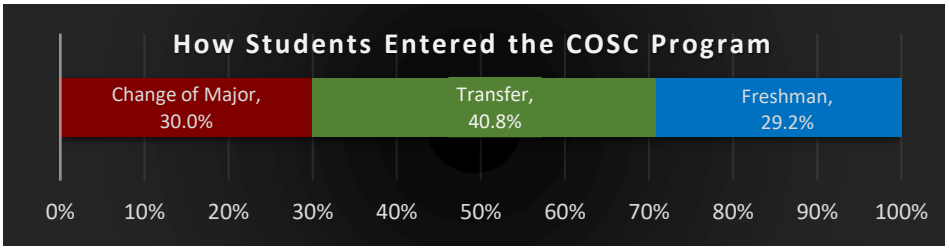
Spring 2020

Senior Exit Survey Report

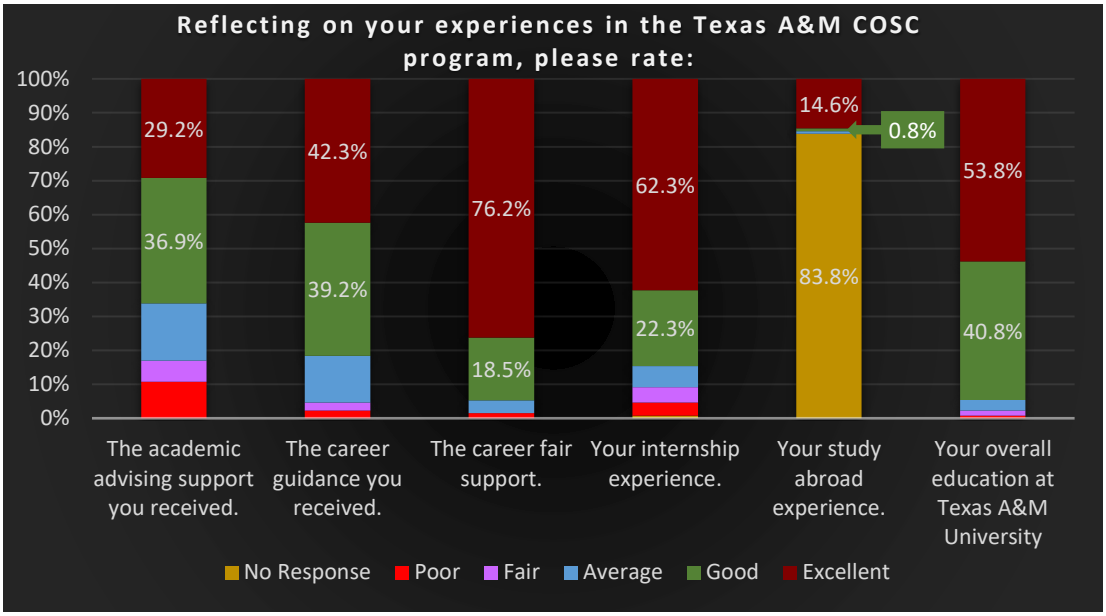
***n* = 130**

SUMMARY OF STUDENT RESPONSES

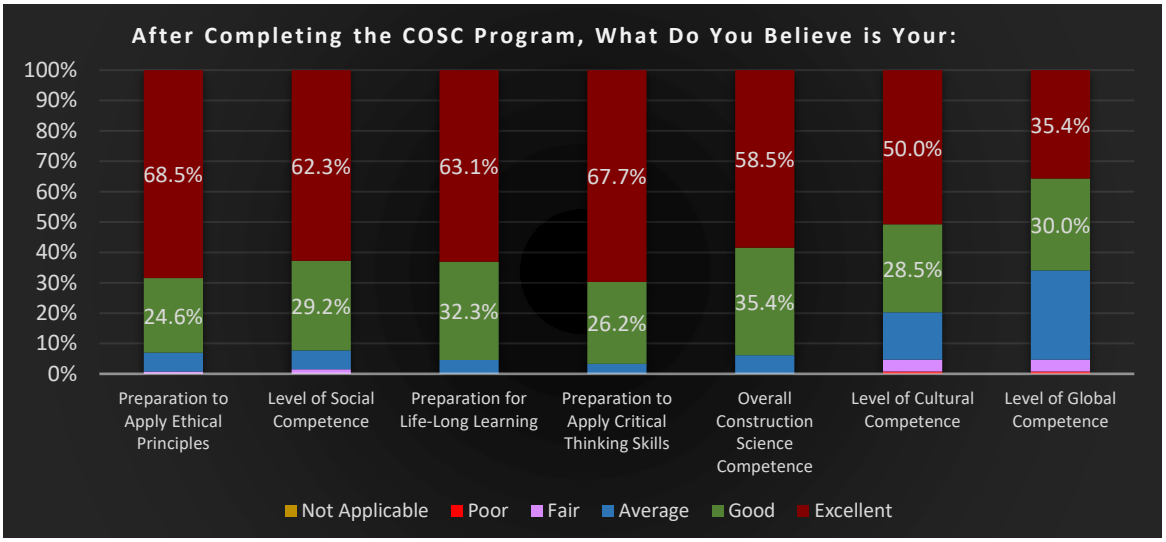
- 92% would major in Construction Science again **(Table 4)**
- 71% entered the Construction Science Department as either a Transfer Student or a Change of Major **(Table 2)**

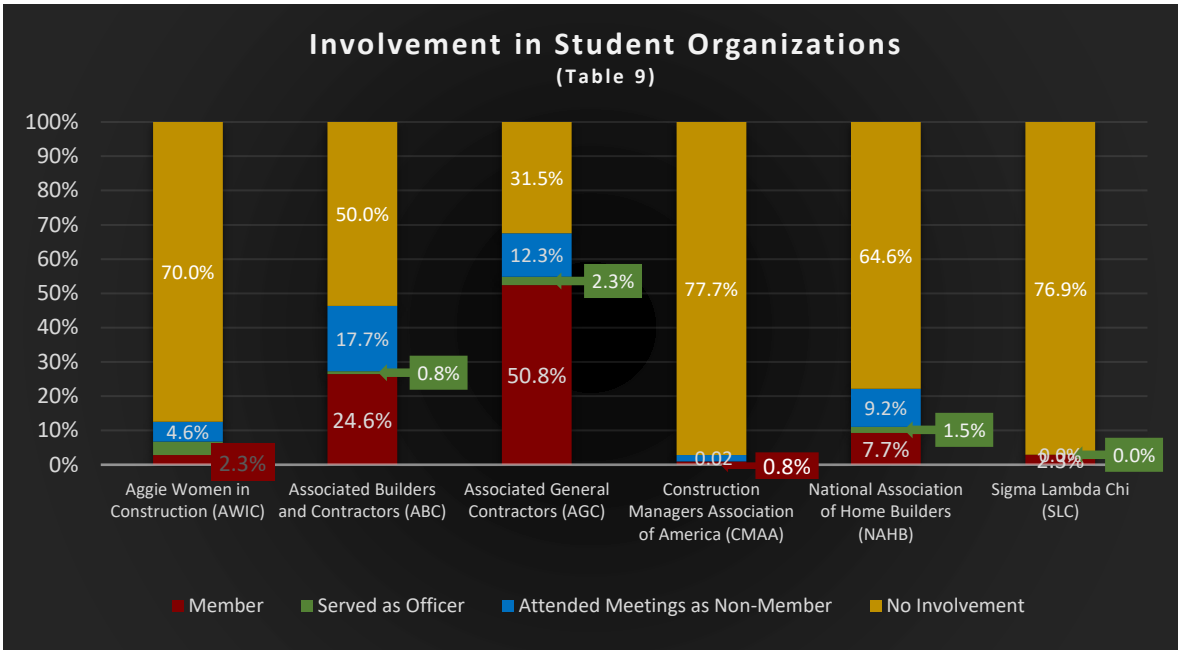


- 66% rated the **academic advising support** received as above average **(Table 11)**
- 82% rated the **career guidance** received as above average **(Table 11)**
- 95% rated **career fair support** as above average **(Table 11)**
- 85% rated **internship** as above average **(Table 11)**
- 15% rated **study abroad experience** as above average **(Table 11)**
- 95% rated **overall education** at Texas A&M University as above average **(Table 11)**



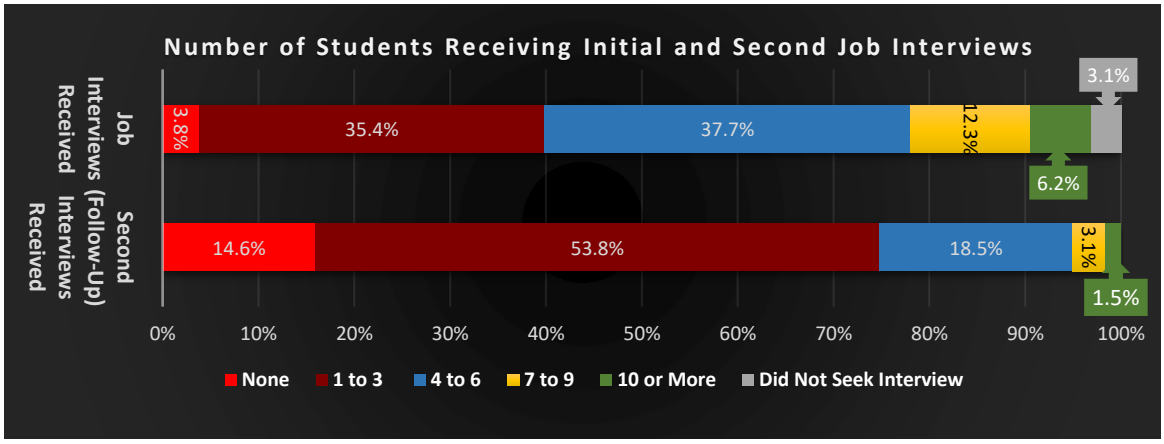
- 93% rated **preparation to apply ethical principles** as above average **(Table 40)**
- 92% rated **level of social competence** as above average **(Table 40)**
- 95% rated **preparation for life-long learning** as above average **(Table 40)**
- 94% rated **preparation to apply critical thinking skills** as above average **(Table 40)**
- 94% rated **overall Construction Science competence** as above average **(Table 40)**
- 79% rated **level of cultural competence** as above average **(Table 40)**
- 65% rated **level of global competence** as above average **(Table 40)**

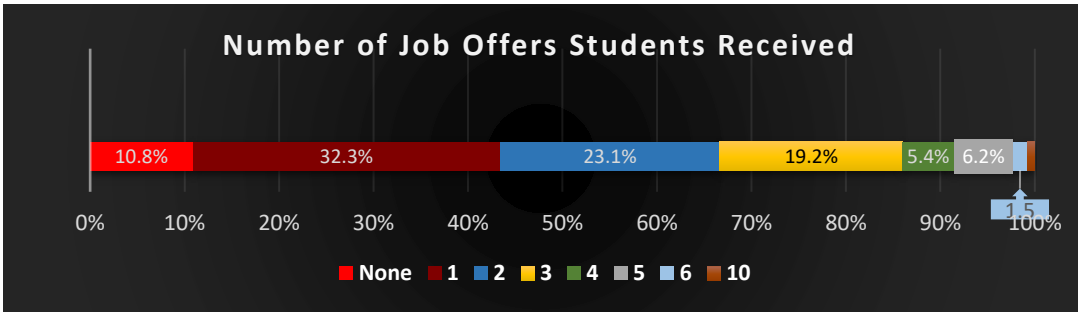




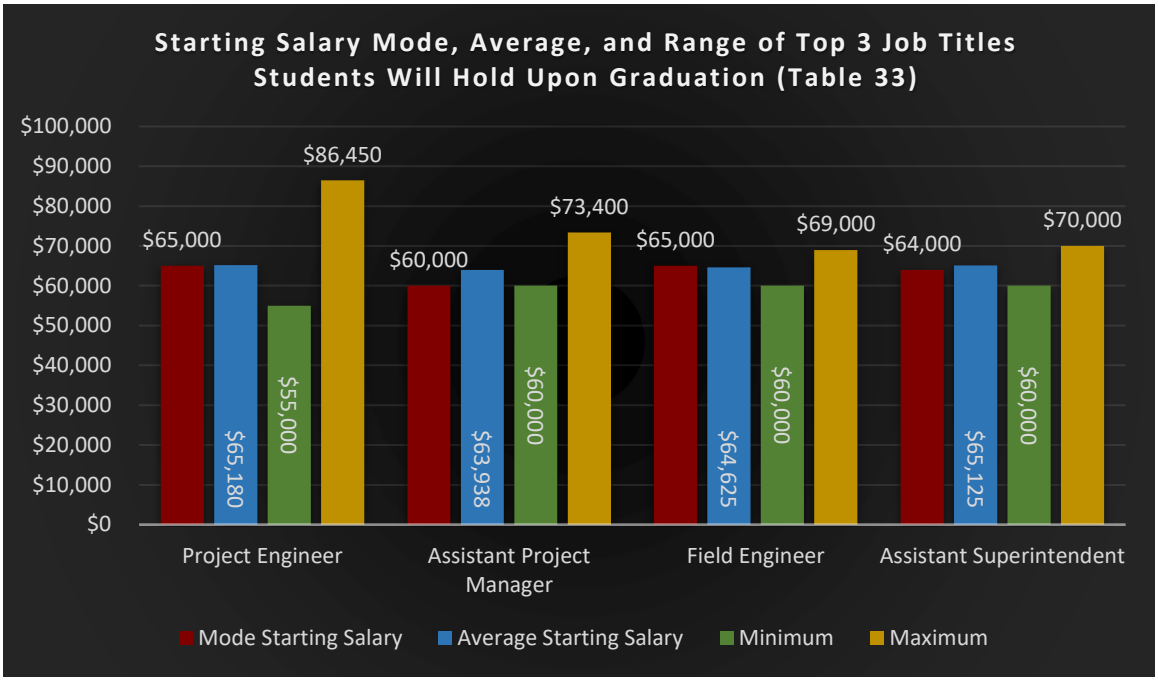
Student Employment Data

- 82% Have a job upon graduation **(Table 14)**
- 72% Have less than 1 year of job experience (Table 15)
- 91% plan to enter construction-related employment upon graduation **(Table 16)**
- 65% **received** a job offer from their internship provider **(Table 17)**
- 42% **accepted** a job offer from their internship provider **(Table 18)**
- **92%** of students had **at LEAST** one job interview **(Table 20)**
    - ***3%*** *did not seek an interview*
- **77%** of students had **at LEAST** one follow-up job interview **(Table 21)**
- **89%** of students had **at LEAST** one job offer **(Table 22)**





- Top 3 sectors in which students will be employed (**Table 23**)
  - 68% Commercial
  - 6% Residential – Single Family
  - 5% Residential – Multi-Family
- Top 3 major Texas cities in which students will work upon graduation (**Table 25**)
  - 32% Houston
  - 22% Dallas/Fort Worth
  - 15% Austin
- Top 3 job titles students will hold upon graduation (**Table 30**)
  - 33% Project Engineer
  - 12% Assistant Project Manager
  - 10% Field Engineer
  - 10% Assistant Superintendent



- Starting salaries ranged from $0 - $132,155.10 (**Table 31**)
- Hiring bonuses ranged from $0 - $30,000 (**Table 32**)
- The position *Junior Project Manager* (*n* = 1) had the highest average, and mode ($132,155.10) (**Table 33**)
- The position titles with the lowest **MODE** ($50,000) **and AVERAGE** ($56,667) starting salary was *Builder* (*n* = 3) (**Table 33**)

Students' Perception of the Primary Strength of the COSC Program (Table 12)

- Faculty: (*n*=62)
  - Construction experience
  - Willingness to help students
  - Willing and eager to teach
- Job placement upon graduation (*n*=29)
- CIAC/industry involvement and support (*n*=26)
- Internship program (*n*=24)
- Prepares students to enter construction industry (*n*=24)
  - Real-world projects and situations
- Career Fair (*n*=15)
- Network that is built (*n*=8)
  - Aggie Network
  - Peers
  - Industry

- Culture of program (
- small classes, relationships built) (*n*=6)
- Scholarships (*n*=2)

Students' Perception of the Primary Weakness of the COSC Program (Table 13)

- Curriculum: (*n*=59)
  - Restructure/redesign Courses
    - Structures
    - MEP
    - Project Management
      - Needs to be more relevant to industry
  - Unnecessary, irrelevant, and/or repetitive courses and coursework
  - Outdated course materials
  - Weak course selection
    - Need courses that teach
      - Plan reading
      - Shop drawing
      - Spanish language
      - Hands-on shop classes
      - Construction computer science
      - Simple sequencing
      - RFI & Submittal course
  - Need more hands-on experiences
  - More help/courses/materials for students with no construction background
  - More seats for Safety 2
  - Need to incorporate more modern and emerging technology into courses
  - Need to promote business strategies
  - 7 hour credit for internship and inability to take other courses the same semester
  - Neglects field-side of construction such as superintendent

- Lack of Course Diversity: (*n*=37)
  - Need more courses on the different sectors
    - Need classes for:
      - Real estate development
      - Land acquisition/development
      - Residential
      - Industrial
  - Course selection is weak
  - More hands-on instruction for superintendent route
  - Introduce types of construction positions in lower-level courses
  - Need ability for students to specialize

- Some Professors: (*n*=23)
    - Poor teaching methods:
        - lack education background
        - teach from book
        - unable to translate technical material so students can understand and learn
        - unstructured
        - overcomplicate course and subject material
    - Lack direct industry experience
    - Professors whose knowledge is questionable and/or not applicable
    - Outdated professors who refuse to adapt to new times and new technology
    - Lack of newer professors with adequate modern-day construction experience
    - 1st year professors in upper level
    - Who are hard to understand
    - How they treat students
    - Talk about their lives more than the subject
    - The politics among professors
    - Complacent, no passion for industry, teaching, or subject matter

- Promotion of degree program (*n*=4)
    - Need better representation:
        - at national level
        - national organizations
        - on campus

- Advisors (*n*=2)
    - Their availability

- Diversity issues (*n*=3)
- Too many students (*n*=2)
- COSC classes outside of Francis Hall (*n*=1)
- Program needs to be STEM accredited (*n*=1)
- Professor to student ratio (*n*=1)
- The facilities (*n*=1)
- A lot of politics (*n*=1)
- Lacks career advice post-graduation (*n*=1)
- Need better t-shirts (*n*=)

Students' Perception of Francis Hall

Students Liked: (Table 45)

- Open design and ability to be used as learning laboratory (*n*=43)
- The building's functional design, aesthetics, and layout (*n*=36)
- Specifically for Construction (*n*=35)
    - Atmosphere/sense of community
    - Gathering place for all COSC students
- The classrooms and study areas (*n*=28)
    - Places to study, relax, & collaborate
- Technology and resources available to students (*n*=23)
    - Ability to use computer labs after hours
- Availability and helpfulness of faculty and staff (*n*=17)
    - In same building as classes
    - Professors in the building
    - Open door policy
- New/updated and clean (*n*=13)
- The building location/accessibility (*n*=7)

Students Felt Could Be Improved: (Table 46)

- More study spaces/rooms/collaboration areas (*n* = 68)
    - Allow access to more rooms/meeting rooms not in use
    - More room for Survey and Safety labs
    - Quiet areas dedicated solely for studying
    - An outdoor study area
    - Study areas with external displays
    - More areas with tables and chairs
    - Windows on study rooms so can tell if occupied
- Expand Francis Hall/more space (*n*=23)
    - More classrooms
    - Another large lecture hall
    - Additional labs
    - More hands-on learning facilities (welding, carpentry)
- Technology (*n*=21)
    - Outlets in Segner Hall
    - More computer labs with monitors/dual monitors
    - Printers
        - More that print color
        - Better IT availability and response
        - Better/more reliable printers
    - More reliable copiers
    - More TVs to which laptops can connect

    - Make VR room available to more students
    - More monitors for student use
    - More technology with software
    - Upgrade display monitors on 1st floor so compatible with HDMI connections
    - WiFi stops working during class changes

- Air-conditioning/HVAC system (*n*=8)
    - Improve airflow
    - Rooms too hot
- More male restrooms/restroom stalls (*n*=5)
- Seats and tables in Segner Hall (*n*=4)
    - Need to be bigger
    - Donor plaques are falling off
- Vending (*n*=3)
    - Coffee maker
    - Better food options
- Improve floor space/plan (*n*=2)
    - Congestion in Lobby and Halls
    - 1st floor seating area changed to waiting area
- Parking for building (*n*=2)
    - More motorcycle parking
    - Long distance to building
- Repaint classrooms on Level 1 and study rooms on Level 2 (*n*=1)
- Reservation system for conference rooms & estimating labs after class hours (*n*=1)
- More lighting and brightness in building (*n*=1)

Student Learning Outcomes

- Students' confidence in their ability to apply the Student Learning Outcomes (SLOs) **(Table 36)**
  (Frequency counts for individual SLOs may be found in Table 38)
  - Students indicated they were **"Very Confident"** in their ability to:
    1. "*Analyze professional decisions based upon ethical principles*"
  - Students' indicated they were **"Confident"** in their ability to apply the remaining 19 SLOs
- Students' perception of the importance of the Student Learning Outcomes (SLOs) in their future careers **(Table 37)**
  (Frequency counts for individual SLOs may be found in Table 39)
  - **16 of the 20** SLOs students indicated would be **"Very Important"** in their future careers
    - The top three SLOs student perceived as **"Very Important"**
      1. *"Create oral communications appropriate to the construction Industry"*
      2. *"Create written communications appropriate to the construction discipline"*
      3. *"Understand construction quality assurance and control"*
  - The remaining 4 SLOs were perceived as being only **"Important"** to students' future careers

Students' Perception of COSC Courses

- Students' ***"Most Challenging"*** COSC Classes **(Table 41)**
  - 1st Choice
    - Top Three Classes
      1. 45% COSC 475: Construction Scheduling
      2. 15% COSC 301: Surveying
      3. 11% COSC 321: Structures I
      4. 11% COSC 353: Project Management
  - 2nd Choice
    - Top Three Classes
      1. 22% COSC 475: Construction Scheduling
      2. 13% COSC 301: Surveying
      3. 11% COSC 321: Structures I

- Students' ***"Least Challenging"*** COSC Classes **(Table 42)**
  - 1st Choice
    - Top Three Classes
      1. 25% COSC 364: Safety I
      2. 21% COSC 175: Construction Graphics
      3. 17% COSC 253: Methods and Materials I
  - 2nd Choice
    - Top Three Classes
      1. 23% COSC 364: Safety I
      2. 19% COSC 381: Ethics in Construction Industry
      3. 13% COSC 253: Methods and Materials I

- Students' ***"Most Enjoyable"*** COSC Classes **(Table 43)**
  - 1st Choice
    - Top Three Classes
      1. 25% COSC 477: Project Controls
      2. 14% COSC 494: Internship
      3. 13% COSC 375: Estimating II
  - 2nd Choice
    - Top Three Classes
      1. 16% COSC 477: Project Controls
      2. 11% COSC 375: Estimating II
      3. 9% COSC 325: Environmental Controls I
      4. 9% COSC 494: Internship

- Students' ***"Least Enjoyable"*** COSC Classes **(Table 44)**
  - 1st Choice
    - Top Three Classes
      1. 19.2% COSC 301: Surveying
      2. 18.5% COSC 321: Structures I
      3. 11% COSC 326: Environmental Controls II
  - 2nd Choice
    - Top Two Classes
      1. 17% COSC 321: Structures I
      5. 13% COSC 353: Project Management
      2. 9% COSC 326: Environmental Controls II
      3. 9% COSC 301: Surveying

LIST OF TABLES

Table 1. Spring 2020: Capstone Course in which Respondents are Enrolled

n= 130

Response	*f*[a]	%
Commercial	58	44.6
Specialty	24	18.5
Residential	21	16.2
Interdisciplinary	20	15.4
Industrial	7	5.4
No Response	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 2. Spring 2020: How Students Reported Entering the COSC Department

n= 130

Response	*f*[a]	%
Transfer	53	40.8
Change of Major	39	30.0
Freshman	38	29.2
No Response	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 3. Spring 2020: Student Responses to the Question "If you were a Change of Major, from what department did you transfer?"

n= 130

Response	*f*[a]	%
Agricultural Business	1	.8
Animal Science	1	.8
Biochemistry>engineering>construction science	1	.8
Blinn TEAM	1	.8
Blinn Team (General Studies)	1	.8
Chemistry	1	.8
College of Engineering	1	.8
Department of Engineering	1	.8
Department of International Studies.	1	.8
Education and Human Development	1	.8
Engineering	9	6.9
Environmental Design	1	.8
From General Studies.	1	.8
General Engineering	3	2.3
Geoscience	1	.8
I came from College of Engineering via Blinn TEAM	1	.8
I changed from the engineering department	1	.8
I started off as a physics major looking to transfer into the engineering department. I found out engineering was not for me and I transferred into general studies after my first semester. I transferred into the COSC department after my freshman year.	1	.8

Table 3. Spring 2020: Student Responses to the Question "If you were a Change of Major, from what department did you transfer?"

n= 130

Response	*f*[a]	%
I transferred from the Chemistry department (College of Science).	1	.8
I transferred from the Physics department.	1	.8
I transferred in from General Studies.	1	.8
Mays Business School	1	.8
Physics and Astronomy	1	.8
Political Science	1	.8
Sports Management	1	.8
University Studies	1	.8
Urban Planning	1	.8
USAR	2	1.5
No Response	91	70.0

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 4. Spring 2020: Students' Responses to the Question: "Would You Major in Construction Science Again?"

n= 130

Response	*f*[a]	%
Yes	120	92.3
No	7	5.4
Uncertain	3	2.3
No Response	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 5. Spring 2020: Student Comments as to Why They Would Not Major in COSC Again

n= 130

Response	*f*[a]	%
After my internship I realized that the career path that the construction science department leads to is not for me. While I did sign with a GC, I do not see myself in the industry longer than 5 years post-graduation.	1	.8
Although I met many good people and will always have friends to call if I need a job, I was always interested in science classes more.	1	.8
Found what I really liked to do along the way, just stuck with construction science to finish school. Great program, many valuable lessons learned that I am very grateful for.	1	.8
I have nothing against the COSC program. I just would have gone for a visualization, computer science, or education degree instead if I had known what I wanted earlier in college. I am very proud to	1	.8

be earning a degree in Construction Science though.		
I really enjoyed my undergraduate degree, but I will like to try other careers if I came back to school. For instance, I would like to study psychology or construction management.	1	.8
I would be a finance major because I want to go into real estate development.	1	.8
I would not, because it is tailored to specifically for general contracting. Also, for the majority of this degree, I felt like I taught myself. Most professors have the mentality of "figure it out on your own". This is realistic in the real world, however, in a learning setting, this is completely ridiculous. I have wasted countless hours trying to learn information that is nearly impossible to find. The teachers do not prepare much for class except the assignments that they give you. Overall, this major has a small amount of teaching and a majority of learning and working on your own outside of class.	1	.8
No Response	123	94.6
Note: [a]Frequencies may not total stated *n* because of missing data.		

Table 6. Spring 2020: Students' Responses to the Question: "Did You Apply for Scholarships at Texas A&M University?"

n= 130

Response	*f*[a]	%
Yes	82	63.1
No	48	36.9
No Response	--	--
Note: [a]Frequencies may not total stated *n* because of missing data.		

Table 7. Spring 2020: Student Comments as to Why They Did Not Apply for Scholarships at Texas A&M University

n= 130

Response	*f*[a]	%
Already had some	1	.8
Already on partial scholarship.	1	.8
Because my tuition cost was not an issue	1	.8
Decided not to	1	.8
Did not need any	1	.8
Did not need it.	1	.8
did not need to, I just worked and payed my tuition.	1	.8
Did not qualify	2	1.5
Did not think scholarships would be given depending on parent's financial status	1	.8
Didn't know how.	1	.8
Didn't think I would have a good chance of being awarded.	1	.8
Didn’t find any that applied to me that were also worth while	1	.8
Had the privilege to not have to pay for college.	1	.8
I am lucky to come from a family that is well to do financially, therefore did not want to accept a scholarship funds that could have been given to someone that is not well to do financially.	1	.8
I did not feel like I would receive one so I never applied.	1	.8
I did not know about it	1	.8
I did not need to.	1	.8
I did not put in the time and effort to seek out scholarships since I was a transfer.	1	.8

I didn't need to.	1	.8
I had Financial aid, a part-time job, and a scholarship for two semesters. Other people needed it more than I did at the moment.	1	.8
I had received some grants already	1	.8
I had scholarship money coming in as a freshman and never thought to apply for more.	1	.8
I had waived tuition.	1	.8
I never found the time to complete them.	1	.8
I never got around to it.	1	.8
I received an interest free scholarship loan. Usually was busy around the scholarship due dates.	1	.8
I should have.	1	.8
I should have. I regret not trying.	1	.8
I was already on a full ride and did not need other scholarships.	1	.8
I was fortunate to have a grandfather willing to pay for my school so I did not want to take money from others that truly needed it.	1	.8
I was not aware of it back then	1	.8
I was not eligible for a lot of them.	1	.8
I was too lazy to look further into the opportunities I suppose.	1	.8
Just never took the time.	1	.8
My school was paid for and I know some people need that money.	1	.8
N/A	2	1.5
NA	1	.8
never crossed my mind	1	.8
Never dedicated the time.	1	.8
Not qualified.	1	.8

Not sure that I would be able to get any and also due to the lack of understanding of how to apply for scholarships	1	.8
Not sure, Professor Boldt would push us to do that and I was too lazy.	1	.8
The company that I work for provided me with a scholarship to finish my degree.	1	.8
No Response	85	65.4
Note: [a]Frequencies may not total stated *n* because of missing data.		

Table 8. Spring 2020: Students' Responses to the Question: "Did You Receive a COSC Departmental Scholarship?"

n= 130

Response	***f*[a]**	**%**
No	89	68.5
Yes	41	31.5
No Response	--	--
Note: [a]Frequencies may not total stated *n* because of missing data.		

Table 9. Spring 2020: Students' Involvement in Student Organizations

n= 130

Student Organizations	Member		Served as Officer		Attended Meetings as Non-Member		No Involvement		No Answer	
	f[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%
Aggie Women in Construction (AWIC)	3	2.3	4	3.1	6	4.6	91	70.0	26	20.0
Associated Builders and Contractors (ABC)	32	24.6	1	0.8	23	17.7	65	50.0	9	6.9
Associated General Contractors (AGC)	66	50.8	3	2.3	16	12.3	41	31.5	4	3.1
Construction Managers Association of America (CMAA)	1	0.8	--	--	2	1.5	101	77.7	26	20.0
National Association of Home Builders (NAHB)	10	7.7	2	1.5	12	9.2	84	64.6	22	16.9
Sigma Lambda Chi (SLC)	3	2.3	--	--	--	--	100	76.9	27	20.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 10. Spring 2020: Student Comments: Other Student Organizations in Which Students Reported Participating ***n= 130***		
Response	***f*[a]**	**%**
Aggie Habitat for Humanity	1	.8
Aggie SUITS menâ€™s organization	1	.8
Alpha Sigma Phi Fraternity	1	.8
Alpha Tau Omega Fraternity	1	.8
Brazilian Jiu-Jitsu Club	1	.8
Breakaway Ministries, TAMU Wake-boarding Team	1	.8
BUILD	1	.8
BUILD, Camp ARCH	1	.8
BUILD, Intramurals	1	.8
BUILD, Student Senate	1	.8
CAMAC, SCOLA, ALPHA, Omega Delta Phi,	1	.8
CCA - Coastal Conservation Association	1	.8
Christian Construction Leaders	1	.8
Christian Construction Leaders (CCL)	2	1.5
Christian Construction Leaders as the Founder	1	.8
Christian Construction Leaders Sophomores Advancing in Leadership Chi Omega	1	.8
Christian Construction Leaders TAMU Rowing Team Carpool TAMU Habitat for Humanity	1	.8
Construction Science Competition Team	1	.8
Corps of Cadets	2	1.5
Corps of Cadets, Aggie Band, Ross Volunteer Company	1	.8
Corps of Cadets, Corps Lacrosse Team	1	.8
Corps of Cadets, Pi Kappa Alpha, TAMU Mountain Sports Club	1	.8
Corps of Cadets. Fightin' Texas Aggie Band. Symphonic band.	1	.8

Table 10. Spring 2020: Student Comments: Other Student Organizations in Which Students Reported Participating

n= 130

Response	*f*[a]	%
Delta Tau Delta	1	.8
Delta Tau Delta Fraternity	1	.8
Fade To Black COSC FIRST	1	.8
Fish Camp, Club Baseball, CONNECT	1	.8
Fish Camp, Sigma Alpha Epsilon	1	.8
FOCUS - Off Campus Fish Aides	1	.8
Freshman Leadership Organization (FLO)- Freshman Leaders Establishing eXcellence (FLEX) Delta Delta Delta (sorority) Diamond Darlings - Vice President University Honors	1	.8
Gamma Phi Beta	1	.8
Gents of Texas A&M	1	.8
Gents of Texas A&M, 12th Man Student Foundation	1	.8
I participated in none COSC organizations including: Mexican Student Association (MSA) CAMAC (A Latinx comittee) Amig@s (A mentorship program) Sigma Lambda Gamma (SLG)	1	.8
I was also in the Corps of Cadets full time	1	.8
Iron Spikes	1	.8
Kappa Alpha Order	1	.8
Kappa Sigma Fraternity	1	.8
MECA	1	.8
Mechanical Electrical Contractors Association (MECA) - President	1	.8
Men's lacrosse (president, treasures) MCCA (Mechanical Contractor Organization COSCI)	1	.8
Mexican Student Association - MSA Obstacle Course Racing - OCR TAMU	1	.8

Table 10. Spring 2020: Student Comments: Other Student Organizations in Which Students Reported Participating

n= 130

Response	*f*[a]	%
Mexican Student Association Texas A&M Club Soccer BUILD	1	.8
N/A	2	1.5
NAHB Competition Team, Student Bonfire, Catholic Student Association	1	.8
No	1	.8
Phi Gamma Delta	1	.8
Phi Gamma Delta Fraternity	1	.8
Real Estate Development Association	1	.8
Revelation Outdoors. Abbott Family Leadership Conference	1	.8
Sigma Chi Fraternity	1	.8
Sorority, International Business Association, MECA, competition teams, COSC FIRST	1	.8
Student Competition Teams.	1	.8
TAMU Build	1	.8
TAMU Ducks Unlimited	1	.8
Texas A&M Corps of Cadets, Parsons Mounted Cavalry	1	.8
The Corps of Cadets	1	.8
Trap & Skeet Club Bodybuilding Team	1	.8
Vice-President, Mechanical Electrical Contractors Association	1	.8
VSO, VRSC, Phi Delta Theta	1	.8
No Response		

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 11. Spring 2020: Students' Perception of Their Experiences in the Texas A&M COSC Program

n= 130

Reflecting on your experiences in the Texas A&M COSC program, please rate:	Excellent		Good		Average		Fair		Poor		No Response	
	f[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%
The academic advising support you received.	38	29.2	48	36.9	22	16.9	8	6.2	14	10.8	--	--
The career guidance you received.	55	42.3	51	39.2	18	13.8	3	2.3	3	2.3	--	--
The career fair support.	99	76.2	24	18.5	5	3.8	--	--	2	1.5	--	--
Your internship experience.	81	62.3	29	22.3	8	6.2	6	4.6	5	3.8	1	0.8
Your study abroad experience.	19	14.6	1	0.8	1	0.8	--	--	--	--	109	83.8
Your overall education at Texas A&M University	70	53.8	53	40.8	4	3.1	2	1.5	1	0.8	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
1.	Experienced professors
2.	'- providing an idea of what its like to work for a GC
3.	Are the professors who care about their students not just educationally but beyond schoolwork. Also, the available scholarships for students.
4.	Attaining a job because of the required internship.
5.	Boldt/Fickel
6.	Bringing industry experience to the department to teach practical applications.
7.	CAIC Support and Larry Fickel
8.	Career Fair is AMAZING!!
9.	Career Placement
10.	Commercial construction
11.	Easy to find a job.
12.	Every professor has previous experience of being in construction. Very helpful advice given if student asks the right questions. Lots of connections and the career fair is very helpful.
13.	experience of professors in the construction industry
14.	Experienced faculty and its external relations.
15.	FACULTY
16.	Fickle, Ellis, Anthony M.
17.	finding us employment

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
18.	For the most part professors are very caring about how their students perform and the knowledge they attain.
19.	Getting a job/internship
20.	Gives students great overview on all construction aspects.
21.	Good community relationship.
22.	Good faculty and staff willing to help students.
23.	High job placement.
24.	How the whole department is helping and supports all its students.
25.	I think the biggest strength in my opinion is the career fair. The COSC program does a great job preparing you for it and getting many different companies to come. This allows students to get a job a lot easier than most degree programs.
26.	I think the sense of togetherness of the small classes and the heavy influence and involvement of professors are the strengths in the program. Professors know you by name and that makes learning a lot more personal and meaningful.
27.	In my opinion the primary strength in the COSC program is the internship experience and I would also say studying abroad. I didn't participate in studying abroad but i heard from my classmates it really shows us the outside world and working in the industry by exposing us to our career to a point where we can shadow and learn what's going on in the outside world.
28.	Incredible professors willing and eager to teach.
29.	Industry experienced professors who can give great career advice outside of the curriculum.
30.	Industry experienced professors.
31.	Industry relations
32.	Internship program

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
33.	Internships
34.	It is a close group, and the professors invest a lot of time into the students.
35.	It is a very specific industry unlike many other majors. Because of this, I think that the program is able to give useful classes that relate to the industry.
36.	It is absolutely the internship program. It forces all of us to get a head start on our job hunt, and it's a good reason why myself and my friends have jobs lined-up right now in these weird times. 99% of people I know ended up working for the company they interned with, which is invaluable. It also gives students some practice with interviewing and working in the real world that they might not have otherwise had.
37.	It's staff of experienced construction industry personnel. Good industry relations/internship requirement.
38.	Its ability to prepare its students for their future careers through real world projects and situations. Furthermore, its ability to help these students acquire the internships and jobs to help launch those careers.
39.	Its reputation. Also some of the classes that were really challenging and time consuming were a good way to help us understand how much time and work things can require in the real world.
40.	Job opportunities and quality of education. I experienced first hand how we stack up against other construction programs in the nation.
41.	Job placement
42.	Job placement and guidance from the professors is unparalleled.
43.	Job placement, company connections, industry experience from professors and faculty.
44.	Leadership
45.	Lots of professors with experience

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
46.	Making sure Students have jobs lined up
47.	Many professors are industry professionals with a wealth of knowledge.
48.	materials classes, estimating classes, and planning classes
49.	Most faculty is there to help you in whatever you need. All the professors want you to succeed.
50.	Peer-to-perf relationship.
51.	Practical experience through the internship program
52.	preparation for construction industry
53.	Preparedness to enter the construction industry and assistance with finding a job
54.	Primary strength of the COSC program would be the teachers we have.
55.	Primary strength of the program is the CIAC with the connection to the industry. I feel this is a major asset to the department. We are the ONLY ones on campus that has an industry advisory council and that sets us apart. Also, our career fairs are specifically catered to us unlike other career fairs. I have been to the engineering career fair and you get lost in the crowds. Thousands and thousands of students trying to find internship or jobs and it's annoying waiting hours in a line just to talk to someone. However, at our career fair that doesn't happen. There are one a couple hundred students and virtually no lines. I feel we have a closer connection to the people who want to hire us. Relationships have been formed with potential employers because they recognize us due to our smaller numbers. Also, many members of the CIAC conduct presentations in our classes. Again, this forms relationships that benefit both parties and make it attractive for prospective students looking at Construction Science.
56.	professors lecturing with industry experience
57.	Rate at which graduates receive full-time jobs
58.	Relationship with professors and class mates
59.	Relationships

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
60.	Securing a job before graduation.
61.	Smaller classes allow Professors to really interact with students, and pass on information and help students understand topics.
62.	Strong in recruiting.
63.	Teachers
64.	The abundance of knowledgeable professors who have served in the industry for many years.
65.	The amount of group work and presentations required - this really helps prepare you for the real world.
66.	The backing of the CIAC for job opportunities along with the number of department scholarship opportunities serve as great strengths for the COSC program.
67.	The career fair and internship program.
68.	The Career Fair and relations with the industry. I was thrilled to know that I could readily have a job after graduation.
69.	The career fair is the strength. Almost guaranteed a job as long as you enjoy talking to companies.
70.	The CIAC and industry professionals that dictate our curriculum
71.	The CIAC, hands down the CIAC is the biggest perk of being a COSC student. I received an internship after being a student in the program for one semester because there were so many companies at the career fair. I interviewed with several, but I feel that the sheer number of opportunities present at that first career fair made it possible for me to get started on a career. I say that because the sector in which the company I first interned with operated was multi-family residential, and I decided after that internship that I wanted to pursue a career in that field. In short, the opportunities to learn from such a large organization like the CIAC, and the near guarantee that every student will graduate with a job because of the CIAC makes this program one of the strongest that A&M has to offer.

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
72.	The CIAC/Career Fair, the faculty and how much they care for the students, the internship program.
73.	The community and willingness of professors to get to know and advise the students.
74.	The connections it has to companies and the opportunities it provides to meet these companies.
75.	The connections to business professionals and the want for TAMU COSC students.
76.	The culture, industry relations, and Larry Fickel.
77.	The emphasis placed on real industry expectations and involvement in the industry. (Internships, career fair, faculty from industry)
78.	The employment rate for undergraduates who finish the program is exceptional.
79.	The experience of the professors and how they bring that to the classroom.
80.	The experience offered by the professors and the hands on classes like Estimating, Scheduling, Project Managament, Suverying, etc.
81.	The faculty really get to know their students.
82.	The faculty.
83.	The help we get to find internships/jobs. The internships are also a huge help to our understanding of our major.
84.	The industry and career preparation.
85.	The industry experience that many of the professors have and are able to share and apply to the curriculum.
86.	The industry network.

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
87.	The industry. The support the industry shows through career fair, and guest lectures is what makes our program great. The fact that we have to intern in order to graduate is amazing. We get exposed to things only seen when working. I also like the professor that had experience in the field. These professors have more experience and can teach actual problems they encountered and not teach a book.
88.	The internship and experience of professors.
89.	The internship program.
90.	The internship requirement.
91.	The knowledge of the professors and facility.
92.	The knowledge of the staff and the experience each staff has. This proved most helpful for life examples that helps me visualize the topic easier.
93.	The long tenured professors that embody Construction Science. My educational experience would not be the same without Professor Boldt or Fickel.
94.	The mandatory internship program
95.	The network and real experience most professors have.
96.	The network the program provides. Faculty and staff make networking a tad bit easier by having great contacts.
97.	The opportunities we are given for our careers.
98.	The overall education is advanced, several classes could be improved.
99.	The primary strength is that most classes are very applicable to what we need to know in the industry, and in return there is a high demand for graduates of our program.
100.	The primary strength is the connection with the industry and how involved the industry is with the COSC department and classes. The career fair is unparalleled. It is AMAZING.

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
101.	The primary strength is the ties that the department has to the industry which helps the students get solid jobs.
102.	The primary strength of the COSC department is the strength of its teachers and its faculty and the way that these individuals are able to connect us as students to the industry and provide us with the best possible chance at success in our careers.
103.	The primary strength of the COSC program is the Aggie Network.
104.	The primary strength of the COSC program is the requirement for students to complete an industry internship, and the help that is provided to students to help them fulfill that internship.
105.	The primary strength of the department is its ability to locate jobs for Aggies. This is by far my favorite thing about COSC and I will always brag about it.
106.	The primary strengths would be the faculty and the professors always willing to help you on school related issues as well as future career questions. Professors and faculty provided you with as much knowledge as you wanted and would do a lot for you as far as helping advance your future career.
107.	the professors
108.	The professors and career fair.
109.	The professors and other faculty and staff members of the COSC department.
110.	The professors and other students
111.	The professors are all very caring and most of the time they are also highly experienced.
112.	The professors are AMAZING. I learned things that were directly applicable to my job and i do not feel like I had many classes that were not valuable to me.
113.	The professors experience in the construction industry
114.	The professors who come from the industry

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"	
Student Response	**Comment**
115.	The professors who genuinely care about their students
116.	The professors. Every professor I have had has been willing to stay late to help their students and will go the extra mile to make sure not only the students know the material, but are doing well in other aspects of their life such as getting jobs. Several professors have taken time out of their day and helped me with my resume or introduced me to companies at career fair that we thought would be a good fit for me.
117.	The professors. Many of the professors I had throughout college were always willing to lend a helping hand if needed. Not only were they willing to help with school, but life in general and career decisions.
118.	The program has many great professors who get to know the students well and help them succeed. Obviously not every professor is like this but there seem to be a higher percentage of these good professors compared to other programs.
119.	The project management class that was taught by professor Marraro.
120.	The respect it has in our industry
121.	The semester internship.
122.	The semester long internship, as well as the Career Fair. As far as academics one of the main strengths is the programs reach of being connected and up to date with industry standards. Other programs i see do not do that as effectively.
123.	The staff is the best part of our program. The amount of time and effort each professor puts in to providing help to each students needs, both educational and personal, is incredible and unlike any other major.
124.	The strength is the amount of companies and influence that the department brings to career fair to help us get jobs.
125.	The support to provide students with jobs and connections after college.
126.	The variety of courses and electives students get to take to be successful on their internships and careers after graduation.
127.	understand the industry well

Table 12. Spring 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"

Student Response	Comment
128.	We have a great broad overall knowledge of each part of the work. We touch on everything that we could possibly see. Besides superintendent work. But most if not all

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
1.	'- the biggest weakness was having first year professors in upper level - no diversity in teaching students that don't want to work for a GC - course selection is weak as well (ex. structures, capstone, project management, facility management) - only having one 35 seat class for safety 2 is ridiculous, either add more classes or find a new professor that allows that. Maybe offer it online??!
2.	advising
3.	Applies mostly to someone who may work in the Office most of the time. (Law, PM, Estimating, MEP (ish), Structures Ish), Project controls (ish) Tends to neglect the field side of construction- Superintendent, Field Engineer (moving to shorten or not require surveying).
4.	As someone going into the field for work rather than the office, I feel I haven't learned much. There needs to be a more hands on course for the superintendent route rather than management route.
5.	Can't really think of any weaknesses. I think there could be a superintendent course added to the curriculum for students who want to become superintendents as I do. I believe that our degree is centered around the office management side of construction and not as much as the actual hands on and how structures are built and put together.
6.	Can't think of any.
7.	Certain unnecessary classwork and the way some teachers teach
8.	Classes that pertain to real estate development. A lot of Construction Science students, including me, have ambitions of pursuing real estate development when they graduate. It would be very beneficial if the COSC program could have classes pertaining to real estate development, maybe a minor?
9.	Connecting to modern technologies in construction.
10.	Could do more when it comes to letting students pick different paths in the construction industry.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
11.	Curriculum is very focused on project management in the commercial industry. We could benefit by learning about other industry sectors and field work.
12.	Degree plan wise I feel as if there were a few required courses that were not exactly need for the route that I am headed in industry. Although I feel as if the degree plan was great overall there could be a bit more customization for the different routes.
13.	Does not promote any sort of business strategies.
14.	Every single professor teaches you how to become a commercial contractor. There are 3 other HUGE categories, civil, residential, and industrial. Many people don't care about commercial and professors shouldn't be force feeding it until our LAST class at A&M (capstone).
15.	Explaining early on the types of positions we can go into once we start work.
16.	Few females.
17.	Hard to understand Structures 1 professors
18.	Having COSC classes outside of Francis Hall
19.	I believe that A&M COSC could do a better job of being represented on the national level. When it comes to national professional organizations, we do not do a good job of selling the A&M COSC program; like some of the other programs do. I believe that increasing program awareness can directly lead to increased industry participation in our career fairs and educational experiences.
20.	I believe that there should be more of a division in upper level for those who are more interested in being a super than a PM.
21.	I cannot name a primary weakness of the top of my head, overall the program was very good and had an amazing staff and facility.
22.	I cannot think of a weakness.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
23.	I don't think the department does a great job helping people who don't have a background in construction. I felt very lost at the beginning of my time here. It took me finding jobs on my own to help gain real world experience to start to understand what it was that I would actually be managing. Also, a lot of students leave the program with no hands on experience or appreciation for the work that the trades do, that they will be managing. This makes it hard for them to get respect when they don't really have any idea of what's going on. Also the two main career paths that graduates will go down are superintendent and project management. The department doesn't have any classes that focus on being a superintendent specifically. I think that a lot graduates feel intimidated trying to be a superintendent because the department doesn't offer any classes for us to learn how to be effective. also there are a lot of classes we take that don't offer much real world application to what most of will be doing (2 levels of law classes, 2 engineering type classes) a plan reading class, shop drawing class, Spanish language courses, hands on shop classes would be a lot more useful
24.	I feel that most other facets of construction that a student could end up working in aren't covered enough outside of being a general contractor. I understand that senior year you can get into certain things like this, and my MEP classes definitely touched on subcontract work a lot, but other than that, almost every class is geared towards being a GC. I understand why that is, and I myself am going to work for a GC. However, a common complaint that is thrown out by some faculty or guest speakers is something like "I know most of you don't care about ____ because you're just going to go to work for a GC", and I've always wondered how they expect that to change if nothing else is pushed? I would love to have learned more about the land acquisition/development side of construction.
25.	I know that so many students want to go into residential, however there are almost no classes for that.
26.	I learned more through my internship than any other semester, but because we only get credited 7 hours that semester it is extremely difficult to graduate in 4 years. That forces you to take summer classes in order to stay on track, but I needed to work during the summers, so I ended up taking 24 hours this semester to graduate.
27.	I think it would be valuable to be able to specialize in a specific type of construction. Someone who wants to build homes will need to learn very different things than someone wanting to do heavy civil or industrial work.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
28.	I think some of the classes should be combined into one (structures & MEP). The basis of each class can be taught during one semester. Students learn most of the MEP info during their internship anyways.
29.	I want to go residential and feel that I am at a disadvantage due to how much commercial is pushed.
30.	I wish COSC was a STEM accredited program. Industrial engineering, which is easier and less intensive the COSC is STEM accredited and there is no reason for COSC not to be at the undergrad level.
31.	Instructors that are unstructured and spend more time talking about their lives instead of educating their students.
32.	It has become apparent to me that the construction industry is pushing heavily towards a reliance on technology. I feel that the degree could do more in teaching students how to use emerging technology and where to learn about what is truly the cutting edge of computing early in the degree program. I think I wouldn't feel that way if there was a course that was more akin to something a computer science major would learn, instead of two courses on how the weight of a building is distributed into the ground (Structures 1 & 2). In short, I feel that the degree is starting to lag behind where the industry is going, and in order to maintain its relevance within the industry the degree should be more adaptive to what the industry wants.
33.	It is not necessarily the relevance of the coursework, but the way it is taught that often fails to translate over to how things are really done in the industry. Also, I feel the department would benefit more from more hands on classes. I understand that college is learning the material and then using it for real life applications, but as COSC continues to gain popularity, the number of students who have prior experience dwindles. Keep builders in Construction Science.
34.	It needs more diversity in the program.
35.	Its narrow degree plan. I have heard that this is changing in the years to come, but I believe having more options available for electives will broaden students' minds and social ties.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"

Student Response	Comment
36.	Lack of elective classes, a handful of professors who lack any effectiveness at teaching and seem to not care for it (typically associate professors who predominantly do pointless research), the program does not teach students the hands-on fundamentals of construction. There are graduating seniors who have no idea how to read a tape measure or swing a hammer.
37.	Lack of exposure to software and technology
38.	lack of focus on industrial, Oil & gas, and civil construction. Lack of focus on career options such as consulting or project controls, or other construction related career paths. Too much focus on commercial construction and becoming a project manager
39.	Lack of Industrial classes/Info
40.	Lack of professors with direct industry knowledge
41.	Learning about field work
42.	Learning more from the superintendent side of construction
43.	Lectures
44.	Limited selection of upper level classes
45.	Mainly geared towards Commercial sector. Should allow different sectors to be introduced earlier in the degree plan.
46.	Many people do not know about our degree and end up finding out about it once they have left another major.
47.	n/a
48.	N/a
49.	Need more COSC classes in the degree plan.
50.	Needs better t-shirts
51.	Not enough hands on learning

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
52.	Not enough hands-on application, especially from a superintendent's perspective. There is not enough emphasis placed on field applications. I do not think a COSC grad could successfully enter the industry with enough tools to be a superintendent from course-based knowledge alone.
53.	Not focused on residential construction
54.	Nothing
55.	Outdated classes and or classes that don't correlate to the real construction world.
56.	Outdated classes and professors.
57.	Outdated course material.
58.	Personally, I feel like some classes should be electives instead of required, like Structures or Surveying.
59.	Poor/ Lack of elective choices. No specialization until capstone.
60.	Primary weakness of our program is the Construction Project Management course. This course needs to be more of a field engineer / project engineer course. Students need to learn how to develop QC inspections requirements, real RFIs based on incomplete draws and specifications. We need to bring more relevance to the courses to match what is going on in the industry. Either we evolve or we get left behind.
61.	Primary weakness of the COSC program would be our facilities.
62.	Professor to student ratio.
63.	Professors who were not passionate about the industry.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"

Student Response	Comment
64.	Program is too broad. I am going into commercial construction, so the program benefitted me. My future wife is going into residential, and I feel that she is slightly unprepared. I understand that there isn't enough staff to have a residential and industrial program, but nonetheless it is unfortunate for students that are eager to learn about those areas of construction. Also the professors in the COSC department are either extremely well-prepared and very passionate, or just the opposite. I am aware that research is a big portion of their work, but some professors don't benefit or impact the students as much as others.
65.	Program is too focused on commercial construction instead of introducing students to the different sectors of the construction industry earlier on in their college education. The first time students are able to take classes in regard to other sectors is the capstone class during the last semester.
66.	Project management class isn't project management. It is a document management class. Ask anyone who has taken project management they'll say they didn't learn a think about project management. I had Escamilla but other students from other professors will say the same.
67.	Project Management. I think it would have been more beneficial to have the activities be more along the lines of document control using real construction documents and submittal reviews using mocked up subcontractor submittals.
68.	Providing students with more field experience before graduating.
69.	Repetitiveness of information in classes.
70.	Showing students the different career paths that a major in construction at A&M can take you.
71.	Some classes are sometimes too old school
72.	Some classes do not teach what the industry wants us to know.
73.	Some courses are better than others at demonstrating to students what the industry is like. Some curriculum could be modified to better simulate the real world.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"

Student Response	Comment
74.	Some of the business courses we take; accounting, management, finance are all applicable. Drop classes like marketing that are not useful at all and add something that could enhance our construction knowledge.
75.	Some of the classes are repetitive and often go over the same things. If all of the professors were on the same page, we might be able to throw in a few extra things in there. I also think that Structural Systems is a class that we do not need in this program. I have yet to come across a company that wants me to do a moment diagram. Structures II with professor Dudley was great though. He taught us the basics of structural systems and the correct terms to use without overloading us with engineering formulas that we will never use.
76.	Some of the classes are unnecessary or are taught incorrectly.
77.	Some of the other professors
78.	Some of the professors are not good teachers and should be replaced.
79.	Some of the professors are teaching old techniques and refuse to adapt to the new times and technology, so the students who are entering into the industry do not know as much as they could or should.
80.	Some overly opinionated professors...
81.	Some professors in the technical courses had difficulty in translating to students in a way that was relatable.
82.	Some techniques and standards taught are outdated or "too ideal" for real world industry application. Granted I have a limited sample size, but this idea comes from talking to other students in the program.
83.	Sometimes it felt as if we had a professor assigned to the class simply because there is nobody else to fill that position. Not to throw anybody under the bus, but two professors I had are already gone. Additionally, there are some upper level classes with far too many students. I believe we could use an additional professor in classes such as MEP 2. Also, surveying NEEDS to be updated.
84.	Surveying class seems useless for 99% of graduates and honestly like a waste of time.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
85.	Teach more things that will help us in the industry, or when you go to your internship.
86.	Teaching actual construction by far. This program fails to teach students the basics of construction, simple sequencing to be exact. I can name on my hand, a number of seniors that could not tell me how to put a wall up...yet we are the best program in the nation??? And brag about it continuously.... This program is focused on all the wrong things, I will get to them here shortly.
87.	Technological involvement
88.	That experience is one sided. Most professors and the department push students to commercial construction. There is little residential experience, little civil experience, and no industrial experience. Wanting to go in residential, I found what I needed to succeed in Professor Birdwell and my internship, but other than that, there are no other real resources.
89.	The academic advisors and their availability.
90.	the class project management
91.	The COSC 475 Construction Project Planning course was very overwhelming with having to work on a full-scale project and plan it out when I had not even done my internship yet. It was the most stressful class I took and I didn't learn as much as I wanted. It would have been more beneficial to have focused on one/two trades on that job to schedule. Or have a few small projects to work on for the remainder of the semester.
92.	The curriculum/classes are nothing like what we would experience on our internship or when we have full time employment
93.	The disconnect and lack of communication between what is taught in each class, many of the freshman and sophomore level classes you are taught the same material
94.	The diversity and lack of knowledge of the major at Texas A&M.
95.	The internship being a semester mandatory and not being allowed to take other classes with it. This can affect schedules and push back graduation dates for students.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"

Student Response	Comment
96.	The lack of pedigree our department has compared to that of other programs.
97.	The lack of practical application opportunities during the bulk of the degree.
98.	The lack of superintendent courses. During my internship I was intrigued by the superintendent track, but knew little about it. I wish there were more classes, possibly electives, that students could take to see if the superintendent track is the one for them.
99.	The major weakness I've seen is requiring certain courses that may not be as useful as others.
100.	The PhD professors Kids who thinking cheating is okay
101.	The presentation of the Materials and Methods course. Too much important info too quickly. Place more emphasis on methods. (Maybe because I took the accelerated classes)
102.	The primary weakness is a handful of professors that have been in the program too long and have become complacent in these positions. A couple of examples would be Professor Williamson in Surveying and Professor McGowan in Safety. These classes have lost their effectiveness due to the lecturers.
103.	The primary weakness is the politics among professors and how some of the professors treat their students.
104.	The primary weakness of the COSC program (which is slowly changing for the better) is its lack of newer professors with adequate, modern-day construction experience.
105.	The primary weakness of the COSC program is its lack of ability to focus on certain sectors of the construction industry. Almost all of the classes are commercial-focused, and it would be nice to have the ability to take a lot of residential-focused classes especially early on.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"	
Student Response	**Comment**
106.	The primary weakness of the COSC program is not offering a lot of career advice post-graduation. Many professors make it seem a semester internship is enough experience when truthfully it is not. Professors need to encourage students to gain summer internships. Most students do not need to be told this, but some students are first generation college that have no clue what goes on to build a resume.
107.	The primary weakness of the program is diversity. As a minority, I feel that the program could do better in recruiting more women, Hispanics, and African Americans into the program.
108.	The professors who didn't work specifically as contractors teach more towards the book, which unfortunately is not as applicable as real-world examples and experience.
109.	The program is should have a superintendent class.
110.	The program seems to focus too much on commercial project management of construction work. With such a large program, the department should look into offering students the chance to take more electives specific to different industries during their years, such as civil, residential, and highway construction.
111.	The surveying class was basically self-taught and ridiculous
112.	The way the classes are set up and professor that teach out of a book. We emphasize that we are the best but even at this we have a lot to improve. I find it bad that the majority of students say that they learned more in their internship than during the four years of school. We need implement more classes that will help students learn the actual industry and not a book. Creating classes specifically tailored for this is needed. Classes like sequencing class, an RFI and Submittal class, and Superintendent class should be added to make us even better.
113.	There are a few tenured professors whose knowledge of their subjects are occasionally questionable, and/or not applicable to what we need to know going forward.
114.	There are a lot of politics.

Table 13. Fall 2019: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"

Student Response	Comment
115.	There are multiple classes that do not turn out to be what I feel they were designed to do.
116.	There are some classes that don't feel necessary such as surveying and Structures 1.
117.	They do not tell you about the actual industry. They don't tell you at all how to be a superintendent and how to run a jobsite. We know construction knowledge when we get out, but no actual day to day knowledge of how to succeed.
118.	too many of the professors lack educational backgrounds and this causes issues in receiving their lecture messages
119.	Too many students.
120.	Trying to make classes to difficult or over complicating things when it does not have to be or is not the best way to teach.
121.	Very rigid curriculum, a few more electives would be nice to be able to customize our path more
122.	We are limited in how accurate we can represent the real world which can make activities seem like they are not real at all. Skipping certain fundamental steps in process due to it not being real!
123.	we are taking some classes that still don't really seem necessary to prepare us for the industry.
124.	We have multiple classes that will be of no benefit to me when I graduate. Law 2, MEP 2, and Structures 2. These should be replaced on the degree plan
125.	We need to figure out a way to get more hands on and in person experience before internships. As in building and know how things are built instead of just looking at pictures. It's one thing to know how to build it on paper. But you can do both if you understand the process first hand

Table 14. Spring 2020: Students' Response to the Question: "Do You Have a Job Upon Graduation?"

n= 130

Response	*f*[a]	%
Yes	107	82.3
No	23	17.7
No Response	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 15. Spring 2020: Years of Professional Construction Industry Job Experience

n= 130

Response	*f*[a]	%
Internship Only	66	52.3
1 to 5 Years	34	26.2
Less than 1 Year	25	19.2
6 to 10 Years	2	1.5
None	1	0.8
Over 10 Years	--	--
No Response	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 16. ***Spring 2020: Students' Job Plan Upon Graduation***

n= 130

Response	***f*[a]**	**%**
Construction-Related Employment	118	90.8
Graduate or Professional School	1	0.8
Military	5	3.8
Non Construction-Related Employment	2	1.5
Other	3	2.3
No Response	1	0.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 17. Spring 2020: Students Reporting Receiving a Job Offer From Their Internship Provider

n= 130

Response	***f*[a]**	**%**
Yes	85	65.4
No	45	34.6
No Response	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 18. Spring 2020: Students Reporting Accepting a Job Offer From Their Internship Provider

n= 130

Response	***f*[a]**	**%**
Yes	54	41.5
No	31	23.8
No Response	45	34.6

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 19. Spring 2020: Student Comments: Factors Which Influenced Their Decision to Accept the Job Offer From Their Internship Provider

Student Response	Comment
1.	A great company with large projects. The ability to move to most places in the country for work if I wish. Great pay, great benefits, great team.
2.	A very enjoyable internship experience. I enjoyed the company's culture and the type of construction they do.
3.	After working for them for 8 months I really enjoyed the company's culture and see a strong path for myself within this company.
4.	Company culture and the people I worked with. Also, the type of work they were doing interested me and I enjoyed my time there during the internship.
5.	Company has an excellent reputation, job offer in desired location, fit in well with company culture, competitive pay and benefits
6.	Culture, growth opportunity, co-workers, environment.
7.	Enjoyed the type of projects that they work on.
8.	Family oriented. Showed they cared. Houston based.
9.	Great work environment in a growing company.
10.	I absolutely loved my internship and the team of people I worked with. They never treated me as an intern. I always felt like I was a part of the team and equal to everyone else. They gave me real responsibilities and trusted me with them.
11.	I believe SpawGlass has a culture that I will fit into.
12.	I completed three internships with my internship provider and created wonderful relationships with many representatives from the company. My company put me in a position to learn and succeed in multiple facets of the construction industry.
13.	I enjoy the type of work my company does and see a bright future ahead there.
14.	I enjoyed the companies work, the culture, and employee owned.

Table 19. Spring 2020: Student Comments: Factors Which Influenced Their Decision to Accept the Job Offer From Their Internship Provider

Student Response	Comment
15.	I enjoyed the culture and people of my internship provider
16.	I felt that I fit in with the company culture and team, and they taught me a lot and treated me well.
17.	I had worked with them for 6 months and enjoyed going to work every day. The people there were welcoming and helped me learn. They also offered me in the department that I was most interested in.
18.	I have been working there since the summer after my Freshman year, found that I really loved the people and environment at this company, and felt it offered me a lot of upward mobility in the years to come.
19.	I knew and worked with the team and enjoyed everyone there. They are very large contractor but they feel small in terms of getting to know everyone. They do complex project that challenge and excite me.
20.	i know the culture and it was my only offer
21.	I like the company a lot
22.	I like the culture and vision of my company as well as the location and benefits
23.	I liked them & they liked me. Job offer rescinded due to coronavirus panic.
24.	I loved every aspect of the company I interned with.
25.	I loved the company. They were everything I was looking for in a work environment and the projects challenged me, but not too much to where I was overwhelmed. Overall I had the best internship experience one can ask for so when I was offered to come back as a full-time employee I did not hesitate to accept it.
26.	I really enjoyed working for my internship provider. I learned more in a semester about construction then I did all 4 years at school. I loved the people I worked with and I felt that I was contributing to help out the company.
27.	I was already familiar with the company and I got along well with the employees and management of the company. They made me feel like a part of the team while I was on their internship.

Table 19. Spring 2020: Student Comments: Factors Which Influenced Their Decision to Accept the Job Offer From Their Internship Provider

Student Response	Comment
28.	It is in my hometown and it is a well-run company with a long history in the local area. They were also very impressed with my performance on the internship and eager to hire me and offered me a competitive salary.
29.	It was a job offer, so I took it. I did not want to over complicate the process of finding a job after graduation.
30.	It was at the top of the list for my internship and was a good company to work for.
31.	It was the company I worked for before coming to Texas A&M so I felt obligated to return there
32.	Location
33.	My internship company offered me twice and the project team and Vice president treated me as part of the family.
34.	My internship provider: offered me a summer internship early in my college career accepted me as one of their own almost immediately challenged me and emphasized my development always had a job for me to do never made me feel like a number always took the time to teach me something new never left me hanging out to dry made sure I was enjoying myself offered me a semester internship gave me time in project management, superintendent, and estimating took my input of what I wanted to do, but also let me know what I was best at provided a full-time job for me in another city than my internship when I let them know that was where I needed to be so I could be with my fiancée
35.	My internship with my provider, B.L. Harbert International, was a very challenging one. However, I thought that the culture at the company was a perfect fit for me. The people there are driven individuals, and they want the project to succeed. They do not compromise their standards. My company also took very good care of me while I was overseas and they provided me with the best compensation package available.
36.	My location will be in Houston, which is where I want to be. The company is great. The team I worked with on my internship was very good and taught me a lot.
37.	Proximity to home and work relationships

Table 19. Spring 2020: Student Comments: Factors Which Influenced Their Decision to Accept the Job Offer From Their Internship Provider

Student Response	Comment
38.	The company is what I was looking for in a company and the pay is nice.
39.	The company satisfied my needs
40.	The company that I interned for also paid to put me through school.
41.	The company's ability to provide me with the location I wanted and offered me the ability to excel on a faster scale.
42.	The family oriented atmosphere.
43.	The first internship I took was really enjoyable and the company culture was something that I feel I will not find anywhere else.
44.	The initial experience i had with the company was outstanding. The project team was very helpful in the learning process during my internship and helped me understand the different parts in the process.
45.	The internship allowed me to evaluate a company before accepting a position with them
46.	The pay, work environment, and location.
47.	The team that I would be working with was the biggest influence on my decision. Location was also a big influence.
48.	They taught me everything I need to know, I will repay them.
49.	They treated me right on my internship and I learned so much. I felt like I got real responsibility and they offered something I couldn’t refuse
50.	They were good people who treated me like an equal even though i had no experience. The things i heard about the company from current employees was also good and made me want to go back.
51.	Very good and reputable company. Enjoyed everyone I worked with during my internship.

Table 20. Spring 2020: Number of Job Interviews Received by Students

n= 130

Response	*f*[a]	%
4 - 6	49	37.7
1 - 3	46	35.4
7 - 9	16	12.3
10 or more	8	6.2
None	5	3.8
Did not seek an interview	4	3.1
No Response	2	1.5

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 21. Spring 2020: Number of Second (Follow-Up) Job Interviews Received by Students

n= 130

Response	*f*[a]	%
1 - 3	70	53.8
4 - 6	24	18.5
None	19	14.6
7 - 9	4	3.1
10 or More	2	1.5
No Response	11	8.5

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 22. Spring 2020: Number of Job Offers Received by Students

n= 130

Response	*f*[a]	%
1 Job Offer	42	32.3
2 Job Offers	30	23.1
3 Job Offers	25	19.2
None	14	10.8
5 Job Offers	8	6.2
4 Job Offers	7	5.4
6 Job Offers	2	1.5
10 Job Offers	1	0.8
No Response	1	0.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 23. Spring 2020: Sectors in Which Students Will be Employed

n= 130

Response	*f*[a]	%
Commercial	88	67.7
Residential - Single Family	8	6.2
Residential - Multi-Family	7	5.4
Heavy Civil/Highway	4	3.1
Specialty	3	2.3
Oil/Gas/Energy	2	1.5
Industrial	2	1.5
Other	2	1.5
No Response	14	10.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 24. Spring 2020: Other Sectors in Which Students Will be Employed

n= 130

Response	*f*[a]	%
Electrical Utilities	1	0.8
Federal	1	0.8
No Response	128	98.5

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 25. Spring 2020: Major Texas Cities in Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
Houston	42	32.3
Dallas/Fort Worth	29	22.3
Austin	20	15.4
Outside of Texas	14	10.8
San Antonio	9	6.9
Other Texas Town/City	8	6.2
Outside of USA	3	2.3
Beaumont/Port Arthur	--	--
Amarillo	--	--
No Response	5	3.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 26. Spring 2020: Other Major Texas Cities in Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
Bryan/College Station	1	0.8
College Station	1	0.8
Columbus	1	0.8
Corpus Christi	1	0.8
Corpus Christi area or Rio Grande Valley Region. Exact area not yet determined.	1	0.8
McAllen	1	0.8
Temple	1	0.8
Waco	1	0.8
No Response	122	93.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 27. Spring 2020: States Other Than Texas in Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
California	1	0.8
Florida	2	1.5
Georgia	1	0.8
Illinois	2	1.5
Nebraska	1	0.8
Oklahoma	1	0.8
Unknown	1	0.8
Virginia	1	0.8
Virginia & District of Columbia	1	0.8
Virginia, but then I will be back in Houston after one year.	1	0.8
Washington	1	0.8
Washington D.C.	1	0.8
No Response	116	89.2

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 28. Spring 2020: Countries Other Than USA in Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
Morocco	1	0.8
Namibia	1	0.8
Thailand	1	0.8
No Response	127	97.7

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 29. Spring 2020: Companies For Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
Andres Construction	1	0.8
Austin Commercial	3	2.3
Austin Commericial	1	0.8
B.L. Harbert International	2	1.5
Baker Triangle	1	0.8
Balfour Beatty	1	0.8
Bartlett Cocke	1	0.8
Bartlett Cocke General Contractors	1	0.8
BL Harbert	2	1.5
Boyd Jones Construction	1	0.8
Brasfield & Gorrie	1	0.8
Broaddus & Associates	1	0.8
Burns & McDonnell	1	0.8
Byrne Construction Services	1	0.8
Caldwell Companies	1	0.8

Table 29. Spring 2020: Companies For Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
Clark Construction.	1	0.8
CORE Construction	1	0.8
Crain Group	1	0.8
D. Wilson	1	0.8
DEEM Structural Services	1	0.8
DPR Construction	1	0.8
DR Horton	1	0.8
Drymalla	1	0.8
Drymalla Construction	1	0.8
Duininck Inc.	1	0.8
E.E. Reed Construction	1	0.8
Embree Construction	1	0.8
Embrey Builders	1	0.8
Federal	1	0.8
Flintco, LLC	1	0.8
FOCUS	1	0.8
Frank Dale Construction	1	0.8
Grand Homes	1	0.8
greenscapes6	1	0.8
Greystar	1	0.8
Hanover	1	0.8
Harvey	2	1.5
Harvey Builders	3	2.3
Highland Homes was who I was offered by. My job offer was rescinded due to COVID-19.	1	0.8
Hines Construction Services	1	0.8
HITT Contracting	2	1.5
Holland Partner Group	1	0.8
Humphrey Company	1	0.8
I am getting my Master of Real Estate at A&M	1	0.8
IE2	1	0.8
Joeris	2	1.5
Joeris General Contractors	1	0.8

Table 29. Spring 2020: Companies For Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
Joeris General Contractors	1	0.8
Manhattan Construction Company	1	0.8
Mazanec Construction	1	0.8
McCarthy	2	1.5
McCarthy Building Companies, INC	1	0.8
Mortenson Construction	1	0.8
N/A	7	5.4
No one is hiring because of the plague	1	0.8
Not sure yet	1	0.8
Oncor	1	0.8
Performance Contracting Group	1	0.8
Pogue Construction	2	1.5
Power Construction	1	0.8
Prefer not to say	1	0.8
Preformance Contracting	1	0.8
Rock Solid Inc.	1	0.8
RYAN Companies	1	0.8
Satterfield & Pontikes construction inc.	1	0.8
Scott and Reid Contractors	1	0.8
Scott's Welding	1	0.8
Sims Luxury Builders	1	0.8
Skanska	1	0.8
Skanska USA Building Inc	1	0.8
SpawGlass	3	2.3
Spring Valley Construction Company	1	0.8
Standard Industrial Structures Corporation	1	0.8
Stewart Development	1	0.8
Stewart Development and Construction	1	0.8
TBD	1	0.8
The Beck Group	2	1.5
The Burt Group	1	0.8
The Hanover Company	2	1.5
The Porter Co.	1	0.8
The Porter Company	1	0.8

Table 29. Spring 2020: Companies For Which Students Will Work Upon Graduation

n= 130

Response	*f*[a]	%
The Whiting-Turner Contracting Company	1	0.8
Turner Construction	1	0.8
United States Army	1	0.8
US Air Force	1	0.8
USMC	1	0.8
Vaughn Construction	7	5.4
White Construction Company	1	0.8
Whiting-Turner	2	1.5
Williams Company	1	0.8
No Response	12	9.2

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 30. Spring 2020: Students' Job Titles Upon Graduation ***n= 130***			
Response		***f*[a]**	**%**
Project Engineer		43	33.1
Assistant Project Manager		15	11.5
Field Engineer		13	10.0
Assistant Superintendent		13	10.0
Office Engineer		3	2.3
Project Manager		3	2.3
Builder		3	2.3
Project Engineer II		3	2.3
Superintendent		2	1.5
Junior Estimator		1	0.8
Project Controls Scheduling Analyst		1	0.8
Estimator I		1	0.8
Junior Project Manager		1	0.8
General Foreman		1	0.8
Purchasing Agent		--	--
Junior Project Engineer		--	--
Construction Coordinator		--	--
No Response		11	8.5
MY JOB TITLE IS NOT LISTED		**16**	**12.3**
	Other Job Titles		
	18x, Special Forces Candidate	1	0.8
	Combat Systems Officer	1	0.8
	Combo Welder	1	0.8
	Estimator and Project Manager	1	0.8
	I am getting my Master of Real Estate upon graduation.	1	0.8
	I will be in the military.	1	0.8
	Intern or fishing guide	1	0.8
	Missionary	1	0.8
	N/A	1	0.8
	Project Coordinator	1	0.8
	Sales representative	1	0.8
	Second Lieutenant	1	0.8
	Sit and wait for the plague to pass so I	1	0.8

		can get back to interviewing		
		Still looking	1	0.8
		Student at Texas A&M MLPD program	1	0.8

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 31. Spring 2020: Student's Self-Reported Annual Salary (in $) upon Graduation in New Position

n= 130

Response	*f*[a]	%
0	9	6.9
27,151	1	0.8
30,000	1	0.8
48,000	1	0.8
50,000	1	0.8
55,000	5	3.8
57,200	1	0.8
58,000	1	0.8
60,000	15	11.5
60,500	1	0.8
61,000	1	0.8
61,500	1	0.8
62,000	4	3.1
62,500	5	3.8
63,000	7	5.4
63,500	1	.8
64,000	10	7.7
64,008	1	0.8
64,500	1	0.8
65,000	21	16.2
65,660	1	0.8
66,000	1	0.8
67,000	2	1.5
68,000	2	1.5
68,500	1	0.8
69,000	4	3.1
69,600	1	0.8
70,000	3	2.3
71,000	1	0.8
72,000	1	0.8
72,620	1	0.8

Table 31. Spring 2020: Student's Self-Reported Annual Salary (in $) upon Graduation in New Position

n= 130

Response	*f*[a]	%
73,000	1	0.8
73,400	1	0.8
74,000	1	0.8
80,000	2	1.5
82,500	1	0.8
84,060	1	0.8
85,000	1	0.8
86,450	1	0.8
87,480	1	0.8
132,155.10	1	0.8
No Response	13	10.0

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 32. Spring 2020: Student's Self-Reported Bonus (in $) Receiving in New Position

n= 130

Response	*f*[a]	%
0	45	34.6
1,000	7	5.4
1,500	3	2.3
2,000	20	15.4
2,200	1	0.8
2,500	3	2.3
3,000	4	3.1
4,000	1	0.8
5,000	6	4.6
6,000	2	1.5
7,000	3	2.3
10,000	5	3.8
12,000	1	0.8
30,000	1	0.8
No Response	28	21.5

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 33. Spring 2020: Average Student Starting Salary and Bonuses by Position Title

(NOTE: This table only contains data for students reporting dollar amounts – zero dollar amounts have been extracted. Therefore total number of students in a position may be higher than the n *reported in this table.)*

n= 130

Response	*n*	*Avg*	*Std Dev*	*Min*	*Max*	Median	Mode
All Positions							
Salary	108	64,873.00	10530.39	27,151	132,155	64,000	65,000
Bonus	57	4,073.68	4504.82	1,000	30,000	2,000	2,000
Assistant Project Manager							
Salary	15	63,937.87	4301.64	60,000	73,400	64,000	60,000
Bonus	9	4,888.89	3379.88	1,500	10,000	4,000	2,000
Assistant Superintendent							
Salary	12	65,125.00	2908.65	60,000	70,000	64,000	64,000
Bonus	6	3,333.33	4320.49	1,000	12,000	1,500	1,000
Assistant Service Consultant							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
Builder							
Salary	3	56,666.67	7637.63	50,000	65,000	55,000	50,000
Bonus	1	10,000.00	--	10,000	10,000	10,000	10,000
Construction Coordinator							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
Estimator 1							

Table 33. Spring 2020: Average Student Starting Salary and Bonuses by Position Title

(NOTE: This table only contains data for students reporting dollar amounts – zero dollar amounts have been extracted. Therefore total number of students in a position may be higher than the n *reported in this table.)*

n= 130

Response	*n*	*Avg*	*Std Dev*	*Min*	*Max*	Median	Mode
Salary	1	63,000.00	--	63,000	63,000	63,000	63,000
Bonus	1	2,000.00	--	2,000	2,000	2,000	2,000
Field Engineer							
Salary	12	64,625.00	2532.74	60,000	69,000	65,000	65,000
Bonus	5	2,600.00	1981.16	1,000	6,000	2,000	1,000
General Foreman							
Salary	1	65,000.00	--	65,000	65,000	65,000	65,000
Bonus	--	--	--	--	--	--	--
Junior Estimator							
Salary	1	62,500.00	--	62,000	62,000	62,000	62,000
Bonus	1	2,000.00	--	2,000	2,000	2,000	2,000
Office Engineer							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
Junior Project Engineer							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
Junior Project Manager							
Salary	1	132,155.10	--	132,155	132,155	132,155	132,155

Table 33. Spring 2020: Average Student Starting Salary and Bonuses by Position Title

(NOTE: This table only contains data for students reporting dollar amounts – zero dollar amounts have been extracted. Therefore total number of students in a position may be higher than the n *reported in this table.)*

n= 130

Response	*n*	*Avg*	*Std Dev*	*Min*	*Max*	Median	Mode
Bonus	--	--	--	--	--	--	--
Office Engineer							
Salary	3	78,180.00	13257.01	63,000	87,480	84,060	63,000
Bonus	--	--	--	--	--	--	--
Project Controls Scheduling Analyst							
Salary	1	62,000.00	--	62,000	62,000	62,000	62,000
Bonus	1	10,000.00	--	10,000	10,000	10,000	10,000
Project Engineer							
Salary	41	65,179.76	6259.18	55,000	86,450	65,000	65,000
Bonus	25	2,968.00	2032.18	1,000	10,000	2,000	2,000
Project Engineer II							
Salary	3	69,666.67	11139.27	62,500	82,500	64,000	62,500
Bonus	3	3,666.67	2886.75	2,000	7,000	2,000	2,000
Project Manager							
Salary	3	70,333.33	13051.18	60,000	85,000	66,000	60,000
Bonus	1	7,000.00	--	7,000	7,000	7,000	7,000
Rotational Project Engineer							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--

Table 33. Spring 2020: Average Student Starting Salary and Bonuses by Position Title

(NOTE: This table only contains data for students reporting dollar amounts – zero dollar amounts have been extracted. Therefore total number of students in a position may be higher than the n *reported in this table.)*

n= 130

Response	*n*	*Avg*	*Std Dev*	*Min*	*Max*	Median	Mode
Purchasing Agent							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
Project Manager Associate							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
Superintendent							
Salary	2	61,500.00	4949.78	58,000	65,000	61,500	58,000
Bonus	--	--	--	--	--	--	--
Traveling Project Engineer							
Salary	--	--	--	--	--	--	--
Bonus	--	--	--	--	--	--	--
My Job Title is Not Listed							
Salary	9	53,961.22	16752.26	27,151	80,000	60,000	60,000
Bonus	4	9,750.00	13575.87	2,000	30,000	3,500	2,000

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 34. Spring 2020: Student Starting Salaries by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
All Positions				
	27151	130	1	0.8
	30000	130	1	0.8
	48000	130	1	0.8
	50000	130	1	0.8
	55000	130	5	3.8
	57200	130	1	0.8
	58000	130	1	0.8
	60000	130	15	11.5
	60500	130	1	0.8
	61000	130	1	0.8
	61500	130	1	0.8
	62000	130	4	3.1
	62500	130	5	3.8
	63000	130	7	5.4
	63500	130	1	0.8
	64000	130	10	7.7
	64008	130	1	0.8
	64500	130	1	0.8
	65000	130	21	16.2
	65660	130	1	0.8
	66000	130	1	0.8
	67000	130	2	1.5
	68000	130	2	1.5
	68500	130	1	0.8
	69000	130	4	3.1
	69600	130	1	0.8
	70000	130	3	2.3
	71000	130	1	0.8
	72000	130	1	0.8

Table 34. Spring 2020: Student Starting Salaries by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
	72620	130	1	0.8
	73000	130	1	0.8
	73400	130	1	0.8
	74000	130	1	0.8
	80000	130	2	1.5
	82500	130	1	0.8
	84060	130	1	0.8
	85000	130	1	0.8
	86450	130	1	0.8
	87480	130	1	0.8
	132155.10	130	1	0.8
	No Response	130	22	16.9
Assistant Project Manager				
	60000	15	5	33.3
	62000	15	1	6.7
	63000	15	1	6.7
	64000	15	2	13.3
	64008	15	1	6.7
	65000	15	2	13.3
	65660	15	1	6.7
	73000	15	1	6.7
	73400	15	1	6.7
Assistant Service Consultant				
	--	--	--	--
Assistant Superintendent				
	0	13	1	7.7
	60000	13	1	7.7
	63000	13	1	7.7
	63500	13	1	7.7
	64000	13	4	30.8
	65000	13	1	7.7

Table 34. Spring 2020: Student Starting Salaries by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
	67000	13	2	15.4
	70000	13	2	15.4
Builder				
	50000	3	1	33.3
	55000	3	1	33.3
	65000	3	1	33.3
Construction Coordinator				
	--	--	--	--
Estimator 1				
	63000	1	1	100
Field Engineer				
	0	13	1	7.7
	60000	13	1	7.7
	62500	13	1	7.7
	63000	13	2	15.4
	64000	13	1	7.7
	65000	13	5	38.5
	69000	13	2	15.4
General Foreman				
	65000	1	1	100
Junior Estimator				
	62500	1	1	100
Junior Project Manager				
	132155	1	1	100
Office Engineer				
	63000	3	1	33.3
	84060	3	1	33.3
	87480	3	1	33.3
Project Controls Scheduling Analyst				
	62000	1	1	100

Table 34. Spring 2020: Student Starting Salaries by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
Project Engineer				
	0	43	1	2.3
	55000	43	3	7.0
	57200	43	1	2.3
	60000	43	5	11.6
	61000	43	1	2.3
	61500	43	1	2.3
	62000	43	2	4.7
	62500	43	2	4.7
	63000	43	1	2.3
	64000	43	2	4.7
	64500	43	1	2.3
	65000	43	9	20.9
	68000	43	2	4.7
	68500	43	1	2.3
	69000	43	2	4.7
	69600	43	1	2.3
	70000	43	1	2.3
	71000	43	1	2.3
	72000	43	1	2.3
	72620	43	1	2.3
	74000	43	1	2.3
	80000	43	1	2.3
	86450	43	1	2.3
Project Engineer II				
	62500	3	1	33.3
	64000	3	1	33.3
	82500	3	1	33.3
Project Manager				
	60000	3	1	33.3
	66000	3	1	33.3

Table 34. Spring 2020: Student Starting Salaries by Position Title

n= 130

Response		*n*	*f*[a]	%
	85000	3	1	33.3
Purchasing Agent				
	--	--	--	--
Project Manager Associate				
	--	--	--	--
Superintendent				
	58000	2	1	50.0
	65000	2	1	50.0
My Job Title is Not Listed				
	0	16	6	37.5
	27151	16	1	6.3
	30000	16	1	6.3
	48000	16	1	6.3
	55000	16	1	6.3
	60000	16	2	12.5
	60500	16	1	6.3
	65000	16	1	6.3
	80000	16	1	6.3

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 35. Spring 2020: Student Starting Bonuses by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
All Positions				
	1000	130	7	5.4
	1500	130	3	2.3
	2000	130	20	15.4
	2200	130	1	0.8
	2500	130	3	2.3
	3000	130	4	3.1
	4000	130	1	0.8
	5000	130	6	4.6
	6000	130	2	1.5
	7000	130	3	2.3
	10000	130	5	3.8
	12000	130	1	0.8
	30000	130	1	0.8
	No Response	130	73	56.2
Assistant Project Manager				
	0	15	4	26.7
	1500	15	1	6.7
	2000	15	2	13.3
	2500	15	1	6.7
	4000	15	1	6.7
	5000	15	1	6.7
	7000	15	1	6.7
	10000	15	2	13.3
	No Response	15	2	13.3
Assistant Service Consultant				
	--	--	--	--
Assistant Superintendent				
	0	13	5	38.5
	1000	13	3	23.1
	2000	13	1	7.7

Table 35. Spring 2020: Student Starting Bonuses by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
	3000	13	1	7.7
	12000	13	1	7.7
Builder				
	0	3	1	33.3
	10000	3	1	33.3
	No Response	3	1	33.3
Construction Coordinator				
	--	--	--	--
	No Response	--	--	--
Estimator 1				
	2000	1	1	100
	No Response	--	--	--
Field Engineer				
	0	13	6	46.2
	1000	13	1	7.7
	1500	13	1	7.7
	2000	13	1	7.7
	2500	13	1	7.7
	6000	13	1	7.7
	No Response	13	2	15.4
General Foreman				
	--	--	--	--
	No Response	1	1	100
Junior Estimator				
	2000	1	1	100
	No Response	--	--	--
Junior Project Engineer				
Junior Project Manager				
	0	1	1	100
	No Response	--	--	--
Office Engineer				

Table 35. Spring 2020: Student Starting Bonuses by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
	0	3	2	66.7
	No Response	3	1	33.3
Project Controls Scheduling Analyst				
	10000	1	1	100
	No Response	--	--	--
Project Engineer				
	0	43	12	27.9
	1000	43	3	7.0
	1500	43	1	2.3
	2000	43	10	23.3
	2200	43	1	2.3
	2500	43	1	2.3
	3000	43	3	7.0
	5000	43	4	9.3
	6000	43	1	2.3
	10000	43	1	2.3
	No Response	43	6	14.0
Project Engineer II				
	2000	3	2	66.7
	7000	3	1	33.3
	No Response	3	--	--
Project Manager				
	0	3	1	33.3
	7000	3	1	33.3
	No Response	3	1	33.3
Project Manager Associate				
	--	--	--	--
	No Response	--	--	--
Superintendent				
	0	2	2	100
	No Response	--	--	--
Purchasing Agent				
	--	--	--	--

Table 35. Spring 2020: Student Starting Bonuses by Position Title *n= 130*				
Response		***n***	***f*[a]**	**%**
My Job Title is Not Listed				
	0	16	11	68.8
	2000	16	2	12.5
	5000	16	1	6.3
	30000	16	1	6.3
	No Response	16	1	6.3
Note: [a]Frequencies may not total stated *n* because of missing data.				

Table 36. Spring 2020: Mean Score of Students' Response to the Question: "As a result of your COSC degree program, how confident do you feel in your ability to:"

SLO #	Student Learning Outcome	*n*	M	SD	Confidence
6.	Analyze professional decisions based upon ethical principles	129	3.61	.53	Very Confident
7.	Analyze construction documents for planning and management of construction processes	129	3.43	.66	Confident
9.	Apply construction management skills as a member of a multi-disciplinary team	129	3.41	.62	Confident
8.	Analyze methods, materials, and equipment used to construct projects	130	3.37	.66	Confident
1.	Create written communications appropriate to the construction discipline	130	3.33	.73	Confident
15.	Understand construction quality assurance and control	130	3.32	.68	Confident
2.	Create oral communications appropriate to the construction industry	130	3.31	.69	Confident
16.	Understand construction project control processes	130	3.27	.69	Confident
10.	Apply electronic-based technology to manage the construction process	130	3.26	.77	Confident
20.	Understand the basic principles of mechanical, electrical and piping systems	130	3.21	.87	Confident
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	130	3.14	.73	Confident
13.	Understand construction risk management	130	3.13	.73	Confident
14.	Understand construction accounting and cost control	130	3.01	.76	Confident
3.	Create a construction project safety plan	130	2.99	.77	Confident
18.	Understand the basic principles of sustainable construction	130	2.95	.83	Confident
4.	Create a construction project cost estimate	130	2.90	.80	Confident
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	130	2.84	.91	Confident
5.	Create construction project schedules	130	2.76	.84	Confident
19.	Understand the basic principles of structural behavior	130	2.72	.85	Confident
11.	Apply basic surveying techniques for construction layout and control	130	2.71	.94	Confident

Note: Very Confident = 3.51 – 4.00; Confident = 2.51 – 3.50; Somewhat Confident = 1.51 – 2.50; Not Confident = 1.00 – 1.50

* Number of participants who answered "Don't Know" were excluded from calculation of Importance Level.

Table 37. Spring 2020: Mean Score of Students' Response to the Question: "How important do you believe each of the following will be in your future career?"

SLO #	Student Learning Outcome	*n*	M	SD	Importance
2.	Create oral communications appropriate to the construction industry	130	3.85	.40	Very Important
1.	Create written communications appropriate to the construction discipline	130	3.82	.40	Very Important
15.	Understand construction quality assurance and control	130	3.80	.40	Very Important
7.	Analyze construction documents for planning and management of construction processes	130	3.77	.42	Very Important
16.	Understand construction project control processes	130	3.76	.45	Very Important
9.	Apply construction management skills as a member of a multi-disciplinary team	130	3.75	.52	Very Important
13.	Understand construction risk management	130	3.71	.49	Very Important
5.	Create construction project schedules	130	3.68	.53	Very Important
8.	Analyze methods, materials, and equipment used to construct projects	130	3.66	.54	Very Important
14.	Understand construction accounting and cost control	130	3.66	.59	Very Important
6.	Analyze professional decisions based upon ethical principles	129	3.65	.58	Very Important
10.	Apply electronic-based technology to manage the construction process	129	3.64	.56	Very Important
20.	Understand the basic principles of mechanical, electrical and piping systems	129	3.62	.59	Very Important
4.	Create a construction project cost estimate	130	3.62	.60	Very Important
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	130	3.60	.62	Very Important
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	130	3.55	.69	Very Important
3.	Create a construction project safety plan	130	3.45	.85	Important
18.	Understand the basic principles of sustainable construction	129	3.12	.85	Important
19.	Understand the basic principles of structural behavior	129	3.03	.93	Important
11.	Apply basic surveying techniques for construction layout and control	130	2.85	1.14	Important

Note: Very Important = 3.51 – 4.00; Important = 2.51 – 3.50; Somewhat Important = 1.51 – 2.50; Not Important = 1.00 – 1.50

* Number of participants who answered "Don't Know" were excluded from calculation of Importance Level.

Table 38. Spring 2020: Student Responses to the Question: "As a result of your COSC degree program, how confident do you feel in your ability to:"

n= 130

		Very Confident		Confident		Somewhat Confident		Not Confident	
SLO #	**Student Learning Outcomes**	***f*[a]**	**%**	***f*[a]**	**%**	***f*[a]**	**%**	***f*[a]**	**%**
6.	Analyze professional decisions based upon ethical principles	82	63.1	44	33.8	3	2.3	--	--
7.	Analyze construction documents for planning and management of construction processes	67	51.5	52	40.0	9	6.9	1	0.8
9.	Apply construction management skills as a member of a multi-disciplinary team	62	47.7	58	44.6	9	6.9	--	--
1.	Create written communications appropriate to the construction discipline	61	46.9	53	40.8	14	10.8	2	1.5
8.	Analyze methods, materials, and equipment used to construct projects	60	46.2	59	45.4	10	7.7	1	0.8
20.	Understand the basic principles of mechanical, electrical and piping systems	60	46.2	42	32.3	23	17.7	5	3.8
2.	Create oral communications appropriate to the construction industry	57	43.8	56	43.1	17	13.1	--	--
15.	Understand construction quality assurance and control	56	43.1	62	47.7	10	7.7	2	1.5
10.	Apply electronic-based technology to manage the construction process	55	42.3	59	45.4	11	8.5	5	3.8
16.	Understand construction project control processes	54	41.5	58	44.6	18	13.8	--	--
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	43	33.1	64	49.2	21	16.2	2	1.5
13.	Understand construction risk management	40	30.8	71	54.6	15	11.5	4	3.1
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	36	27.7	46	35.4	39	30.0	9	6.9
3.	Create a construction project safety plan	35	26.9	62	47.7	30	23.1	3	2.3
18.	Understand the basic principles of sustainable construction	35	26.9	59	45.4	30	23.1	6	4.6
14.	Understand construction accounting and cost control	33	25.4	70	53.8	22	16.9	5	3.8
4.	Create a construction project cost estimate	32	24.6	56	43.1	39	30.0	3	2.3
11.	Apply basic surveying techniques for construction layout and control	32	24.6	40	30.8	46	35.4	12	9.2
5.	Create construction project schedules	26	20.0	55	42.3	41	31.5	8	6.2
19.	Understand the basic principles of structural behavior	23	17.7	59	45.4	37	28.5	11	8.5

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 39. Spring 2020: Student Responses to the Question: "How important do you believe each of the following Student Learning Outcomes will be in your future career?"

n= 130

		Very Important		Important		Somewhat Important		Not Important	
SLO #	**Student Learning Outcomes**	***f*[a]**	**%**	***f*[a]**	**%**	***f*[a]**	**%**	***f*[a]**	**%**
2.	Create oral communications appropriate to the construction industry	113	86.9	15	11.5	2	1.5	--	--
1.	Create written communications appropriate to the construction discipline	108	83.1	21	16.2	1	0.8	--	--
15.	Understand construction quality assurance and control	104	80.0	26	20.0	--	--	--	--
9.	Apply construction management skills as a member of a multi-disciplinary team	102	78.5	23	17.7	5	3.8	--	--
7.	Analyze construction documents for planning and management of construction processes	100	76.9	30	23.1	--	--	--	--
16.	Understand construction project control processes	100	76.9	29	22.3	1	0.8	--	--
13.	Understand construction risk management	94	72.3	34	26.2	2	1.5	--	--
14.	Understand construction accounting and cost control	93	71.5	31	23.8	5	3.8	1	0.8
5.	Create construction project schedules	92	70.8	34	26.2	4	3.1	--	--
6.	Analyze professional decisions based upon ethical principles	91	70.0	31	23.8	7	5.4	--	--
8.	Analyze methods, materials, and equipment used to construct projects	90	69.2	36	27.7	4	3.1	--	--
4.	Create a construction project cost estimate	88	67.7	34	26.2	8	6.2	--	--
10.	Apply electronic-based technology to manage the construction process	87	66.9	37	28.5	5	3.8	--	--
20.	Understand the basic principles of mechanical, electrical and piping systems	87	66.9	35	26.9	7	5.4	--	--
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	85	65.4	40	30.8	3	2.3	2	1.5
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	84	64.6	35	26.9	9	6.9	2	1.5
3.	Create a construction project safety plan	83	63.8	27	20.8	15	11.5	5	3.8
11.	Apply basic surveying techniques for construction layout and control	56	43.1	19	14.6	35	26.9	20	15.4
18.	Understand the basic principles of sustainable construction	51	39.2	46	35.4	28	21.5	4	3.1
19.	Understand the basic principles of structural behavior	49	37.7	43	33.1	29	22.3	8	6.2

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 40. Spring 2020: Students' Response to the Question "After Completing the COSC Program, What Do You Believe is Your:

n= 130

Question	Excellent		Good		Average		Fair		Poor		Not Applicable	
	f[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%	*f*[a]	%
Preparation to Apply Ethical Principles	89	68.5	32	24.6	8	6.2	1	0.8	--	--	--	--
Level of Social Competence	81	62.3	38	29.2	8	6.2	2	1.5	--	--	--	--
Preparation for Life-Long Learning	82	63.1	42	32.3	6	4.6	--	--	--	--	--	--
Preparation to Apply Critical Thinking Skills	88	67.7	34	26.2	8	3.2	--	--	--	--	--	--
Overall Construction Science Competence	76	58.5	46	35.4	8	6.2	--	--	--	--	--	--
Level of Cultural Competence	65	50.0	37	28.5	20	15.4	5	3.8	1	0.8	--	--
Level of Global Competence	46	35.4	39	30.0	38	29.2	5	3.8	1	0.8	--	--

Note: [a]Frequencies may not total stated *n* because of missing data.

Table 41. Spring 2020: Student's Self-Identified Most Challenging COSC Classes

n = 130

		Most Challenging 1st Choice		Most Challenging 2nd Choice	
	Courses	***f*[a]**	**%**	***f*[a]**	**%**
	COSC 475: Construction Scheduling	59	45.4	28	21.5
	COSC 301: Surveying	20	15.4	17	13.1
	COSC 321: Structures I	14	10.8	14	10.8
	COSC 353: Project Management	14	10.8	11	8.5
	COSC 375: Estimating II	8	6.2	9	6.9
	COSC 440-446: Capstone	6	4.6	5	3.8
	COSC 275: Estimating I	4	3.1	8	6.2
	COSC 325: Environmental Controls I	2	1.5	9	6.9
	COSC 421: Structures II	1	0.8	4	3.1
	COSC 463: Construction Law I	1	0.8	2	1.5
	COSC 477: Project Controls	1	0.8	1	0.8
	COSC 461: Building Information Modeling (BIM)	--	--	6	4.6
	COSC 326: Environmental Controls II	--	--	5	3.8
	COSC 465: Construction Law II	--	--	5	3.8
	COSC 254: Methods and Materials II	--	--	3	2.3
	COSC 494: Internship	--	--	--	--
	COSC 253: Methods and Materials I	--	--	--	--
	COSC 381: Ethics in Construction Industry	--	--	--	--
	COSC 364: Safety I	--	--	--	--
	COSC 464: Safety II	--	--	--	--
	COSC 175: Construction Graphics	--	--	--	--
	COSC 153: Introduction to Construction Industry	--	--	--	--
	Other	--	--	2	1.5
	Did Not Respond	--	--	1	0.8

Table 42. Spring 2020: Student's Self-Identified Least Challenging COSC Classes

n = 130

		Least Challenging 1st Choice		Least Challenging 2nd Choice	
	Courses	***f*[a]**	**%**	***f*[a]**	**%**
	COSC 364: Safety I	33	25.4	30	23.1
	COSC 175: Construction Graphics	27	20.8	16	12.3
	COSC 253: Methods and Materials I	22	16.9	17	13.1
	COSC 381: Ethics in Construction Industry	19	14.6	24	18.5
	COSC 153: Introduction to Construction Industry	6	4.6	3	2.3
	COSC 440-446: Capstone	3	2.3	5	3.8
	COSC 321: Structures I	3	2.3	3	2.3
	COSC 326: Environmental Controls II	3	2.3	--	--
	COSC 464: Safety II	3	2.3	--	--
	COSC 494: Internship	2	1.5	7	5.4
	COSC 463: Construction Law I	2	1.5	6	4.6
	COSC 254: Methods and Materials II	2	1.5	1	0.8
	COSC 325: Environmental Controls I	2	1.5	--	--
	COSC 421: Structures II	1	0.8	5	3.8
	COSC 475: Construction Scheduling	1	0.8	--	--
	COSC 275: Estimating I	--	--	4	3.1
	COSC 477: Project Controls	--	--	4	3.1
	COSC 301: Surveying	--	--	1	0.8
	COSC 351: Construction Equipment	--	--	1	0.8
	COSC 353: Project Management	--	--	1	0.8
	COSC 375: Estimating II	--	--	1	0.8
	COSC 461: Building Information Modeling (BIM)	--	--	--	--
	COSC 465: Construction Law II	--	--	--	--
	Other	--	--	--	--
	Did Not Respond	1	0.8	1	0.8

Table 43. Spring 2020: Student's Self-Identified Most Enjoyable COSC Classes

n = 130

		Most Enjoyable 1st Choice		Most Enjoyable 2nd Choice	
	Courses	***f*[a]**	**%**	***f*[a]**	**%**
	COSC 477: Project Controls	33	25.4	21	16.2
	COSC 494: Internship	18	13.8	11	8.5
	COSC 375: Estimating II	17	13.1	14	10.8
	COSC 325: Environmental Controls I	12	9.2	11	8.5
	COSC 440-446: Capstone	9	6.9	10	7.7
	COSC 475: Construction Scheduling	8	6.2	9	6.9
	COSC 253: Methods and Materials I	6	4.6	4	3.1
	COSC 275: Estimating I	5	3.8	6	4.6
	COSC 353: Project Management	3	2.3	9	6.9
	COSC 301: Surveying	3	2.3	8	6.2
	COSC 461: Building Information Modeling (BIM)	3	2.3	2	1.5
	COSC 465: Construction Law II	3	2.3	2	1.5
	COSC 463: Construction Law I	2	1.5	3	2.3
	COSC 364: Safety I	1	0.8	3	2.3
	COSC 421: Structures II	1	0.8	3	2.3
	COSC 464: Safety II	1	0.8	3	2.3
	COSC 254: Methods and Materials II	1	0.8	1	0.8
	COSC 321: Structures I	1	0.8	1	0.8
	COSC 381: Ethics in Construction Industry	1	0.8	1	0.8
	COSC 175: Construction Graphics	--	--	3	2.3
	COSC 326: Environmental Controls II	--	--	2	1.5
	COSC 153: Introduction to Construction Industry	--	--	--	--
	Other	1	0.8	1	0.8
	Did Not Respond	1	0.8	2	1.5

Table 44. Spring 2020: Student's Self-Identified Least Enjoyable COSC Class

n = 130

		Least Enjoyable 1st Choice		Least Enjoyable 2nd Choice	
	Courses	***f*[a]**	**%**	***f*[a]**	**%**
	COSC 301: Surveying	25	19.2	12	9.2
	COSC 321: Structures I	24	18.5	22	16.9
	COSC 326: Environmental Controls II	15	11.5	12	9.2
	COSC 353: Project Management	13	10.0	17	13.1
	COSC 325: Environmental Controls I	9	6.9	5	3.8
	COSC 465: Construction Law II	6	4.6	3	2.3
	COSC 421: Structures II	4	3.1	9	6.9
	COSC 175: Construction Graphics	4	3.1	5	3.8
	COSC 475: Construction Scheduling	4	4.6	5	3.8
	COSC 463: Construction Law I	4	3.1	3	2.3
	COSC 461: Building Information Modeling (BIM)	3	2.3	6	4.6
	COSC 375: Estimating II	3	2.3	5	3.8
	COSC 254: Methods and Materials II	2	1.5	6	4.6
	COSC 381: Ethics in Construction Industry	2	1.5	6	4.6
	COSC 464: Safety II	2	1.5	3	2.3
	COSC 494: Internship	2	1.5	1	0.8
	COSC 153: Introduction to Construction Industry	2	1.5	--	--
	COSC 440-446: Capstone	1	0.8	3	2.3
	COSC 275: Estimating I	1	0.8	1	0.8
	COSC 364: Safety I	1	0.8	1	0.8
	COSC 253: Methods and Materials I	--	--	1	0.8
	COSC 477: Project Controls	--	--	1	0.8
	Other	--	--	1	0.8
	Did Not Respond	1	0.8	2	1.5

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
1.	'- professors lecture in the same hall as their offices
2.	2nd Floor Study Room
3.	A good area for myself and fellow student to hang out and study together.
4.	Air Condition
5.	All the spaces for & collaboration going on
6.	Aside from the study areas, I enjoyed that the building for my major is very aesthetically pleasing on the inside.
7.	BIM cave
8.	Comfortable atmosphere, renovation was well done. Having a building for our department and having classes close to our professors office was very convenient.
9.	Everything
10.	Francis Hall has a nice updated or modern feel to it while still preserving a traditional, classical building associated with A&M's earlier days. There were also nice spaces for students to occupy in between classes or for studying.
11.	Francis Hall provides monitors in the estimating labs, however not all monitors work/ have cables or proper connections for laptops.
12.	Great place to study.
13.	Having a building dedicated to COSC students only. Vast amount of resources easily available.
14.	How connected everyone is. It's typical that you see professors on their way to a class or leaving a class that stop in the hallways or common areas and offer assistance or simply chat with students. The interaction between faculty and students is the best part of Francis Hall and Construction Science.

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
15.	How everything is exposed and that the building is well maintained. It creates a good aesthetic.
16.	How it maintains the facility and the amount of technology at our fingertips.
17.	How open it was in revealing the construction aspects.
18.	How spacious the computer labs are.
19.	How the components of the building are exposed and we can see how most systems work.
20.	How there is always familiar faces there who are willing to help.
21.	How welcoming it is for students to do work and study.
22.	I enjoy the location of the teachers and the general layout of the building.
23.	I enjoyed the "family" feel to the Francis Hall. Everyone is willing to help one another. Many friendships are formed from group projects or group participation. The instructors are easy to get along with and extremely helpful when needed. There were times when I would be at Francis Hall at 1am working on a project and a professor would stop by and ask if I needed help. You couldn't ask for a better place to learn. The department is small enough for getting to know everyone.
24.	I enjoyed the exposed ceilings and how you can see the work put into the renovation. I liked the lab rooms with the extra monitor.
25.	I like how easily accessible it is, and the high percentage of my classes that are in Francis Hall.
26.	I like how Francis Hall had a lot of exposed elements that allowed us to look into the "guts" of the building as construction science students. It is very unique and provides interesting insights. I also like the open meeting areas.
27.	I like how I can walk in and always see a familiar face. I like how it is updated and always clean. There are no rundown parts of the building. It is great

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
28.	I like how it exposes construction systems.
29.	I like how it is built specifically so that we can experience what a building really looks like behind the walls/ceilings. It made learning about certain topics (especially MEP) easier to understand. I also enjoyed how there were various locations in which you could meet classmates and work on homework/projects together.
30.	I like how modern and up-to-date everything is. I felt like I always had the technology that I needed available to me,
31.	I like how unique Francis Hall is. People are blown away by the fact that I have class in this building. My favorite part of Francis Hall are the estimating labs.
32.	I like its Educational Value. Leaving the walls exposed in many cases has been a great tool to see how a building works.
33.	I like seeing the bones of the building
34.	I like that it is very open and easy access to professors whose offices are in the building. It feels like a little community. Work areas are comfortable and convenient to wait for your next class.
35.	I like that the location of it, on main campus. I also enjoyed the cleanliness and that the technology is up to date and very well maintained.
36.	I like that you can see most of the mechanical components of Francis hall.
37.	I like the community and how everyone knows one another. If you are working on an assignment in Francis, you are always able to ask the students that are there or any professor that is around.
38.	I like the environment that Francis Hall embodies. I think that the architectural aspect of open ceilings and MEP equipment showing really makes it feel like home for the COSC program.
39.	I like the exposed construction features and the fact that it is specific to one major.
40.	I like the openness and the new addition classrooms

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
41.	I liked how open it was and how you were able to see what went into building a building.
42.	I liked how the building is dedicated to Construction Science education and research, which made me feel welcome and a part of a great program.
43.	I liked that you are able to see the exposed mechanical, electrical, and plumbing systems. Being able to see those exposed systems help with understanding construction.
44.	I liked the overall layout of the building. It was never hard for me to get to my classes or find the rooms I needed to go to in Francis Hall. I also liked how the professors' offices were in the same building as my classes it made it much easier to go ask them questions whenever I needed.
45.	I love that Francis hall is dedicated entirely to our major. There are students from other majors that occasionally take classes in Francis hall, but it is our building for the most part. Our professors being in the same building is also a huge help, since help is never far away from where we may be studying or doing homework. More practically, Francis Hall's location on campus is fantastic. Being in close proximity to the center of campus is something I have been grateful for on many occasions.
46.	I love that it has become a gathering place for all the COSC students. I also love all of the raw elements.
47.	I love that it's a place to call home for construction science majors. I've always enjoyed the exposed ceilings and other features which allow for hands-on learning just by walking the halls and sitting in classrooms.
48.	I love the exposed elements that were implemented into my classes and really helped me learn and understand because of the tangible items.
49.	I love the feel of the building. I enjoy that they left a lot of the construction aspects open for students to see. It is also kept very clean by our amazing custodial staff.
50.	I loved the common areas where gathering was encouraged. I really enjoyed the class room layouts where you share tables with peers

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
51.	I really enjoyed the student center in the second floor and the study rooms beside it. I always felt comfortable in Francis and I felt like I had everything available for the students such as computers and HDMI cords.
52.	I really like the estimation rooms with the extra monitors. This is extremely helpful for many classes.
53.	I really liked that I could swipe back in at night and use the estimating labs with the 2 monitors for homework. It gave me a great quiet place for homework.
54.	Interactive learning environment, most sears are at tables, not cramped desks.
55.	It feels like a home where you know everybody in the building. There are COSC students everywhere who are always willing to help if you have a question. It is very clean and quiet as well.
56.	It is a fairly renovated building. I believe it is in a great location on campus and not extremely huge but also not small. I believe it is a building with character and all of the classrooms are nice.
57.	It is kept clean and has great aesthetics
58.	It is only construction science students.
59.	It is only for COSC Majors. It allows a place for everyone with similar interests to meet with one another.
60.	It's design that allows us to see some of the systems that are involved in a building. Also, the availability of places to sit down and do group work.
61.	It's always clean and the study spaces have large TVs
62.	It's small. Exclusive.
63.	It's a super nice building.
64.	Its conveniences.
65.	Knowing that one hundred years ago former aggies got to walk the halls and study in the same building.

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
66.	leaving the MEP systems exposed for students to observe
67.	lots of places to study, clean bathrooms, modern/updated
68.	Most all classes are there
69.	Much of the building systems are exposed and can be used as a learning tool.
70.	New and updated rooms
71.	New building and several parts of the building are exposed, such as elevator mechanical parts, water pipes, water cooling system and some ceiling portions.
72.	Newly renovated building
73.	Open construction features were useful during classes like MEP 1.
74.	Open lab concept
75.	People enjoy being there The labs with accessible monitors are helpful The building has a decent amount of natural light It is close to the library
76.	Provided a place that you could always find help with your COSC classes.
77.	Small and exclusive to COSC students
78.	Small classrooms to provide a better learning experience
79.	Space to study, overall classroom feel, general vibe
80.	Study Areas, good floor plan where most professors are on the third floor,
81.	That it caters specifically to COSC students.
82.	That there were only construction science classes in the building.
83.	The 2nd floor study area
84.	The ability to access the computers and other equipment inside Francis hall after hours of operation was very helpful during several semesters.

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
85.	The ability to go into lab rooms to use the computer screens was an advantage.
86.	The accessibility to professors throughout the day.
87.	The architecture
88.	The available study space, a lot of other majors have to fight for space at Evans Library. I like the design that allows you to see the innards of the building which helps understand the construction process more.
89.	The availability of everyone
90.	The bare bones theme of it. You can see all the mechanical and concrete.
91.	The building itself and how you can see everything since we are COSC students it was a good way to see things.
92.	The classroom size
93.	The classrooms.
94.	The community above all and I also like the design of the building (exposed).
95.	The contrast between the historic structure and the renovated interior, the exposed elements (like the elevator shaft), and the BIM cave. I also like the intimacy of the smaller building, smaller classrooms, and smaller department size. It made me feel as if I was able to know a majority of my classmates and professors in the department.
96.	The cool environment of the exposed architecture
97.	The design of the building.
98.	The entire building served as a home for all COSC majors, it really felt like its own school within a school
99.	The environment and sense of community
100.	The experienced professors that care and are there to truly support everyone.

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
101.	The exposed building elements that allow for us to visually see what we are learning about in class.
102.	The exposed MEP and accessible technology
103.	the exposed MEP items
104.	The exposed MEP work
105.	The fact that I would bump to a lot of classmates and be able to create relationships with a lot of them.
106.	The fact that it's an older building with character and history but is modern and comfortable inside. Location.
107.	The front lobby is wide and has group study spaces, this creates a friendly atmosphere that most of us enjoyed.
108.	the interior architecture is very appealing.
109.	The location of the building.
110.	The many places to study and relax in between class.
111.	The monitors in the estimating lab.
112.	The open cavities in the building to view building components.
113.	The open ceilings make it easy to see examples of systems used.
114.	The open design
115.	The overall construction of Francis and how it really exposes the different aspects of our industry.
116.	The resources that were available to me as a student at Francis Hall. Not only the technology but the fact that most professors have an open door policy and are extremely easy to talk to.

Table 45. Fall 2019: Student Responses to the Question: "What Do You Like Most About Francis Hall?"

Student	Comment
117.	The study areas. It is a good place to meet with groups for studying and doing projects.
118.	The study/project room with the three TVs
119.	The technology and modern feel of the building.
120.	The thing I love most about Francis is that all of the building components are exposed. This was most helpful when professors were attempting to lecture on equipment and various other components of MEP systems, and we could actually see them instead of visualizing. The layout of Francis is great, everything about Francis is great. Let's try and keep it this way.
121.	The way it was designed to expose the building systems and that it's for COSC only.
122.	The way the building was made for teaching. The exposed ceilings showing us the MEP systems, show how items are actually used.
123.	the welcoming feeling that it has.
124.	There are always professors or academic staff available to help you.
125.	There are plenty of places to sit and study; both with large groups or small individual areas.
126.	There is a huge degree of camaraderie in the building.
127.	What I like about Francis Hall is the renovation. It helps students visualize different systems inside the building.
128.	What I liked the most about Francis Hall is the design of the building.

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
1.	'- we are outgrowing Francis hall - the building is always hot no matter the season - the desks in Segner hall are designed for middle schoolers not college students and most of our construction science department is giant men - almost always i have to go study somewhere else besides Francis hall because of how small it is -
2.	A computer lab would be nice.
3.	A reservation system for the conference rooms/estimating labs outside of class schedule, so that students can meet with their groups.
4.	AC
5.	Additional study spaces.
6.	Allow access to more rooms, like electrical rooms, pumps, etc that can only be seen through glass.
7.	Allow students to use meeting rooms when they are not being used because very often students study in groups and there is no reason we can't use the free work area if we need it. Printers often had problems.
8.	Coffee machine would be nice
9.	Cooling system. Chilled beam sucked (my opinion)
10.	Could have more study areas. Tends to get crowded and hard to find room.
11.	Francis Hall could be improved by having more room for the survey lab and safety lab.
12.	Francis Hall is too small. So many of our classes have team exercises and there aren't enough small rooms for team collaboration. The "virtual" capstone Francis hall expansion needs to actually happen. It is not fair for upper class and graduating seniors to be taking 4/5 (or majority) of classes in Langford.

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
13.	Francis Hall needs additional rooms where groups can meet. For example a specific room for capstone students. Also having more printers available that print with color. Most of the time the printers get all used at the same time when an assignment is due and we are forced to leave the building to print our assignment in a timely manner.
14.	Francis Hall needs more undergraduate quiet study space, I have never seen the graduate rooms more than 20% full and that was during finals week. No such spaces exist for undergrad so we have to use another building.
15.	Francis Hall should definitely be expanded and hopefully one day be independent from Langford.
16.	Going to the restroom after class can be a bit of a pain. Also, there really isn't a place in Francis Hall that I liked to study at.
17.	Group study space
18.	Have more TVs to hookup your laptop to work on. I remember while taking my estimating classes, it was difficult to find a TV to work on with my laptop which you need a second screen for estimating.
19.	Have space for all COSC classes
20.	I believe it is perfectly fine the way it is. Between the general meeting places, labs with monitors set up for you, and charging outlets at every desk, there is not much more needed to create an effective learning environment.
21.	I do wish think it would be nice if there were a few more areas or rooms where you can work when you are not in class.
22.	I think Francis hall is good as is. Possible expansion?
23.	I think our building is really nice, but it could improve on having more study rooms by themselves.
24.	I think that the copier machines should function better during high traffic times. They seem to crash when students needed them most.

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
25.	I wish Francis Hall were bigger for more study space. Towards the end of time in Francis it began to feel crowded.
26.	I wish there were areas that were dedicated solely for studying. The study room on the second floor is nice, but there aren't any areas of the building that are designated as quiet areas for specifically for studying. That being said, one could just walk over to Evans library for that, but it would be nice if there was a place within Francis Hall that is guaranteed to be quiet at all times. Also, and this is just a pet peeve of mine, but it is difficult to move through the first floor hallways sometimes when people stand around to talk in the main lobby. The worst is when a group of people are standing near the sliding doors that lead into the building. If it were possible, I would trade the seating area in the first floor for a waiting area for people to congregate. Maybe a few changes to the furniture in that seating area would entice people to stand or sit there rather than in the doorways and hallways?
27.	I wish there were more study spaces or rooms available to students to reserve to study.
28.	I would add an extension to Francis Hall to all for bigger classrooms or labs.
29.	I would improve the floor space for students to be able to talk and study.
30.	I would like to see more study space for that undergraduate students.
31.	I'm not sure, I think it's pretty great as is.
32.	If anything, more motorcycle parking and more restrooms.
33.	If it were to be extended, I think it would be very helpful to have additional study/working areas for students who are waiting for classes or staying after class.
34.	Increased the size of the Building!
35.	It could be colder.
36.	It could be larger to where those spaces described above are not constantly full.

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
37.	It desperately needs more study spaces/tables or less students.
38.	It is a little too crowded. They need to expand and have more study space for students to meet and work on school. Classrooms are also beginning to be a little too busy.
39.	It is too small for the amount of students in the program.
40.	It needs more study areas
41.	It needs to be bigger. As a senior, my fall semester, I only had 1 class in Francis hall. super disappointing.
42.	Make the VR room available to more students.
43.	Maybe add more study areas, because the current ones do get full during the day. Maybe have an outdoor study area where we can go out to uncluttered our minds from a busy school day.
44.	Meeting rooms not that the rooms themselves were bad but just the lack of them. With the amount of group projects that are conducted in all of our classes, I feel like there should be more room for us to meet within Francis.
45.	More area to sit and work.
46.	More areas for groups to work on projects or presentations together. Right now if there seems to be shortage of space for groups to meet up and work in Francis.
47.	More areas to study
48.	more bathrooms honestly
49.	More collaboration spaces with extra monitors would have been monumental. The new Zachry building has plenty of these for their students. There are so many classes and projects which COSC students need a second monitor for, and only having two closed off rooms for students to use during the day is not enough
50.	More dedicated study rooms.

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
51.	More food options.
52.	More hands on learning facilities such as welding carpentry and so on
53.	More lecture halls.
54.	More lighting and brightness. It feels a little bit gloomy at times.
55.	More lounging or rest areas for waiting in between classes during the day. Usually very full and hard to find seating to work on assignments.
56.	More outlets and places to sit and study at
57.	More private study rooms (personal/small group) More student accessible printers More plugs in the classrooms
58.	More private study rooms and more outlets!
59.	More seating
60.	More space for students to study or have more monitors for us to use without having to wait for classes to end.
61.	More space for studying.
62.	More student collaboration space.
63.	More student study areas/meeting areas with tables. Distance of viable/attainable student parking options.
64.	More study and collaboration rooms could be added to help with studying and working in teams.
65.	More study areas for students
66.	More study room areas
67.	more study rooms
68.	More study rooms

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
69.	More study rooms / tables and chairs.
70.	more study space
71.	More study space
72.	More study space for students to sit down and work.
73.	More study spaces
74.	More study spaces and more classrooms. The building is too small for how many construction science students there are.
75.	More study spaces that have an external display.
76.	More study spaces.
77.	More study spaces. Building is cramped at times but halls can only be so big. Print kiosks similar to those in Evans.
78.	More tables and group space to work. There were many times we would not be able to find a spot to do homework or group work.
79.	More tables for students to meet at.
80.	More tables for work
81.	More technology with software and incorporating it into the class.
82.	More toilets for the men's bathrooms
83.	My only complaint about the building is the lack of airflow inside, which can result in hot stagnant rooms.
84.	n/a
85.	N/A

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
86.	Needs more restrooms and more study spaces.
87.	Needs more room for student studies and just needs to be expanded in general
88.	Needs more student space to study/student lounges.
89.	Needs more study and homework area. There aren't many tables during the busy time of the day.
90.	New wing addition.
91.	No need for the VR section. Need more study areas. Maybe open one of the computer labs for students to regularly use.
92.	none
93.	Not enough space to accommodate the amount of students, we need another large lecture hall and additional labs.
94.	Not totally sure.
95.	Nothing
96.	Nothing that I can think of.
97.	Nothing.
98.	Only aspect I believe could be improved is more study spaces or study rooms for students who either want to study alone or collaborate with other students during their studies.
99.	Outlets in Segner Hall. In almost every other classroom there are plugs where you can charge your laptop. But if you forget to charge your laptop for a morning class in Segner, theres nothing you can do.
100.	Places to study in Francis Hall fill up quickly. Many times I've had to go to Evans or Langford to study.

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
101.	PLEASE PLEASE PLEASE lower the temperature in Segner Hall. It is always very hot in this classroom. Having a 4:10PM class in April, then walking out to the scorching Texas sun is not fond. Also, students should not be sweating IN CLASS. This room also needs wider chairs, this isn't 1970 where everyone weighs 150lbs. This is not acceptable for some of the bigger, taller students. Additionally, the donor's names have already come off of the back of the chairs. I don't think this is how we want to represent our generous donors. Get new chairs...please. This is NOT the way we should be honoring the great Bob Segner. Furthermore, numerous interior walls need to be repainted. I'm referring to the classrooms on level 1 and the individual study rooms on level 2. This is CONSTRUCTION SCIENCE and we should not be waiting on deferred maintenance to pick this up. It should not cost the department more than $12,000 to get these walls repainted. The display of these walls is unacceptable.
102.	Put in a coffee machine.
103.	Segner Auditorium needs larger tables for tests.
104.	Segner Hall needs outlets!
105.	Some rooms are too hot.
106.	Space was often limited.
107.	The amount of study spaces available is fairly inadequate, although Langford provides good areas. Also, the amount of bathrooms is unsatisfactory.
108.	The display monitors in the first floor classroom could use an upgrade to become more compatible with modern computer plug-ins such as HDMIs.
109.	The IT staff could be more responsive when dealing with printer issues, especially for classes like COSC 475.
110.	the number of printers could increase
111.	the number of study rooms
112.	The plumbing

Table 46. Spring 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"

Student	Comment
113.	The space, more and more people joining construction science. Improving the study space would be a major upgrade, however given the limited amount of physical space and possibility of expanding, there is only so much that can be done.
114.	The study rooms on the second floor could use some sort of window to see in and out of the room. Right now it is really awkward to walk in on a group who is having a meeting that you could not see from outside of the room.
115.	The WiFi, it usually stops working when classes change.
116.	There are too few study spaces, and why do the grad student have a private room where all they do is play video games in there?? Also more printers for Boldt.
117.	There could be more printers.
118.	There is very little space for COSC students to study inside of their building. I would like to see more study spaces though I understand space is not plentiful.
119.	There needs to be more places for students to meet as teams. So much of what we do is group work and there are not many places for us to be able to accomplish this at Francis.
120.	We definitely need more space, such as common areas to study or work. More often than not, we had issues finding room for a whole team to sit down and do work comfortably.

Table 47. Spring 2020: Student General Comments	
Student Response	**Comment**
1.	Best program on campus. It prepares you well for the construction industry and life in general.
2.	Can we get the hard hats for the ceremony?
3.	Classes need to better build off of material in previous classes and standards need to be set for what information is taught.
4.	COSC has served me well while I have been here!
5.	Create a real estate development minor or create an elective as such.
6.	Great degree and experience
7.	Have student feedback surveys every semester and for all students in the department, to make potential adjustments for students who will still be in the department in upcoming semesters.
8.	I am extremely happy with the COSC program at Texas A&M. It was everything I hoped for, very enjoyable and extremely beneficial. The program is great and I know it will only get better.
9.	I believe that there should be a superintendent class. Structures 1 should be changed to involve less professional engineering and more knowledge of systems themselves. Project management should be changed to look at real submittal and change order examples instead of things students create on their own. It would be helpful especially before going on internship. The 2 professors that has the greatest impact on my time in the COSC program were Professor Fickel and Professor Jordan. They are truly amazing individuals who have a deep rooted love for teaching and are always open for their students to talk about anything from class to personal troubles.
10.	I believe the COSC needs to do a better job of listening to their students! I also believe the program needs an overhaul to make us more prepared for our internships and post-graduation work. I have already reached out to a professor about this and he has created a pilot class with another professor in part of me and also the fact that he saw the same thing as me. As awesome our career fair is it needs to be improved. The list of companies that plan to attend that is sent out every semester is not accurate as far as their plans seeking interns and full time workers. Meaning they are lying!

Table 47. Spring 2020: Student General Comments

Student Response	Comment
11.	I believe the option to choose a more specialized tract could be beneficial in the future. I have known the entire time that I wanted to go residential and I feel that a lot of the information I learned will not be as useful. This is not me saying that I do not think it is important to be well rounded and have a plethora of knowledge regarding several sectors, but rather that I feel as if I would be better off if I knew more about residential upon graduation.
12.	I did have a job planned for graduating at O'Donnell/Snider Construction in Houston, with a starting salary of $58,000 as a Project Manager in training. However, COVID-19, smaller companies such as O/S, have had to retract those offers. Therefore I did have a job but then the economy dropped and this pandemic came about and took it out from me.
13.	I enjoyed being a part of this program very much and will cherish all the memories and friends I've made throughout my time there.
14.	I feel like the internship is the biggest part of the program as far as experience and knowledge. The COSC department does a good job developing attitudes and giving a foundation for knowledge with students. A degree is a license to learn, you couldn't possible learn everything in school.
15.	I feel that the COSC program that I have been involved in does a great job at preparing students for the Office. I feel that more focus needs to be put on what to do in the field. Reading plans and applying them on projects, what issues are small, what issues are large, how to plan a construction site, crane and equipment information and certifications, and other field related topics could, and should, be covered more.
16.	I found the COSC program to be an excellent experience and an overall success. I very much appreciate the focus that the COSC program in getting everyone a job and internship. This is the most important part of college and I felt that they truly did care.
17.	I had a great 4 years here at Texas A&M University and I am sad to see how it ended. However, thank you Construction Science for everything you have taught me!
18.	I have really enjoyed this degree. I am excited to join the construction field in the near future. Thank you.

Table 47. Spring 2020: Student General Comments

Student Response	Comment
19.	I have watched the COSC program adjust and change as I have gone through and I believe the right changes are being made to the class structure and to the classes themselves.
20.	I interned with Byrne the summer of 2017. The summer of 2018 I interned with another contractor. Summer/Fall of 2019 I interned with Byrne again. After my summer 2018 internship I did not seek an internship or employment from any company other than Byrne. I knew that I wanted to work for them because of how they invested in me. I know that in the long run I will be a better project manager/estimator/etc. because of what I will learn working here. I was not interested in entertaining offers from other companies and finding who paid the best. Better pay will come in time, but what is the most important is gaining experience.
21.	I love the COSC program and I think it has helped me a lot. I am going to write a letter to give more insight on what I believe students really need and send it in. I think this exit survey is great in hearing responses from students.
22.	I love this program. I think it was the best decision I've made in my short life so far!
23.	I loved how much each professor seemed to genuinely care about the students and their current and future success.
24.	I loved this program and I am proud to graduate from it. I enjoy seeing all the new changes being implemented to ensure we continue to be the best program world wide. Thank you for a great college experience overall.
25.	I thought the COSC program was a great experience. I have gotten many job offers during the program and the only reason that I am welding after graduation is due to complications from COVID-19. Due to the state of the current economy, multiple companies that showed interest in me said that they were under a hiring freeze. Although it saddens me, that is just a part of life. I am grateful to have a trade to fall back on I am also grateful that my father's company is still active and helping supply cities across Texas with water. I am currently welding for him part-time right now and I will be starting full-time upon graduation. Once the economy goes back up, I plan on calling the companies that showed interest in me.

Table 47. Spring 2020: Student General Comments

Student Response	Comment
26.	I truly believe I was prepared for my future in the best way possible by the Texas A&M COSC program. Thank you!
27.	I truly believe that the Construction Science Department is the best department at Texas A&M in terms of preparing students for life after graduation. I began college as an Economics major, then Urban Planning, and finally Construction Science. The COSC faculty, course curriculum, and my overall experience in COSC absolutely blew me away in comparison to my previous degree plans. I am forever in debt to the department for all of the skills, knowledge and opportunities I have obtained here.
28.	I wish there were more options for the people interested in heavy civil work. Every class we took focused on commercial buildings and those processes. I think it would be beneficial to have electives that are civil based and even a civil capstone class.
29.	I would like to see more hands-on courses for future Aggies. I highly enjoyed my time here and have cherished the memories and friendships I have made along the way.
30.	I would like to thank all of the professors, staff, and faculty that have dedicated their time to the COSC program. I truly believe that we have the best program on campus and that is, in large part, thanks to all of you. I know what it is like to hate what I was learning (engineering). To this day I still say that the best decision that I have ever made is changing into the COSC program. I love what I am learning, and I believe that the tenacity and passion of my professors has been invaluable. I think that the COSC program will have many more incredible years to come and should continue to strive for excellence, greatness, and innovation. It's what you have expected of us as students and now as we turn into graduates, it is what we will expect of you. Thank you.
31.	I'd recommend this program to any young man or woman interested in pursuing a career in construction!
32.	It has been a great time. Thoroughly enjoyed it.

Table 47. Spring 2020: Student General Comments

Student Response	Comment
33.	It is a wonderful program with excellent faculty and staff that give students a golden opportunity to learn about construction and make connections in the real world. The access to the construction industry is phenomenal and I felt like I belonged to family. There are some things that could be improved, but overall, I feel like I received a top-rate education and experience.
34.	It's time to start evaluating professors and seeing who really is effective at teaching students. People like Gary Boldt are praised and out so high on a pedestal by faculty and his "pet" students, but just ask the other "normal" students who aren't favorites. Is He Really An Effective Teacher? This goes for every professor, Boldt just being the one that causes the most complaints year to year to year (pattern?). The "A&M Construction Science Department" is supposed to be one of the best in the Nation, and it doesn't always feel like it. I think people are getting too comfortable. In at least 6 different COSC classes I can think of, an exam question is always "Who is the department head of construction science?" Everyone gets it right because we've seen it over and over. What we don't see over and over, is his face. I wish he was more involved with students. Maybe be a guest lecturer once a semester? The capstone classes have been virtually adding on to Francis hall for years now and come up with very creative ways to add more space to the building. Is this ever going to happen?? Me, as a soon to be alumni would be very interested to hear about future plans. I would like to give a HUGE shout out to Shelly and Melissa for being the powerhouse of the COSC program. To many of us, you are the faces of the department because of all the help you offer and how involved you are, whether it be in the hallways of Francis, sending us helpful emails, or just having a nice conversation after a stressful final. Thank you so much for what you do for us!
35.	it’s all in the survey
36.	Keep trying to reach out to high school students about the program. I heard about it from a friend and it turned out to be the best major I could have asked for. Every class is applicable to what the students will be one day doing in some way or another and the job placement is undeniably good. COSC has in my opinion the best staff and professors in the entire university. Just get the word out so other people can have the same great experiences I have had.
37.	Love it, glad I ended up here!
38.	Loved being in the program for 4 years. It was excellent

Table 47. Spring 2020: Student General Comments

Student Response	Comment
39.	Loved the program, professors, and staff.
40.	My experience has been pretty great and I think this program does a great job of preparing students for the construction industry and the professional world in general.
41.	N/A
42.	No comments
43.	Please continue to hire professors from the industry that truly care about shaping young minds. Professor Fickel, Boldt, and Houston care about the emotional development as well as the intellectual growth that we endure during our college years and we need more professors like them. I loved having professors more than once. I had Fickel for five classes (254, 475, 477, 410, & 411) and Houston for two (325 & 440). When professors have you in class multiple times they see your growth and progress, as well as your weak areas. The better a professor knows you, the more they can teach you.
44.	Please do not ask your student to provide their annual salary starting out. There should be an option to not share for people that do not like to share this type on information. Thanks.
45.	Please work to update the material and put a heavier emphasis on keeping good professors and getting rid of the ones with common and wide spread complaints against them.
46.	Professors were very nice and helpful for the most part. Overall I enjoyed my time, however I think the program could do a much better job of helping people that do not have much experience at the beginning
47.	Really great program, probably want to throw out my job data though. I had a lot of interviews that went exceptionally well, I'm willing to bet I would have received offers from every single one had Corona not shot the industry in the foot. I think the program as a whole is great, can't really think of any concerns besides the sparse few poor professors but they seem to be being weeded out somewhat rapidly so keep up the good work.
48.	Really happy this is the major I chose!

Table 47. Spring 2020: Student General Comments

Student Response	Comment
49.	Remove structures from the program. Make surveying an elective. Make law one class. Create a sequencing class. Create field and estimating routes for future superintendents and estimators. Make the internship the second-to-last semester and have them take their focus courses at the end of the semester. WE NEED MORE ELECTIVES. We need to learn more in MEP. Didn't take him but Mr. Houston is doing a great job. Dr. Bryant as well but he uses too much jargon. Why do we need so many business courses??? Do away with these and create more construction-related courses. Equipment/Tools course? Document control (submittal/RFI) course? We don't even have a class that teaches us to read drawings...at least I didn't learn in how in exactly one course. I think all of the issues I mentioned need to be addressed before we can start calling ourselves the best construction program in the country again. To close, I love this program and everything it has given me. I wanted to clear that up due to my aggressive tone throughout this survey. I'm clearly upset with the courses I've mentioned, but I've had a very good experience with Texas A&M and I would recommend this program to anyone.
50.	Some classes were great, learned a lot. The professors drive the class. There are great professors like Fickel, Carlson, Mike Jordan etc. they make their classes what they are. There are other professors who are notorious/infamous for having a chip on their shoulder & it shows in their classes. Their classes are less enjoyable than others, less info is retained because less time is spent thinking about the class because you'd rather not think about that class or that professor whatsoever. If I was the department head I would seriously sit down & quiz professors successful/failures alike & ask them how they teach their class(es). Professors like Escamilla & Boldt could learn a thing or two from professors like Fickel or Jordan. I understand professors have "different styles" of teaching. A style of teaching should not include making your class arbitrarily difficult just for the sake of making yourself feel good about having a rigorous course. Let's be honest here, construction science is not a very difficult program & it is like some professors are arbitrarily trying to make it so with random information or requirements. & this is coming from someone who received A's in biochemistry and engineering courses which were much more rigorous than construction science. Those classes were rigorous because they needed to be in order to learn the information. Construction science could be the same way minus the random/arbitrary requirements or aspects of the course. I wish there was an easy way to fix this, because I'm sure if you asked the professors in question they would have no clue what they're doing wrong. Last thing, online classes are NOT working for COSC classes. I've learned next to nothing from my online classes thus far & I've been paying attention & giving it everything I've got.

Table 47. Spring 2020: Student General Comments

Student Response	Comment
51.	Sorry my answers my next weird. I'm going to be a missionary following graduation for a couple of years before entering the field.
52.	Thank you all staff, faculty, and anyone who helped myself and other students get to this point.
53.	Thank you for an amazing 3 years. Loved every second of being in this program
54.	Thank you so much!
55.	Thanks and Gig Em
56.	Thanks for everything!
57.	The COSC needs to add classes that pertain to real estate development or even a minor in real estate development. Another option could be, after the first year, students must declare either residential, commercial, industrial, heavy civil, or real estate development. This way students could focus on more what they want to pursue when they graduate from the program.
58.	The COSC programs needs to encourage students that a 4 year college career is not the only way to get a foothold into the industry. Many companies offer CO-OPS or even a year-long internships. Graduating in 4 years is the goal for many, however experience is what really matters to these companies.
59.	The last few questions have no answers because I have not received or accepted a job offer for post-graduation.
60.	The overall program is very good, but certainly has room for improvement which I have heard is being made. I really would like to see lower level students be able to be exposed to the actual labor involved in construction. Taking a week to participate in the trade activities with hands on experience would be monumental. I have seen Architecture students learning how to lay brick by Langford, so Construction Science should be able to do the same thing. It may be an old fashioned idea, but I really believe no student should graduate from our program without the understanding of how to swing a hammer and use a shovel. We cannot be the most effective leaders on the jobsite if we do not have this experience.
61.	The program is awesome. I recommend it to anyone who asks me questions about what major they should choose.

Table 47. Spring 2020: Student General Comments

Student Response	Comment
62.	The program needs to hire more professors like Professor Fickle, Professor Ellis, and Professor Boldt who truly care about their students. It makes a big difference when professors are committed to their students. It makes it easier for the student to trust them and ask for guidance in times of need.
63.	The whole goal of getting a COSC degree is, more or less, to get a job. Do not lose sight of how important that is to every student that goes through Francis Hall. When I first heard that I get an internship in my degree and that there is a 99 percent job placement I was excited to know what the end of the road looked like. It gave me hope that going to a great University with the best COSC degree really does make a difference. We stand out compared to everyone else in the world, and my only wish is that the department continues to focus on what is most important. Thanks & GIG 'EM!
64.	This program really is world-class. Changing majors has been the best decision I have ever made. The way this program prepares you for, and helps you get into the industry is amazing. I thank the Department for all the opportunities afforded to me thus far.
65.	Very enjoyable program. I think the level of professionalism in the professors made the program as good as it is. I think that there needs to be more study spaces and spaces designated to COSC students.
66.	Very happy I found this program. Excited to start in industry.
67.	Very happy that I decided to get a degree in Construction Science. I'm very appreciative of the opportunities and education I received while in the COSC program at Texas A&M. The staff in the COSC program was amazing and were always willing to help me when I was in need.