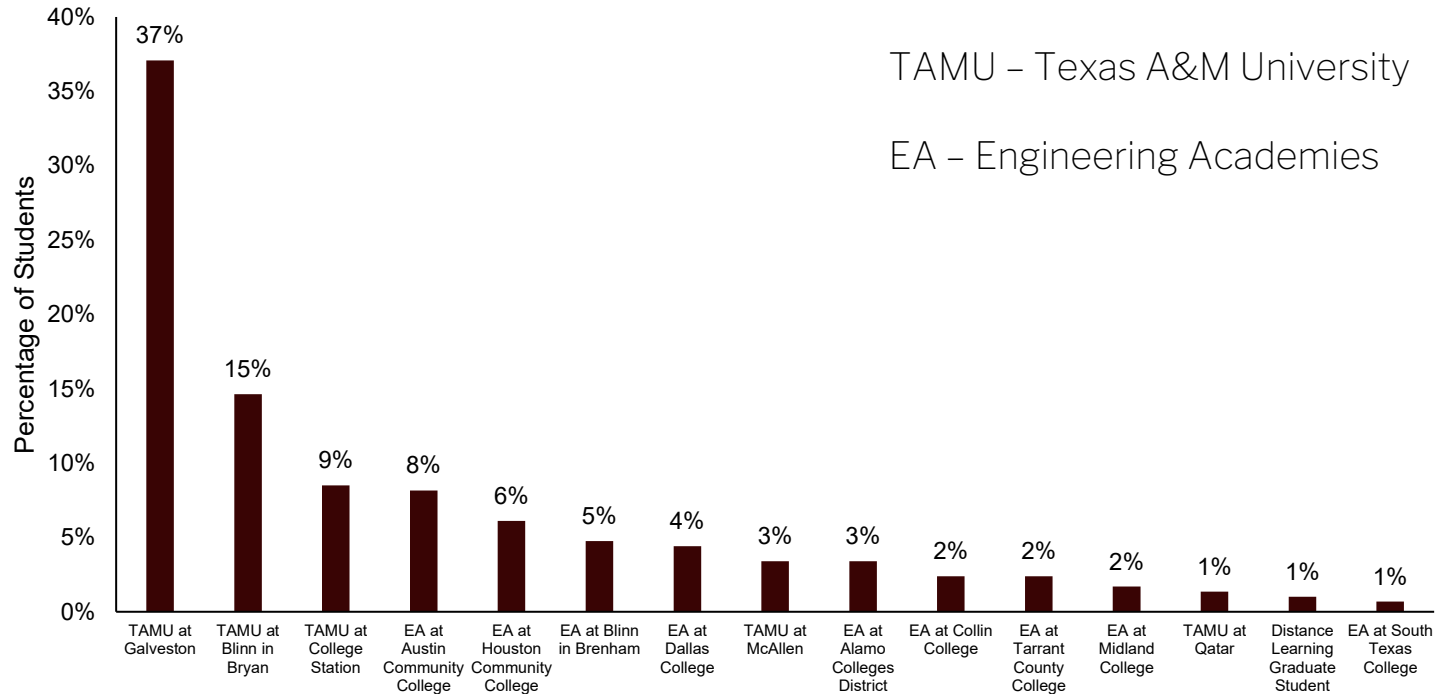
Campus Transition Questions

Asked to students who moved between A&M campuses



Responses: 294

What campus or institution did you transfer from?





Responses: 201

What were the most challenging parts of transitioning between campuses?

Centralized housing guidance

- “I think creating a **resources page** for finding housing would be amazing.”

Mandatory transition advising or check-ins

- “I was unaware of all the requirements to transition, I would have appreciated if more advising was available or if there was a **mandatory check-in...** I had different people telling me different things.”

Orientation/integration programming for transfers

- “There wasn't any kind of **orientation or integration process...**”

Support for campus involvement and organizations

- “There's so many student orgs and engineering-related events, I don't know how to get involved. I feel like there isn't a way for me to **learn how** to be involved with an **engineering org.**”



Responses: 135

What resources were helpful in making your transition successful, and what improvements would have made it smoother?

Academic advising and degree planning

- “The most helpful resource by far was my **advisor** at Texas A&M, she helped me so much with the transition and ensured I was on track to do engineering at A&M.”

Peers, friends, and community support

- “I think the most helpful thing was **other students**, having that connection and someone to show you the ropes helped a lot.”

Transportation and campus navigation resources

- “The **Texas A&M app and bus app** were very helpful in helping me navigate campus and get around as needed.”

Student organizations and structured involvement

- “**Peer mentoring** with **clubs** and exploring campus on my own.”

Questions?

International Student Questions

Asked to students who moved across national borders to
attend the university



Respondents: 305

What were the most challenging parts of transitioning to Texas A&M University and a new environment, from an international student perspective? (*open ended*)

Assistance from faculty

- “I had difficulties finding assistance through **advisors / the advising office.**”
- “I found interactions with **teachers difficult**, especially early on.”
- “There was a **lack of clear guidance** when I needed help navigating academics.”

Cultural Disconnect

- The hardest part was the **language barrier** and cultural and social differences
- “Adapting to **social norms** and communication styles took time.”

Visa, Funding and Career Concern

- “Visa rules created **uncertainty around jobs and internships.**”
- “Limited funding opportunities made the transition **more stressful.**”



Respondents: 265

What resources were helpful in making your transition successful, and what improvements would have made it smoother? (*open ended*)

Helpful Resources

- “The **International Student & Scholar Services (ISSS)** was very helpful.”
- “**Student organizations** helped me build community.”
- “**Orientation events** helped me understand expectations.”

Pre-Arrival and Early Support

- “A checklist for **banking, healthcare, and daily life** was needed.”
- “**Peer mentors** early on would have made things easier.”
- “Guidance on **housing and transportation** would have helped.”

Well-Being and Inclusion

- “More **mental health support** would be helpful.”
- “**Language and communication practice** opportunities were **limited.**”
- “**Inclusive events** helped me feel **welcomed.**”



Respondents: 195

Have you faced barriers as an international student in accessing academic or professional opportunities? (*open ended*)

Career and Job Placement

- “Finding internships was hard due to **visa sponsorship requirements.**”
- “Most companies filtered me out because of **work authorization.**”
- “Career fairs felt **unhelpful for international students.**”

Visa and Legal Restrictions

- “Many opportunities required **U.S. citizenship or clearance.**”
- “Visa rules limited **research and employment options.**”
- “Uncertainty around sponsorship caused **stress and anxiety.**”

Academic and Funding Barriers

- “Some scholarships and roles were **not open to internationals.**”
- “Limited access to **funded research positions.**”

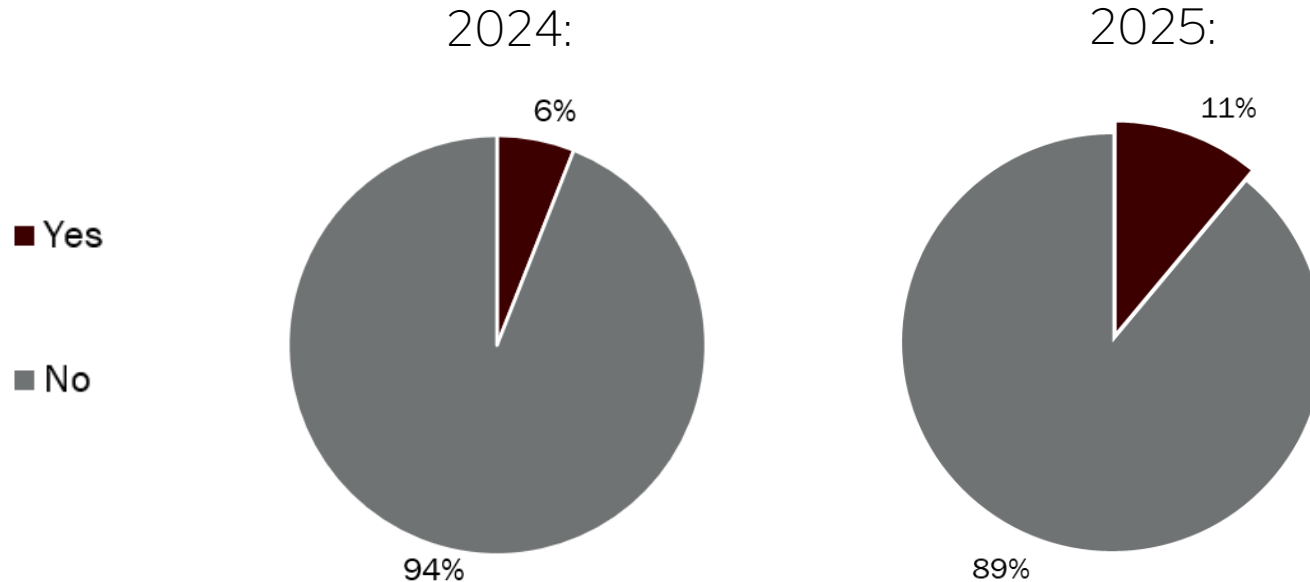
Questions?

International Experiences Questions

Asked to all students

Respondents: 2990

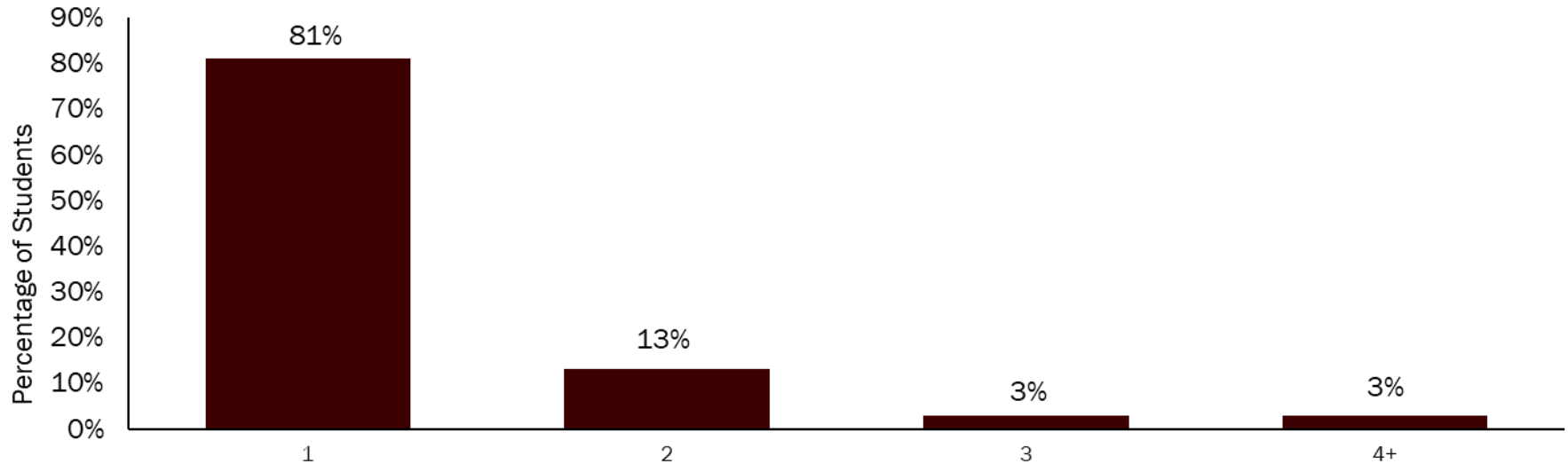
Have you participated in a field trip, group travel, faculty-led, internship, or any other study abroad program outside the U.S. during your college career?



Asked to students who have participated in an international experience
Respondents: 348



How many field trip, group travel, faculty-led, internship, or any other study abroad programs have you had outside the U.S. during your college career?

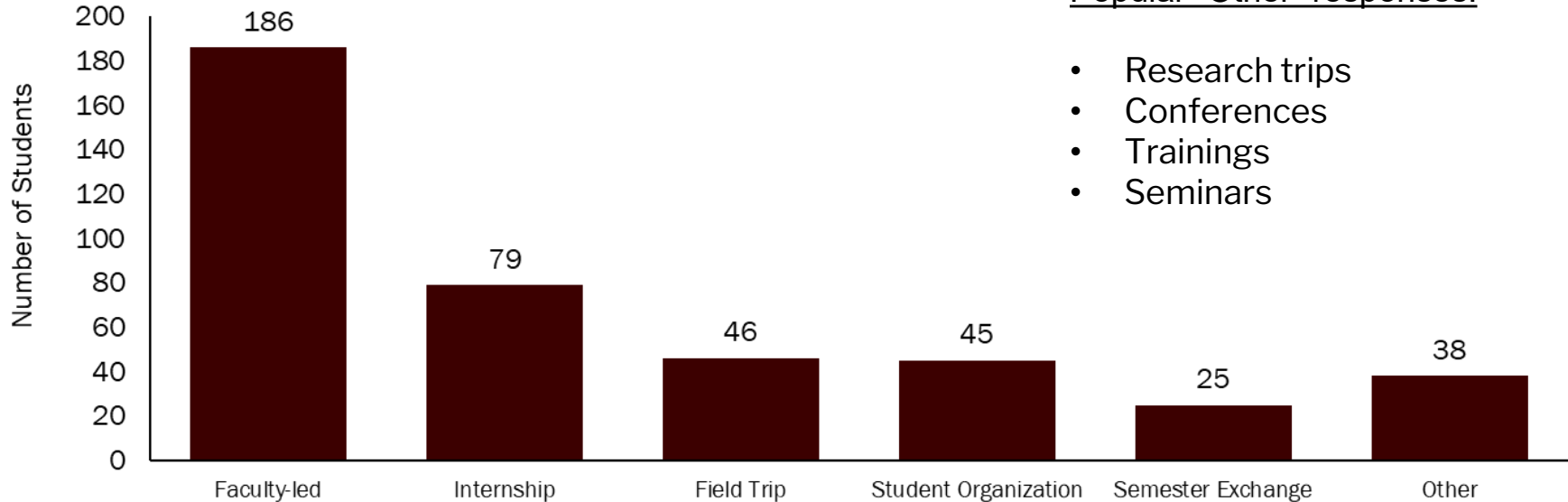


Asked to students who have participated in an international experience

Respondents: 348



What type of program(s) did you participate in?



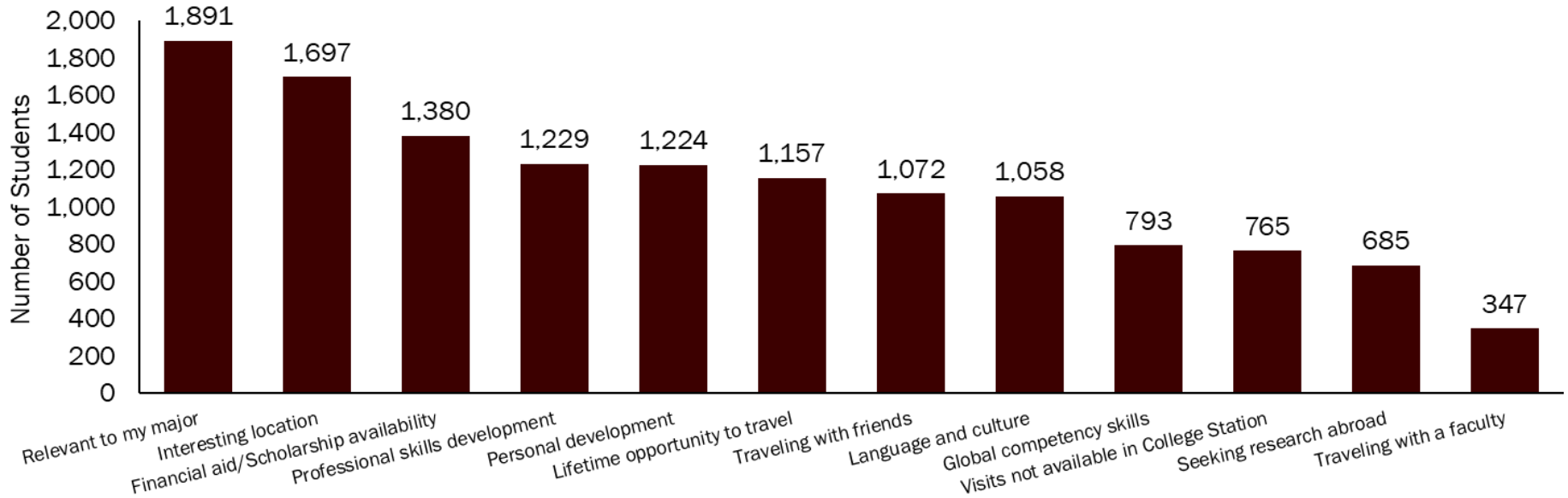
Popular "Other" responses:

- Research trips
- Conferences
- Trainings
- Seminars

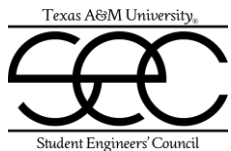
Asked to students who have not participated in an international experience
Respondents: 2,642



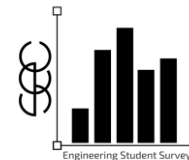
What aspects of an international learning experience would make you want to participate in it? *(select all that apply)*



Questions?



2025-2026 Legislation Committee

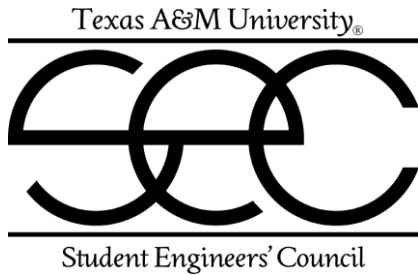


Co-Chairs

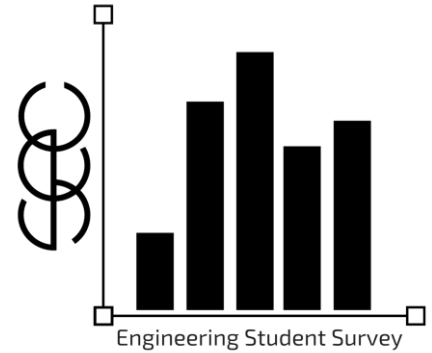
Bella Colgan '27
Anika Palacharla '27

Members

Sania Sultan
Dreux Larsen
Reed Thorn
Lauren Oliver
Lakshya Vason
Kaori Shioyama
Maygha Chatram



ENGINEERING STUDENT SURVEY



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