### Summer 2020 Senior Exit Survey Report *n* = 38

### SUMMARY OF STUDENT RESPONSES

- 90% would major in Construction Science again (Table 4)
- 76% entered the Construction Science Department as either a Transfer Student or a Change of Major (Table 2)

How Students Entered the COSC Program										
	Change of Major, 34.2%			Transfer, 50.0%				Freshman, 15.8%		
					$\downarrow$					
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

- 76% rated the **academic advising support** received as above average (<u>Table 11</u>)
- 97% rated the **career guidance** received as above average (<u>Table 11</u>)
- 95% rated career fair support as above average (Table 11)
- 84% rated **internship** as above average (<u>Table 11</u>)
- 16% rated **study abroad experience** as above average (<u>Table 11</u>)
- 95% rated overall education at Texas A&M University as above average (Table 11)



- 97% rated **preparation to apply ethical principles** as above average (Table 40)
- 97% rated level of social competence as above average (Table 40)
- 97% rated **preparation for life-long learning** as above average (<u>Table 40</u>)
- 95% rated **preparation to apply critical thinking skills** as above average (<u>Table 40</u>)
- 100% rated overall Construction Science competence as above average (<u>Table 40</u>)
- 79% rated level of cultural competence as above average (Table 40)
- 82% rated level of global competence as above average (Table 40)





#### **Student Employment Data**

- 82% Have a job upon graduation (Table 14)
- 71% Have less than 1 year of job experience (Table 15)
- 82% plan to enter construction-related employment upon graduation (Table 16)
- 58% received a job offer from their internship provider (Table 17)
- 34% accepted a job offer from their internship provider (Table 18)
- 82% of students had at LEAST one job interview (<u>Table 20</u>)
   13% did not seek an interview
- 76% of students had at LEAST one follow-up job interview (Table 21)
- 92% of students had at LEAST one job offer (Table 22)



Number of Job Offers Students Received										
7.9%		31.6	%	4	21.1%		23.7%		13.2%	2.3
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	0.0
0%	10%	20%	None	40% ■1 ■2	30%	■ <b>5</b> ■6	<b>10</b> %	80%	90%	

- Top 3 sectors in which students will be employed (Table 23)
  - o 53% Commercial
  - o 11% Heavy Civil/Highway
  - o 5% Industrial
- Top 3 major Texas cities in which students will work upon graduation (Table 25)
  - 0 18% Dallas/Fort Worth
  - o 16% Austin
  - o 16% Houston
- 34% of students will work outside of the USA upon graduation (Table 25)
- Top 3 job titles students will hold upon graduation (Table 30)
  - 32% Project Engineer
  - o 8% Assistant Project Manager
  - o 8% Office Engineer
  - o 8% Project Manager



- Starting salaries ranged from \$40,000 \$20,000 (Table 31)
- Hiring bonuses ranged from \$0 \$15,000 (Table 32)
- The position *Project Engineer II* (*n* = 1) had the highest average, and mode (\$87,500) (Table 33)
- The position *Field Engineer* (n = 2) had the lowest the lowest AVERAGE (\$64,000) starting salary (Table 33)
- The positions *Field Engineer* (*n* = 2) and *Project Manager* (*n* = 3) had the lowest the lowest **MODE** (\$60,000) starting (<u>Table 33</u>)

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

- Faculty: (n=17)
  - Construction experience
  - Willingness to help students
  - Trust and cares about students
  - o Have students best interest at heart
- Prepares students to enter construction industry (*n*=10)
- Job placement upon graduation (*n*=6)
- CIAC/industry involvement and support (*n*=6)
- Internship program (*n*=5)
- Relationships/connections built (*n*=3)
- Career Fair (n=2)

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

- Unnecessary, irrelevant, and/or repetitive courses and coursework (*n*=12)
  - Structures
  - o MEP
  - Project Management
    - Needs to be restructured
- Narrow focus of program (*n*= 6)
  - o Overly focused on commercial sector/one career route
- Course scheduling (*n*=6)
  - 8AM coursed
  - Lack of availability/not enough seats in courses
  - Hard to fit everything within a semester
  - o Too much intercultural diversity and fewer COSC classes
- Deficiencies in instructors' teaching methods/grading abilities (*n*=4)
- Subjects/courses students would like included/offered (*n*=3)
  - o More emphasis on how to read and understand foundation drawings
  - Opening a construction business
  - o Superintendent 101 course
- Curriculum needs more stability (*n*=2)
  - Too many courses with first-year professors and/or professors teaching the course for the first time
- Diversity of staff (*n*=1)
- Poor student to teacher ratio (*n*=1)
- 7 credit hours for internship (*n*=1)
- Lack of diversity among students (*n*=1)
- Not enough space in Segner Auditorium (*n*=1)
- Some equipment in building outdated/not working (*n*=1)

#### **Students' Perception of Francis Hall**

#### Students Liked: (Table 45)

- Learning laboratory aspect of the building (*n*=11)
- The classrooms and study areas (*n*=10)
- The atmosphere/welcoming environment (*n*=9)
- Specifically for Construction (*n*=9)
- Building design/aesthetics (*n*=8)
- Location (*n*=2)
- It's clean (*n*=1)
- The air-conditioning (*n*=1)

### Students Felt Could Be Improved: (<u>Table 46</u>)

- Expand Francis Hall/more space (*n*=18)
  - More classrooms, study spaces, collaboration areas
- Better utilization of spaces for undergraduate use (*n*=3)
  - Graduate study areas
  - Project rooms
  - Segner Auditorium
- More men's restrooms (*n*=3)
- Better seating (n=2)
  - In lobby, study areas, Segner Auditorium
- More food vending/a café (*n*=2)
- Improve computer lab (*n*=1)
- More wall plug ins (*n*=1)
- Only allow COSC students in the building and use of facilities (*n*=1)
- Printers more and better connectivity (*n*=1)
- More cold air during September in lecture rooms (*n*=1)
- Improve motorcycle parking lot (*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 <u>Table 38</u>)

- Students indicated they were "Very Confident" in their ability to:
  - 1. "Analyze professional decisions based upon ethical principles"
  - 2. "Create written communications appropriate to the construction discipline"
  - 3. "Create oral communications appropriate to the construction industry"
  - 4. "Apply construction management skills as a member of a multidisciplinary team"
- Students' indicated they were **"Confident"** in their ability to apply the remaining 16 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 <u>Table 39</u>)

- **15 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. "Analyze construction documents for planning and management of construction processes"
    - 3. "Create construction project schedules"
- The remaining 5 SLOs were perceived as being only **"Important"** to students' future careers

#### **Students' Perception of COSC Courses**

- Students' "Most Challenging" COSC Classes (Table 41)
  - $\circ$  1<sup>st</sup> Choice
    - Top Three Classes
      - 1. 45% COSC 375: Estimating II
      - 2. 45% COSC 475: Construction Scheduling
      - 3. 16% COSC 321: Structures I
      - 4. 5% COSC 301: Surveying
      - 5. 5% COSC 353: Project Management
  - $\circ$  2<sup>nd</sup> Choice
    - Top Three Classes
      - 24% COSC 353: Project Management
      - 1. 16% COSC 475: Construction Scheduling
      - 2. 11% COSC 375: Estimating II
- Students' "Least Challenging" COSC Classes (Table 42)
  - $\circ$  1<sup>st</sup> Choice
    - Top Three Classes
      - 1. 34% COSC 364: Safety I
      - 2. 18% COSC 175: Construction Graphics
      - 3. 16% COSC 381: Ethics in Construction Industry
  - $\circ$  2<sup>nd</sup> Choice
    - Top Three Classes
      - 1. 21% COSC 364: Safety I
      - 2. 18% COSC 175: Construction Graphics
      - 3. 16% COSC 381: Ethics in Construction Industry
- Students' *"Most Enjoyable"* COSC Classes (<u>Table 43</u>)
  - $\circ$  1<sup>st</sup> Choice
    - Top Three Classes
      - 1. 18% COSC 494: Internship
      - 2. 16% COSC 477: Project Controls
      - 3. 16% COSC 375: Estimating II
  - $\circ$  2<sup>nd</sup> Choice
    - Top Three Classes
      - 1. 24% COSC 477: Project Controls
      - 2. 16% COSC 375: Estimating II
      - 3. 11% COSC 494: Internship

- Students' "Least Enjoyable" COSC Classes (Table 44)
  - $\circ$  1<sup>st</sup> Choice
    - Top Three Classes
      - 1. 18% COSC 321: Structures I
      - 2. 11% COSC 301: Surveying
      - 3. 11% COSC 375: Estimating I
      - 4. 11% COSC 375: Estimating II
  - $\circ$  2<sup>nd</sup> Choice
    - Top Two Classes
      - 1. 16% COSC 301: Surveying
      - 2. 13% COSC 326: Environmental Controls II
      - 3. 11% COSC 321: Structures I

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## Table 1.Summer 2020: Capstone Course in<br/>which Respondents are Enrolled

<i>n= 38</i>				
Response	$f^{a}$	%		
Commercial	38	100.0		
Specialty				
Residential				
Interdisciplinary				
Industrial				
No Response				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of				
missing data.				

# Table 2. Summer 2020: How Students ReportedEntering the COSC Department

<i>n= 38</i>				
Response	$f^a$	%		
Transfer	19	50.0		
Change of Major	13	34.2		
Freshman	6	15.8		
No Response				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of				
missing data.				

Table 3. Summer 2020: Student Responses to the Question "If you were a Change of Major, from what department did you transfer?"			
n= 38			
Response	$f^{a}$	%	
Before I transferred into Construction Science I was a Marine Sciences major at the Galveston campus. Although I was in this major I had the sole intention of transferring into Construction Science, I only took coursework that was in the general coursework for Construction Science.	1	2.6	
Biomedical Science	1	2.6	
Biomedical Sciences	1	2.6	
Civil engineering	1	2.6	
Economics	1	2.6	
Engineering	3	7.9	
Galveston Campus General Studies	1	2.6	
General Studies	1	2.6	
Maritime Administration	1	2.6	
University Studies - College of Architecture	1	2.6	
University Studies of Architecture	1	2.6	
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.			

Table 4.	Summer 2020: Students' Responses to the
	Question: "Would You Major in
	<b>Construction Science Again?"</b>

<i>n</i> = 38				
Response	$f^{a}$	%		
Yes	34	89.5		
Uncertain	4	10.5		
No				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing				
data.				

## Table 5. Summer 2020: Student Comments as to Why They Would NotMajor in COSC Again

<i>n= 38</i>		
Response	$f^a$	%
No Response	38	100.0
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

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

n= 38					
Response	$f^{a}$	%			
Yes	17	44.7			
No	21	55.3			
No Response					
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing					
data.					

# Table 7. Summer 2020: Student Comments as to Why They Did NotApply for Scholarships at Texas A&M University

n=38		
Response	$f^{a}$	%
Already have an athletic scholarship	1	2.6
College was funded already	1	2.6
Could not file for financial aid, and most, if not all, use a FAFSA as a requirement to apply	1	2.6
Did not need to so it was not on my radar, I suppose.	1	2.6
Did not qualify for them	1	2.6
Did not think I was competitive enough to receive a scholarship.	1	2.6
didn't need it	1	2.6
Grades	1	2.6
I am very fortunate to have total financial assistance.	1	2.6
I felt that the scholarships could be more beneficial for others. I was not in a position where finances were a problem for school.	1	2.6
I was fortunate enough to have my parents pay for my school. Therefore, I wanted to leave scholarships available for my fellow students who need it more than I do.	1	2.6
I was using the GI Bill for school.	1	2.6
It is one of my biggest regrets. I did not jump on the opportunity when I should have.	1	2.6
Luckily, my family had enough money saved to put me through college. So I felt there was no need.	1	2.6
My parents were very generous and saved up money for me to go to college so I did not need to apply for scholarships.	1	2.6

Not needed	1	2.6		
Procrastination. If I could do it all again, I would apply for every scholarship.	1	2.6		
Too busy	1	2.6		
Uninformed	1	2.6		
Used my GI Bill	1	2.6		
was not applicable because of income		2.6		
No Response				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.				

# Table 8. Summer 2020: Students' Responses to the<br/>Question: "Did You Receive a COSC<br/>Departmental Scholarship?"

<i>n</i> = 38					
Response	$f^{a}$	%			
No	35	92.1			
Yes	3	7.9			
No Response					
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing					
data.					

		n	e= 38								
Student Organizations	Member		Serv Of	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)			1	2.6	2	5.3	30	78.9	5	13.2	
Associated Builders and Contractors (ABC)	4	10.5			5	13.2	24	63.2	5	13.2	
Associated General Contractors (AGC)	17	44.7			7	18.4	12	31.6	2	5.3	
Construction Managers Association of America (CMAA)					2	5.3	31	81.6	5	13.2	
National Association of Home Builders (NAHB)	2	5.3	1	2.6	3	7.9	29	76.3	3	7.9	
Sigma Lambda Chi (SLC)							33	86.8	5	13.2	
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.											

### Table 9. Summer 2020: Students' Involvement in Student Organizations

Table 10. Summer 2020: Student Comments: Other Student Organizations in         Which Students Reported Participating				
<i>n= 38</i>				
Response	$f^a$	%		
Aggie Mens Club (AMC)	1	2.6		
Beta Theta Pi fraternity, Student-Mobilization, Big Brothers Big Sisters of the Brazos Valley	1	2.6		
Brotherhood of Christian Aggies, TAMU wakeboard team	1	2.6		
Corps of Cadets	2	5.3		
Corps of Cadets, Army ROTC, MSC Wiley, Muslim Student's Association	1	2.6		
Corps of Cadets, Corps of Cadets Baseball Team	1	2.6		
During my junior year I helped form a men's organization here called Capital Men's Society.	1	2.6		
Fraternity	1	2.6		
I was heavily involved in my fraternity, Sigma Chi. I was a recruitment chair as well as risk manager.	1	2.6		
Kappa Upsilon Chi (KYX)	1	2.6		
MECA (Member)	1	2.6		
Mechanical Competition Team	1	2.6		
Phi Beta Lambda, The Aggie Nickwork	1	2.6		
Sigma Chi Fraternity	1	2.6		
TAMU Habitat for Humanity, TAMU research fitness study	1	2.6		
Texas A&M Men's Lacrosse	1	2.6		
the big event	1	2.6		
Track-Texas Runners against Cancer and Strap and Skeet	1	2.6		
TTHA	1	2.6		
No Response	18	47.4		
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.				

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

			n	= 38								
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.	16	42.1	13	34.2	5	13.2			4	10.5		
The career guidance you received.	22	57.9	15	39.5	1	2.6						
The career fair support.	27	71.1	9	23.7	2	5.3	-				-	
Your internship experience.	26	68.4	6	15.8	2	5.3	3	7.9	1	2.6	-	
Your study abroad experience.	6	15.8			1	2.6					31	81.6
Your overall education at Texas A&M University	27	71.1	9	23.7	1	2.6	1	2.6				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.												

# Table 12. Summer 2020: Student Responses to the Question: "What Do You Believeis the Primary Strength of the COSC Program?"

Student Response	Comment
1.	Career fair, Teacher involvement in students and helping them find jobs.
2.	Faculty with tremendous experience in the industry
3.	Getting students jobs
4.	Great professors and supportive students
5.	Industry Network school pride/spirit
6.	Its internship program. It allows young men and women the chance to be exposed to the industry even if they do not come from a construction background.
7.	Obtaining real-world knowledge and belonging to a very prominent program in Texas. The connections made through Construction Science have already been helpful in my career.
8.	Primary Strength would be the networking system.
9.	Professors from the industry.
10.	Schedule of classes.
11.	strong job market for grads.
12.	Teamwork
13.	The amount of companies interested in Aggie COSC students at career fairs
14.	The amount of real life experience you get to see. It really helps you develop yourself for the real world.
15.	The care and trust of the faculty. They guided me and lifted me up even when I was scared and felt like I couldn't make it.

Table 12	2. Summer 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"
Student Response	Comment
16.	The connection to the industry is definitely the primary strength of the COSC program. Many people that I took classes with will go on to take jobs all over the United States and even the world. Many of these companies have direct involvement with the COSC degree plans and faculty. If you made the right impressions with your classmates and professors, you will be sought out if they know you can handle the job. As large as the construction industry is, you're still only a few degrees of separation away from someone who knows of you or someone that can find out what they need to know about you. That is what makes the primary strength of COSC so powerful and useful to me.
17.	The connections you make, as well as access to major companies throughout the country. Also the COSC professors truly do have the student's best interest at heart and are extremely personable.
18.	The construction materials and MEP 1 courses
19.	The experience and care the professors bring to the table. It is priceless and I would much rather learn from someone who has thirty years of experience.
20.	The experience that professors have and the classes are very practical
21.	The faculty hands down, very helpful and supportive
22.	The faculty. Almost all faculty have come in directly from the industry which gives the students firsthand knowledge of the day to day experiences we will have post-graduation.
23.	The internship program is awesome. It counts as credit towards your degree and you learn so much that just cannot be taught in the classroom. After you finish the internship, you come back to class usually for another semester or two and you understand many of the concepts covered in class so much better.
24.	The internship Program. Every major should require a semester long internship.
25.	The involvement of the professors and their availability to the students.
26.	The mandatory internship and the information learned from real job exposure
27.	The primary strength of COSC is a broad generalization of what all goes on in construction.

Table 12.	Summer 2020: Student Responses to the Question: "What Do You Believe is the Primary Strength of the COSC Program?"
Student Response	Comment
28.	The primary strength of the COSC program is by far the professors. They are some of the most supportive, encouraging, and knowledgeable people I have ever met. I am incredibly thankful for who they are and what they have done for me.
29.	The primary strength of the COSC program is job placement.
30.	The professors are all great at their jobs. They will help you out with any problem you have. I also like that they promote you to try and learn the things on your own at first. All the experience I had calling subcontractors and other people has made me learn so much more than reading a textbook.
31.	The professors are really knowledgeable about what they teach and are very willing to help their students.
32.	The professors with industry experience. I could not ask for better professors.
33.	The professors, how they have been in industry and know what we need to learn.
34.	The required internship program
35.	The teachers want you to succeed just as much as you want to.
36.	The unity of everyone in the program. The COSC program can be very tough towards times which allow for relationships to be built. The motto of the construction science program to me is communication.
37.	The vast knowledge of construction that is available to any student.
38.	This program prepared me for my future career. It taught me what I needed and loaded me up with many job offers.

### Table 13. Summer 2020: Student Responses to the Question: "What Do You Believeis the Primary Weakness of the COSC Program?"

Student Response	Comment
1.	A lot of the class material which isn't well suited towards actually preparing students to be project engineers and especially field engineers
2.	At times the classes can feel a bit unstructured
3.	Class availability
4.	Consistency with professors teaching certain classes. Every semester professors would get juggled around and teach classes they hadn't taught prior. In my experience, the classes I took where the professor had been teaching that specific class for a few semesters were a lot more beneficial than a class with a professor who had never taught that class. (IE Materials prof switches to Estimating II after semester)
5.	Focusing too much on just Commercial construction
6.	Grading could be more accurate.
7.	Heavy course load at some points.
8.	I feel the COSC program should focus a little more towards their MEP classes. I think professor Houston really turned the class around.
9.	In many classes, we were required to use and know technology, yet the instructors or delivery of material was not where it needed to be.
10.	It is hard to teach construction. You learn so much more being on site.
11.	Lack of diversity in construction type - Most classes focus on commercial.
12.	Lack of diversity. Seems like we have one of, if not the most, cookie-cutter student populations of any on A&M's campus (or otherwise for that matter). I think we need greater efforts to recruit people of different backgrounds, viewpoints, and thinking because that is when real learning and innovation occurs.
13.	MEP 2 course

Table 13.	Summer 2020: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"
Student Response	Comment
14.	N/a
15.	N/A
16.	None
17.	Not touching on the other career routes besides being a project manager or a superintendent. The main focus was on commercial construction compared to any other type
18.	One of the largest weaknesses is some of the classes really not applying to career expectations. Structures classes are extremely important, but they are taught by engineers who seem more interested in research rather than simplified undergrad structural physics. The classes are useful in regards understanding how different loads affect different structures, but the presentation currently only leads to an environment where the students will forget everything they have learned for an exam since the content consists only of plug-and-chug formulas and extremely simplified stress calculations. It's especially apparent when these classes and techniques are never mentioned again, whereas our other core classes like estimating, planning, controls, etc, are always being discussed in other COSC classes. The only time I have had to worry about dead loads and live loads outside of both structures classes at TAMU was in my commercial capstone class.
19.	Overall this is a very strong program. I cannot think of a big weakness off the top of my head. Perhaps the internship only being seven credit hours. Makes it difficult to finish in four years.
20.	Overly focused on just one market (commercial) Some classes (PM, structures 1, Marketing, Management) were a waste of time and my hard-earned money. Not allowing students who graduate at a faster rate. Not enough/very crammed space in Segner's auditorium (lack of table space for note-taking, no charging ports) some equipment around the building is outdated/not working/ or not useful
21.	Primary weakness of the program is the class structure. The curriculum needs to be more stable. My peers and I every semester have had a first-year professor who makes my class a trial run for them to learn how to run it. I was very displeased with this.

Table 13.	Summer 2020: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"
Student Response	Comment
22.	Project Management class. This needs to be taught differently. I feel as if I didn't learn the material I should have.
23.	Requiring students to attend the 8 AM classes. While this is very beneficial to students going into construction, many of them tend to skip these early classes.
24.	Some classes feel very useless, like structures for example.
25.	Structures classes
26.	Structures course. I would have liked to learn more about foundation drawings. Specifically, how to read and understand them better.
27.	The class availability. There are not enough seats to sign up for every class you need on time. It has happened to me multiple times that I have to take summer classes because there were no longer seats available.
28.	The diversity of the staff.
29.	The limited availability of courses related to heavy civil/heavy highway construction. The program is more geared towards commercial construction, and not everybody is interested in working in commercial construction.
30.	The only weakness would be class scheduling. I know it is hard to fit everything in one semester, but sometimes the night classes were not ideal.
31.	The primary weakness of the COSC program would be some of the classes. Structures 1 and Project Management are two that come to mind that need some improvement.
32.	The primary weakness would be coving some topics more in depth instead of offering another broad overview class like superintendent 101, opening a construction business. We have two construction law classes that 90% of students will never use except for 1 or two things. We have a structural engineering class that gets way too technical for what a GC would have to do. I think that these classes are great, but I think they should be offered as an elective or an alternative to other classes. I know that I will not be going into law, and I would've much rather taken a BIM class or another estimating class instead.

Table 13.	Summer 2020: Student Responses to the Question: "What Do You Believe is the Primary Weakness of the COSC Program?"
Student Response	Comment
33.	The TA's the teach some of the lower level classes. They do not know what they are doing.
34.	The teacher to student ratio a isn't as good as it should be
35.	There are a few engineering-based classes in the program that I think should be more concept-based and less physics-based.
36.	Too much intercultural diversity and fewer construction classes.

Table 14. Summer 2020: Students' Response to theQuestion: "Do You Have a Job UponGraduation?"			
n= 38			
Response	$f^{a}$	%	
Yes	31	81.6	
No	7	18.4	
No Response			
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.			

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

<i>n= 38</i>		
Response	$f^a$	%
Internship Only	17	44.7
1 to 5 Years	10	26.3
Less than 1 Year	10	26.3
6 to 10 Years	1	2.6
None		
Over 10 Years		
No Response		
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.		

# Table 16. Summer 2020: Students' Job Plan UponGraduation

<i>n= 38</i>		
Response	$f^{a}$	%
Construction-Related Employment	31	81.6
Graduate or Professional School	2	5.3
Military	2	5.3
Non Construction-Related Employment	1	2.6
Other		
No Response	2	5.3
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

### Table 17. Summer 2020: Students Reporting Receiving a JobOffer From Their Internship Provider

<i>n= 38</i>		
Response	$f^a$	%
Yes	22	57.9
No	16	42.1
No Response		
		1.

Note: <sup>a</sup>Frequencies may not total stated n because of missing data.

### Table 18. Summer 2020: Students Reporting Accepting a JobOffer From Their Internship Provider

<i>n</i> = 38		
Response	$f^a$	%
Yes	13	34.2
No	9	23.7
No Response	16	42.1
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.		

### Table 19. Summer 2020: Student Comments: Factors Which Influenced Their Decisionto Accept the Job Offer From Their Internship Provider

Student Response	Comment
1.	Company business plan, employee reviews, and overall company outlook for the future.
2.	Company culture, people with the company, type of work and how they worked, company structure, benefits, and salary
3.	Enjoyed the company and people I worked with. The project also going to end after my internship was over and I wanted to see the whole project through
4.	I believe that truly I will never love the work I do but I believe surrounding yourself with great people who are similar but different at the same time in the workplace is a goal. I found that at Holder. The people there are amazing people to work with and be surrounded by.
5.	I enjoyed the people that I was working for/with during the internship and they treated me well.
6.	I interned with the company so felt it was wise and looked good to accept. I enjoyed the work and the people.
7.	I was my only one at the time.
8.	It was the only one I was offered due to COVID.
9.	Money & job growth opportunity
10.	The company environment and type of work they perform.
11.	The company whose offer I accepted treats everyone fairly and is more relaxed about being proper. Everyone's opinion matters and people are not afraid to say what they are thinking. Another key factor is the amount of attention they spent on me trying to educate me about the heavy highway construction processes.
12.	They are a good company and they offered more money than I expected to get.
13.	They are a top company, and I knew I could grow with them.

### Table 20.Summer 2020: Number of Job InterviewsReceived by Students

n= 38		
Response	$f^{a}$	%
4 - 6	13	34.2
1 - 3	12	31.6
7 - 9	4	10.5
10 or more	2	5.3
None	2	5.3
Did not seek an interview	5	13.2
No Response		
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.		

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

n= 38		
Response	$f^a$	%
1 - 3	22	57.9
4 - 6	5	13.2
None	2	5.3
7 - 9	2	5.3
10 or More		
No Response	7	18.4
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.		

Table 22. Summer 2020: Number of Job Offer by Students	s Rece	ived
<i>n= 38</i>		
Response	$f^{a}$	%
1 Job Offer	12	31.6
3 Job Offers	9	23.7
2 Job Offers	8	21.1
4 Job Offers	5	13.2
None	3	7.9
5 Job Offers	1	2.6
6 Job Offers		
10 Job Offers		
No Response		
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

# Table 23. Summer 2020: Sectors in Which Students Will be<br/>Employed

<i>n= 38</i>		
Response	$f^{a}$	%
Commercial	20	52.6
Heavy Civil/Highway	4	10.5
Industrial	2	5.3
Residential - Multi-Family	1	2.6
Specialty	1	2.6
Oil/Gas/Energy	1	2.6
Residential - Single Family		
Other		
No Response	9	23.7
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.		

Table 24. Summer 2020: Other Sectors in WhiWill be Employed	ch Stu	Idents
n= 38		
Response	$f^a$	%
No Response	38	100
Note: <sup>a</sup> Frequencies may not total stated $n$ because of m	nissing	data.

Table 25.	Summer 2020:	Major Texas Cities	in Which
	Students Will V	Vork Upon Graduati	ion

<i>n= 38</i>		
Response	$f^{a}$	%
Outside of USA	13	34.2
Dallas/Fort Worth	7	18.4
Austin	6	15.8
Houston	6	15.8
San Antonio	4	10.5
Other Texas Town/City	1	2.6
Outside of Texas		
Beaumont/Port Arthur		
Amarillo		
No Response	1	2.6
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

Table 26. Summer 2020: Other Major TexasWhich Students Will Work Upon G	Cities in raduati	n on
<i>n= 38</i>		
Response	$f^{a}$	%
College Station	1	2.6
No Response	37	97.4
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

Table 27. Summer 2020: States Other Than TexasStudents Will Work Upon Graduation	in Which	1
<i>n= 38</i>		
Response	$f^{a}$	%
Colorado	2	5.3
Oklahoma	2	5.3
Virginia	2	5.3
Arizona	1	2.6
Arkansas	1	2.6
Florida	1	2.6
Idaho	1	2.6
New Jersey	1	2.6
Oregon	1	2.6
Tennessee	1	2.6
No Response	25	65.8
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

Table 28. Summer 2020: Countries Other Than USA inWhich Students Will Work Upon Graduation		
<i>n= 38</i>		
Response	$f^a$	%
No Response	38	100.0
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.		

# Table 29. Summer 2020: Companies For Which Students Will Work Upon<br/>Graduation

n= 38		
Response	$f^a$	%
Austin Commercial	1	2.6
Bartlett Cocke	1	2.6
Clark Construction	1	2.6
Contor Glass	1	2.6
Curran Contracting	1	2.6
Forney	1	2.6
Going to graduate school for Land Development.	1	2.6
Granite Construction	1	2.6
Harvey-Cleary	2	5.3
Harvey-Cleary Builders	2	5.3
Holder Construction	3	7.9
Holder Construction Company	1	2.6
Kiewit	2	5.3
Kinco Constructors	1	2.6
Klein Smokehaus & Deer Processing	1	2.6

### Table 29. Summer 2020: Companies For Which Students Will Work Upon<br/>Graduation

n = 38			
Response	$f^a$	%	
Milestone Companies	1	2.6	
N/A	2	5.3	
Oden Hughes	1	2.6	
The Brandt Companies	1	2.6	
Undecided	1	2.6	
US Army	2	5.3	
Vaughn	2	5.3	
Waiting on offer letter Hoegger & Associates	1	2.6	
Was BECK but I lost that this week due to COVID-19	1	2.6	
Webber	1	2.6	
Whiting-Turner	1	2.6	
No Response	4	10.5	
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.			

Table 30. Summer 2020: Students' Job Titles UponGraduation		
n= 38		
Response	$f^{a}$	%
Project Engineer	12	31.6
Assistant Project Manager	3	7.9
Office Engineer	3	7.9
Project Manager	3	7.9
Field Engineer	2	5.3
Assistant Superintendent	2	5.3
Estimator I	1	2.6
Project Engineer II	1	2.6
Superintendent		
Junior Estimator		
Project Controls Scheduling Analyst		
Builder		
Junior Project Manager		
General Foreman		
Purchasing Agent		
Junior Project Engineer		
Construction Coordinator		
No Response	6	15.8
MY JOB TITLE IS NOT LISTED	5	13.2
Other Job Titles		
Field Artillery 2LT	1	2.6
Field Artillery Officer	1	2.6
Field Coordinator	1	2.6
Graduate School	1	2.6
Manager of a family owned business	1	2.6
Note: <sup>a</sup> Frequencies may not total stated $n$ because of m	nissing	data.

Table 31. Summer 2020: Student's Self-Reported Annual Salary (in Graduation in New Position	\$) upon	
<i>n= 38</i>		
Response	$f^{a}$	%
0	2	5.3
40000	2	5.3
54040	1	2.6
60000	4	10.5
61000	1	2.6
62000	1	2.6
64000	2	5.3
64500	1	2.6
65000	6	15.8
67200	1	2.6
68000	1	2.6
69600	2	5.3
70000	4	10.5
80640	1	2.6
87000	1	2.6
87500	1	2.6
120000	1	2.6
No Response	6	15.8
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.		

Table 32. Summer 2020: Student's Self-Reported Bonus (in \$) Receiving in New Position						
<i>n= 38</i>						
Response	$f^a$	%				
0	13	34.2				
2000	2	5.3				
3000	3	7.9				
5000	3	7.9				
6000	1	2.6				
7000	1	2.6				
10000	1	2.6				
12000	1	2.6				
15000	1	2.6				
No Response	12	68.4				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.						

		n= 38					
Response	n	Avg	Std Dev	Min	Max	Median	Mode
All Positions							
Salary	30	66,969.33	14138.53	40000	120000	65000	65000
Bonus	13	6,000	4041.45	2000	15000	5000	3000
Assistant Project Manager							
Salary	2	70,000	.00	70000	70000	70000	70000
Bonus	1	3000		3000	3000	3000	3000
Assistant Superintendent							
Salary	2	65,000	.00	65000	65000	65000	65000
Bonus	2	10,500	6363.96	6000	15000	10500	6000
Assistant Service Consultant							
Salary							
Bonus							
Builder							
Salary							
Bonus							
Construction Coordinator							
Salary							
Bonus							

<i>n= 38</i>								
Response	n	Avg	Std Dev	Min	Max	Median	Mode	
Estimator 1								
Salary								
Bonus								
Field Engineer								
Salary	2	64,000	5656.85	60000	68000	64000	60000	
Bonus								
General Foreman								
Salary								
Bonus								
Junior Estimator								
Salary								
Bonus								
Office Engineer								
Salary	3	72,000	13000	64000	87000	65000	64000	
Bonus	2	7,500	6363.96	3000	12000	7500	3000	
Junior Project Engineer								
Salary								
Bonus								

<i>n</i> = 38							
Response	п	Avg	Std Dev	Min	Max	Median	Mode
Junior Project Manager							
Salary							
Bonus							
Office Engineer							
Salary							
Bonus							
Project Controls Scheduling Analyst							
Salary							
Bonus							
Project Engineer							
Salary	12	64,745	4933.66	54040	70000	64750	69600
Bonus	3	2,333	577.35	2000	3000	2000	2000
Project Engineer II							
Salary	1	87,500		87500	87500	87500	87500
Bonus	1	7,000		7000	7000	7000	7000
Project Manager							
Salary	3	81,667	33291.64	60000	120000	65000	60000
Bonus	1	5,000		5000	5000	5000	5000

n= 38							
Response	n	Avg	Std Dev	Min	Max	Median	Mode
Rotational Project Engineer							
Salary							
Bonus							
Purchasing Agent							
Salary							
Bonus							
Project Manager Associate							
Salary							
Bonus							
Superintendent							
Salary							
Bonus							
Traveling Project Engineer							
Salary							
Bonus							
My Job Title is Not Listed							
Salary	4	55,160	19427.71	40000	80640	50000	40000
Bonus	2	7,500	3535.53	5000	10000	7500	5000
Note: <sup>a</sup> Frequencies may not total stated $n$	because of missin	g data.					

Table 34.         Summer 2020:         Student Starting Salaries by Position Title								
n = 38								
Response		п	$f^a$	%				
Assistant l	Project Manager							
	70,000	3	2	66.7				
	No Response	3	1	33.3				
Assistant S	Service Consultant							
	No Response							
Assistant S	Superintendent							
	65,000	2	2	100.0				
	No Response							
Builder		·						
	No Response							
		·						
Constructi	on Coordinator							
	No Response							
Estimator	1							
	No Response	1	1	100.0				
Field Engi	neer							
	60,000	2	1	50.0				
	68,000	2	1	50.0				
	No Response							
General Fe	breman							
	No Response							
Junior Est	imator							
	No Response							

Table 34. Summer 2020: Student Starting Salaries by Position Title								
	n = 38							
Response		n	$f^a$	%				
Junior Project Manager								
No Response								
Office Engineer								
64,000		3	1	33.3				
65,000		3	1	33.3				
87,000		3	1	33.3				
No Response		3						
Project Controls Schedulin	ng Analyst							
No Response								
Project Engineer								
54,040		12	1	8.3				
60,000		12	1	8.3				
61,000		12	1	8.3				
62,000		12	1	8.3				
64,000		12	1	8.3				
64,500		12	1	8.3				
65,000		12	1	8.3				
67,200		12	1	8.3				
69,600		12	2	16.7				
70,000		12	2	16.7				
No Response		12						
Project Engineer II								
87,500		1	1	100.0				
No Response		1						
Project Manager								
60,000		3	1	33.3				
65,000		3	1	100.0				
120,000		3	1	100.0				
No Response		3						

Table 34. Summer 2020: Student Starting Salaries by Position Title									
n = 38									
Response		п	$f^a$	%					
Purchasing	g Agent								
	No Response								
Project Ma	nager Associate								
	No Response								
Superintendent									
	No Response								
My Job Ti	tle is Not Listed								
	40,000	5	2	40.0					
	60,000	5	1	20.0					
	80,640	5	1	20.0					
	No Response	5	1	20.0					
Note: <sup>a</sup> Frequencies may not total stated $n$ because of missing data.									

n $f'$ %         Assistant Freier Manager         3,000       3       2       33,3         No Response       3       2       66,7         Assistant Freier Consultant         assistant Survice Consultant            Assister Urite Consultant       2       1       50.0         Assister Urite Consultant       2       1       50.0         Iso00       2       1       50.0          Builder             Construct Coordinator             Iso Response             Iso Response       1       1       100.0          Field Engine K       No Response       2       2       100.0         General Tree Freman        <	Table 35. Summer 2020: Student Starting Bonuses by Position Title						
Responsenf"%Assistant Project Manager3233.3No Response3266.7Assistant Service ConsultantAssistant Service ConsultantNo ResponseAssistant Superintendent06,0002150.015,0002150.015,0002BuilderBuilderConstructionNo ResponseNo ResponseEstimatorField EngineNo Response11100.0Field EngineNo Response11100.0Field EngineNo Response22100.0General/remainNo ResponseJunior EstatorNo ResponseNo ResponseNo ResponseImage: Second Sec		<i>n= 38</i>					
Assistant Fried Manager       3       2       33.3         No Response       3       2       66.7         Assistant Fried Consultant            No Response            Assistant Fried Consultant            Assistant Fried Consultant            Assistant Fried Consultant            Assistant Fried Consultant            Assistant Fried Consultant       2       1       50.0         Statistant Fried Consultant       2       1       50.0         Builder             Builder             Constructor             No Response             Estimator             No Response       1       1       100.0         Field Engrees             No Response       2       2       100.0      <	Response		n	$f^a$	%		
3,0003233.3No Response3266.7Assistant Fried ConsultantNo ResponseAssistant FurthendentAssistant Superintendent6,0002150.015,0002150.015,0002BuilderSuider Further	Assistant Project Manag	er					
No Response3266.7Assistant Everice ConsultantNo ResponseAssistant EverintendentAssistant Everintendent2150.005.002150.015.0002builderBuilder0No ResponseNo Response1SutterNo ResponseFetterField EverNo Response22100.0Field EverNo Response22100.0GenerativeIIIIIIIIIIIIIIII	3,000		3	2	33.3		
Assistant Service ConsultantImage: No ResponseAssistant Service ConsultantAssistant Service Construction21Image: Service Construction21Image: Service ConstructionImage: Service Construction<	No Response	;	3	2	66.7		
No ResponseAssistant →6,0002150.015,0002150.0No Response2BuilderNo ResponseNo ResponseNo ResponseConstruct-CoordinatorISite HorizontSite HorizontISite HorizontISite Horizont11100.0Field EnvertIIIIIIIIIIII <trr>I<t< td=""><td>Assistant Service Consul</td><td>ltant</td><td></td><td></td><td></td></t<></trr>	Assistant Service Consul	ltant					
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AssistantuperintendentImage: style sty	No Response	;					
6,000       2       1       50.0         15,000       2       1       50.0         No Response       2           Builder            Builder            No Response            Construct-Coordinator            Constructor            No Response            Stimator            Field Engineer            No Response       1       1       100.0         Field Engineer            No Response       1       1       100.0         General Foreman            No Response       2       2       100.0         General Foreman            Junior Estmator            No Response            Junior Estmator            No	Assistant Superintendent	ţ					
15,0002150.0No Response2BuilderNo ResponseConstruct-CoordinatorConstruct-CoordinatorNo ResponseNo ResponseStimatorFeld11100.0Field Engreene11100.0Field EngreeneNo Response11100.0General FreenemaNo Response22100.0General FreenemaJunior EstatorNo ResponseJunior EstatorNo ResponseJunior EstatorNo ResponseJunior EstatorNo ResponseJunior EstatorNo ResponseJunior EstatorNo ResponseJunior EstatorNo ResponseNo ResponseInternet <tr< td=""><td>6,000</td><td></td><td>2</td><td>1</td><td>50.0</td></tr<>	6,000		2	1	50.0		
No Response2BuilderBuilderImage: Second Seco	15,000		2	1	50.0		
BuilderImage: Image: Ima	No Response	;	2				
Image: second	Builder						
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Construction	No Response	,					
No Response            Estimator            Image: Set	Construction Coordinato	r					
No ResponseEstimatorImage: Second S							
Estimator $$ $$ $$ $$ $$ No Response       1       1       100.0         Field Engreer $$ $$ $$ $$ $$ $$ No Response       2       2       100.0         General $$ $$ $$ $$ No Response $$ $$ $$ Junior Estrator $$ $$ $$ No Response $$ $$ $$ Junior Estrator $$ $$ $$ No Response $$ $$ $$ No Response $$ $$ $$ Junior Estrator $$ $$ $$	No Response	;					
No Response       1       1       100.0         Field Engineer $$ No Response       2       2       100.0         General Freman       2       2       100.0         General Freman            No Response            Junior Estrator            No Response            Junior Estrator            No Response            No Response            Junior Estrator            No Response            No Response            Image: No Response            No Response            No Response	Estimator 1						
No Response       1       1       100.0         Field Engine       Image: Second Se							
Field Engineer       Image: matrix of the symptotic state sta	No Response	;	1	1	100.0		
No Response     2     2     100.0       General Foreman                No Response          Junior Estimator          No Response	Field Engineer						
No Response       2       2       100.0         General Forman $$ No Response             Junior Estrator             No Response							
General Forman       Image: Matrix Constraints       Image: Matrit       Image: MatrixConstraints <td>No Response</td> <td>;</td> <td>2</td> <td>2</td> <td>100.0</td>	No Response	;	2	2	100.0		
No Response         Junior Estimator     Image: Company of the second	General Foreman						
No Response             Junior Estimator              No Response							
Junior Estimator	No Response	;					
	Junior Estimator						
No Desmonoo							
no kesponse	No Response	; 					
Junior Project Engineer	Junior Project Engineer						
No Response	No Response	;					

Table 35. Summer 2020: Student Starting Bonuses by Position Title							
	n= 38						
Response		n	$f^{a}$	%			
Junior Pro	ject Manager						
	No Response						
Office Eng	gineer						
	3,000	3	1	33.3			
	12,000	3	1	33.3			
	No Response	3	1	33.3			
Project Co	ntrols Scheduling Analyst						
	No Response						
Project En	gineer						
5	2,000	12	2	16.7			
	3,000	12	1	8.3			
	No Response	12	9	75.0			
Project En	gineer II	· · · ·		•			
	7,000	1	1	100.0			
	No Response	1					
Project Ma	nnager						
	5,000	3	1	33.3			
	No Response	3	2	66.7			
Project Ma	anager Associate						
	No Response						
Superinter	dent						
	No Response						
Purchasing	Agent						
	No Response						

Table 35. Summer 2020: Student Starting Bonuses by Position Title									
	<i>n= 38</i>								
Response		n	$f^a$	%					
My Job Ti	tle is Not Listed								
	5,000	5	1	20.0					
	10,000	5	1	20.0					
	No Response	5	3	60.0					
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.									

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

SLO #	Student Learning Outcome	n	Μ	SD	Confidence		
6.	Analyze professional decisions based upon ethical principles	38	3.79	.41	Very Confident		
1.	Create written communications appropriate to the construction discipline	38	3.58	.68	Very Confident		
2.	Create oral communications appropriate to the construction industry	38	3.55	.55	Very Confident		
9.	Apply construction management skills as a member of a multi-disciplinary team	38	3.53	.60	Very Confident		
8.	Analyze methods, materials, and equipment used to construct projects	38	3.50	.60	Confident		
10.	Apply electronic-based technology to manage the construction process	38	3.47	.60	Confident		
7.	Analyze construction documents for planning and management of construction processes	38	3.45	.61	Confident		
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	37	3.43	.65	Confident		
15.	Understand construction quality assurance and control	38	3.39	.68	Confident		
16.	Understand construction project control processes	38	3.37	.59	Confident		
13.	Understand construction risk management	38	3.32	.62	Confident		
3.	Create a construction project safety plan	37	3.16	.73	Confident		
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	38	3.11	.89	Confident		
4.	Create a construction project cost estimate	37	3.08	.80	Confident		
20.	Understand the basic principles of mechanical, electrical and piping systems	38	3.03	.82	Confident		
14.	Understand construction accounting and cost control	38	3.00	.74	Confident		
18.	Understand the basic principles of sustainable construction	38	2.92	.71	Confident		
11.	Apply basic surveying techniques for construction layout and control	38	2.89	.86	Confident		
5.	Create construction project schedules	37	2.86	.79	Confident		
19.	Understand the basic principles of structural behavior	38	2.61	.86	Confident		
Note: * Num Leve	<ul> <li>Note: Very Confident = 3.51 – 4.00; Confident = 2.51 – 3.50; Somewhat Confident = 1.51 – 2.50; Not Confident = 1.00 – 1.50</li> <li>* Number of participants who answered "Don't Know" were excluded from calculation of Importance Level.</li> </ul>						

Table 37. Summer 2020: Mean Score of Students' Response to the Question: "Howimportant do you believe each of the following will be in your futurecareer?"

SLO #	Student Learning Outcome	n	Μ	SD	Importance			
2.	Create oral communications appropriate to the construction industry	38	3.89	.31	Very Important			
7.	Analyze construction documents for planning and management of construction processes	37	3.86	.42	Very Important			
5.	Create construction project schedules	38	3.79	.47	Very Important			
9.	Apply construction management skills as a member of a multi-disciplinary team	38	3.76	.49	Very Important			
13.	Understand construction risk management	38	3.76	.49	Very Important			
6.	Analyze professional decisions based upon ethical principles	37	3.76	.49	Very Important			
4.	Create a construction project cost estimate	38	3.76	.49	Very Important			
1.	Create written communications appropriate to the construction discipline	38	3.74	.50	Very Important			
8.	Analyze methods, materials, and equipment used to construct projects	38	3.74	.45	Very Important			
16.	Understand construction project control processes	38	3.71	.52	Very Important			
14.	Understand construction accounting and cost control	37	3.68	.53	Very Important			
15.	Understand construction quality assurance and control	38	3.68	.53	Very Important			
10.	Apply electronic-based technology to manage the construction process	37	3.68	.47	Very Important			
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	38	3.61	.72	Very Important			
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	38	3.58	.72	Very Important			
20.	Understand the basic principles of mechanical, electrical and piping systems	38	3.39	.86	Important			
3.	Create a construction project safety plan	38	3.29	.90	Important			
18.	Understand the basic principles of sustainable construction	38	3.18	.87	Important			
11.	Apply basic surveying techniques for construction layout and control	38	2.92	1.02	Important			
19.	Understand the basic principles of structural behavior	38	2.87	.99	Important			
Note:	Note: Very Important = $3.51 - 4.00$ ; Important = $2.51 - 3.50$ ; Somewhat Important = $1.51 - 2.50$ ; Not Important							
* Num	ber of participants who answered "Don't Know" were excluded	from ca	alculatior	n of Impor	tance Level.			

# Table 38. Summer 2020: Student Responses to the Question: "As a result of<br/>your COSC degree program, how confident do you feel in your ability<br/>to:"

		n	= 38						
		Ve Conf	ery ïident	Conf	Confident		what ident	Not Confident	
SLO #	Student Learning Outcomes	$f^{a}$	%	$f^{a}$	%	$f^{a}$	%	f	%
6.	Analyze professional decisions based upon ethical principles	30	78.9	8	21.1				
1.	Create written communications appropriate to the construction discipline	25	65.8	11	28.9	1	2.6	1	2.6
2.	Create oral communications appropriate to the construction industry	22	57.9	15	39.5	1	2.6		
9.	Apply construction management skills as a member of a multi-disciplinary team	22	57.9	14	36.8	2	5.3		
8.	Analyze methods, materials, and equipment used to construct projects	21	55.3	15	39.5	2	5.3		
10.	Apply electronic-based technology to manage the construction process	20	52.6	16	42.1	2	5.3	1	
7.	Analyze construction documents for planning and management of construction processes	19	50.0	17	44.7	2	5.3		
15.	Understand construction quality assurance and control	19	50.0	15	39.5	4	10.5		
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	19	50.0	15	39.5	3	7.9		
16.	Understand construction project control processes	16	42.1	20	52.6	2	5.3		-
13.	Understand construction risk management	15	39.5	20	52.6	3	7.9		
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	15	39.5	14	36.8	7	18.4	2	5.3
3.	Create a construction project safety plan	13	34.2	17	44.7	7	18.4		
4.	Create a construction project cost estimate	12	31.6	17	44.7	7	18.4	1	2.6
20.	Understand the basic principles of mechanical, electrical and piping systems	12	31.6	16	42.1	9	23.7	1	2.6
14.	Understand construction accounting and cost control	10	26.3	18	47.4	10	26.3		
11.	Apply basic surveying techniques for construction layout and control	10	26.3	16	42.1	10	26.3	2	5.3
5.	Create construction project schedules	9	23.7	14	36.8	14	36.8		
18.	Understand the basic principles of sustainable construction	7	18.4	22	57.9	8	21.1	1	2.6
19.	Understand the basic principles of structural behavior	6	15.8	14	36.8	15	39.5	3	7.9
Note:	<sup>a</sup> Frequencies may not total stat	ed <i>n</i> be	ecause	of miss	sing dat	a.			

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

		n	= 38						
		Vo Impo	ery ortant	Impo	Important		Somewhat Important		ot ortant
SLO #	Student Learning Outcomes	$f^{a}$	%	$f^{a}$	%	$f^{a}$	%	f	%
2.	Create oral communications appropriate to the construction industry	34	89.5	4	10.5				
7.	Analyze construction documents for planning and management of construction processes	33	86.8	3	7.9	1	2.6		
5.	Create construction project schedules	31	81.6	6	15.8	1	2.6		
4.	Create a construction project cost estimate	30	78.9	7	18.4	1	2.6		
9.	Apply construction management skills as a member of a multi-disciplinary team	30	78.9	7	18.4	1	2.6		
13.	Understand construction risk management	30	78.9	7	18.4	1	2.6		
1.	Create written communications appropriate to the construction discipline	29	76.3	8	21.1	1	2.6		
6.	Analyze professional decisions based upon ethical principles	29	76.3	7	18.4	1	2.6		
8.	Analyze methods, materials, and equipment used to construct projects	28	73.7	10	26.3				
16.	Understand construction project control processes	28	73.7	9	23.7	1	2.6		
15.	Understand construction quality assurance and control	27	71.1	10	26.3	1	2.6		
17.	Understand the legal implications of contract, common, and regulatory law to manage a construction project	27	71.1	8	21.1	2	5.3	1	2.6
14.	Understand construction accounting and cost control	26	68.4	10	26.3	1	2.6		
12.	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	26	68.4	9	23.7	2	5.3	1	2.6
10.	Apply electronic-based technology to manage the construction process	25	65.8	12	31.6				
20.	Understand the basic principles of mechanical, electrical and piping systems	22	57.9	11	28.9	3	7.9	2	5.3
3.	Create a construction project safety plan	20	52.6	11	28.9	5	13.2	2	5.3
18.	Understand the basic principles of sustainable construction	17	44.7	12	31.6	8	21.1	1	2.6
11.	Apply basic surveying techniques for construction layout and control	14	36.8	11	28.9	9	23.7	4	10.5
19.	Understand the basic principles of structural behavior	12	31.6	13	34.2	9	23.7	4	10.5
Note:	<sup>a</sup> Frequencies may not total stat	ed n b	ecause	of miss	sing dat	ta.			

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

n = 50												
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	27	71.1	10	26.3	1	2.6						
Level of Social Competence	28	73.7	9	23.7	1	2.6						
Preparation for Life-Long Learning	27	71.1	10	26.3			1	2.6				
Preparation to Apply Critical Thinking Skills	30	78.9	6	15.8	2	5.3						
Overall Construction Science Competence	24	63.2	14	36.8								
Level of Cultural Competence	18	47.4	12	31.6	5	13.2	2	5.3	1	2.6		
Level of Global Competence	17	44.7	14	36.8	6	15.8	1	2.6				
Note: <sup>a</sup> Frequencies may not total stated <i>n</i> because of missing data.												

Most Challenging 1st Choice       Most Challenging 2 <sup>nd</sup> Choice         Courses $f^a$ $\%$ $f^a$ $\phi_0$ COSC 375: Estimating II       17       44.7       4       10         COSC 475: Construction Scheduling       8       21.1       6       15         COSC 321: Structures I       6       15.8       2       5         COSC 301: Surveying       2       5.3       9       25	Table 41. Summer 2020:       Student's Self-Identified Most Challenging COSC         Classes						
Most Challenging $1^{st}$ ChoiceMost Challenging $2^{nd}$ ChoiceMost Challenging $2^{nd}$ ChoiceCourses $f^a$ $9/6$ $f^a$ $9/6$ COSC 375: Estimating II1744.7410COSC 475: Construction Scheduling821.1615COSC 321: Structures I615.825COSC 353: Project Management25.3923COSC 301: Surveying25.325							
Courses $f^a$ $\%$ $f^a$ $g_b$ COSC 375: Estimating II1744.7410COSC 475: Construction Scheduling821.1615COSC 321: Structures I615.825COSC 353: Project Management25.3925COSC 301: Surveying25.325	g						
COSC 375: Estimating II       17       44.7       4       10         COSC 475: Construction Scheduling       8       21.1       6       15         COSC 321: Structures I       6       15.8       2       5         COSC 353: Project Management       2       5.3       9       25         COSC 301: Surveying       2       5.3       2       5	/o						
COSC 475: Construction Scheduling       8       21.1       6       15         COSC 321: Structures I       6       15.8       2       5         COSC 353: Project Management       2       5.3       9       25         COSC 301: Surveying       2       5.3       2       5	).5						
COSC 321: Structures I         6         15.8         2         5           COSC 353: Project Management         2         5.3         9         23           COSC 301: Surveying         2         5.3         2         5	5.8						
COSC 353: Project Management         2         5.3         9         23           COSC 301: Surveying         2         5.3         2         5	.3						
COSC 301: Surveying         2         5.3         2         5	3.7						
	.3						
COSC 325: Environmental Controls I12.637	.9						
COSC 421: Structures II         1         2.6         1         2	.6						
COSC 465: Construction Law II         1         2.6         1         2	.6						
COSC 254: Methods and Materials II25	.3						
COSC 275: Estimating I          2         5	.3						
COSC 326: Environmental Controls II25	.3						
COSC 461: Building Information Modeling (BIM)25	.3						
COSC 440-446: Capstone          1         2	.6						
COSC 477: Project Controls          1         2	.6						
COSC 463: Construction Law I	· <b>_</b>						
COSC 494: Internship <td>·<b>_</b></td>	· <b>_</b>						
COSC 253: Methods and Materials I	· <b>_</b>						
COSC 381: Ethics in Construction Industry	· <b>_</b>						
COSC 364: Safety I	· <b>-</b>						
COSC 464: Safety II <td>-</td>	-						
COSC 175: Construction Graphics							
COSC 153: Introduction to Construction Industry	-						
Other							
Did Not Respond	·_						

Table 42. Summer 2020: Student's Self-Identifie Classes	ed Least	Challeng	ging COS	SC
<i>n= 38</i>				
	Le Challe 1 <sup>st</sup> Cl	ast enging hoice	Least Challenging 2 <sup>nd</sup> Choice	
Courses	$f^{a}$	%	$f^{a}$	%
COSC 364: Safety I	13	34.2	8	21.1
COSC 175: Construction Graphics	7	18.4	7	18.4
COSC 381: Ethics in Construction Industry	6	15.8	6	15.8
COSC 153: Introduction to Construction Industry	3	7.9	1	2.6
COSC 253: Methods and Materials I	3	7.9	5	13.2
COSC 463: Construction Law I	1	2.6	1	2.6
COSC 254: Methods and Materials II	1	2.6		
COSC 325: Environmental Controls I	1	2.6		
COSC 421: Structures II	1	2.6		
COSC 461: Building Information Modeling (BIM)	1	2.6		
COSC 494: Internship	1	2.6		
COSC 321: Structures I			3	7.9
COSC 464: Safety II			3	7.9
COSC 301: Surveying			2	5.3
COSC 326: Environmental Controls II			1	2.6
COSC 375: Estimating II			1	2.6
COSC 275: Estimating I				
COSC 351: Construction Equipment				
COSC 353: Project Management				
COSC 440-446: Capstone				
COSC 465: Construction Law II				
COSC 475: Construction Scheduling				
COSC 477: Project Controls				
Other				
Did Not Respond				

n - 38		1.909 0.01		
<i>n</i> - 30	M Enjo 1 <sup>st</sup> C	ost yable hoice	M Enjo 2 <sup>nd</sup> C	ost yable hoice
Courses	$f^{a}$	%	$f^{a}$	%
COSC 494: Internship	7	18.4	4	10.5
COSC 477: Project Controls	6	15.8	9	23.7
COSC 375: Estimating II	6	15.8	6	15.8
COSC 325: Environmental Controls I	4	10.5	2	5.3
COSC 353: Project Management	4	10.5		
COSC 421: Structures II	3	7.9	1	2.6
COSC 275: Estimating I	2	5.3	1	2.6
COSC 301: Surveying	1	2.6	2	5.3
COSC 465: Construction Law II	1	2.6	2	5.3
COSC 254: Methods and Materials II	1	2.6	1	2.6
COSC 463: Construction Law I	1	2.6	1	2.6
COSC 440-446: Capstone	1	2.6		
COSC 253: Methods and Materials I			2	5.3
COSC 364: Safety I			2	5.3
COSC 461: Building Information Modeling (BIM)			2	5.3
COSC 475: Construction Scheduling			2	5.3
COSC 321: Structures I			1	2.6
COSC 153: Introduction to Construction Industry				
COSC 175: Construction Graphics				
COSC 326: Environmental Controls II				
COSC 381: Ethics in Construction Industry				
COSC 464: Safety II				
Other	1	2.6		
Did Not Respond				

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

20						
n= 38	Le Enjo 1 <sup>st</sup> Cl	ast yable hoice	Le Enjo 2 <sup>nd</sup> C	ast yable hoice		
Courses	$f^a$	%	$f^a$	%		
COSC 321: Structures I	7	18.4	4	10.5		
COSC 301: Surveying	4	10.5	6	15.8		
COSC 375: Estimating II	4	10.5	3	7.9		
COSC 275: Estimating I	4	10.5	1	2.6		
COSC 326: Environmental Controls II	3	7.9	5	13.2		
COSC 325: Environmental Controls I	3	7.9	1	2.6		
COSC 421: Structures II	2	5.3	3	7.9		
COSC 465: Construction Law II	2	5.3	2	5.3		
COSC 463: Construction Law I	2	5.3	1	2.6		
COSC 353: Project Management	2	5.3				
COSC 254: Methods and Materials II	1	2.6	3	7.9		
COSC 461: Building Information Modeling (BIM)	1	2.6	2	5.3		
COSC 475: Construction Scheduling	1	2.6	2	5.3		
COSC 253: Methods and Materials I	1	2.6	1	2.6		
COSC 494: Internship	1	2.6				
COSC 364: Safety I			1	2.6		
COSC 477: Project Controls			1	2.6		
COSC 381: Ethics in Construction Industry			1	2.6		
COSC 153: Introduction to Construction Industry						
COSC 175: Construction Graphics						
COSC 440-446: Capstone						
COSC 464: Safety II						
Other			1	2.6		
Did Not Respond						

Table 45.	Summer 2020: Student Responses to the Question: "What Do You Like Most About Francis Hall?"
Student	Comment
1.	Air conditioning
2.	Francis Hall in general is a very open and friendly environment. The professors are more than willing to dealing with student problems that have nothing to do with their own. I also enjoy the specific cut outs in the ceilings showing the MEP aspect of this industry.
3.	Francis Hall is one of the most welcoming buildings on campus. You walk in, and it feels like family.
4.	Francis Hall may not be a perfect building, but it is a perfect building for construction science. Not too big and not too small.
5.	How easily it was to collaborate with other students and how often you ran into the faculty
6.	I like that all my professors in the department can be found in the third floor offices. I think this is a great thing, and makes all my resources available to me.
7.	I like that it is only COSC students who use Francis Hall. It makes the building feel like home and it allows everyone to mingle in the common areas and talk about classes that we have all experienced.
8.	I like that we are able to see how it operates by exposing all of its MEP.
9.	I like the exposed systems running through the building. Made MEP 1 &2 more enjoyable. Also being in a building that looks old on the outside but renovated on the inside is very nice.
10.	I liked how the structure of the building was exposed so we could take what we were learning in the classroom and apply it to Francis.
11.	I liked the environment the most. It was an amazing opportunity to be surrounded by the students in Construction Science as well as all of the faculty and supporting members.
12.	I love the atmosphere of being in a building where everyone knows something about construction. As far as building qualities go, I really enjoyed the estimating labs.

Table 45.	Summer 2020: Student Responses to the Question: "What Do You Like Most About Francis Hall?"
Student	Comment
13.	I loved how it was built to be an interactive learning place. Francis Hall was my favorite hall on campus.
14.	I really enjoy the BIM room when you first walk in. It always has cool things to see.
15.	It is unlike any other building on campus in a sense that as construction science students, we are able to study its intricate mechanical systems just by walking outside of a classroom.
16.	It's our space, it's clean unlike Langford, and it's filled will quality hard working people.
17.	Lecture halls.
18.	My favorite part is the second-floor estimating room since I spent quite a lot of time there.
19.	Shared/Collaborative learning spaces
20.	Study room with all COSC students
21.	That it was a space unique to Construction Science, and it kind of had a feeling of everyone knows everybody. Even if you didn't directly know someone, you knew their face and with that came a sense of familiarity. I also always thought the exposed structure and HVAC systems was a cool touch.
22.	The access to study rooms
23.	The aesthetic and how everyone is the building is a part of my program
24.	The availability to use computer labs at all time. This help greatly to have multiple monitors when doing estimating and other projects
25.	The best thing about Francis Hall is the ability to see many of the mechanical and MEP systems throughout the building.
26.	The BIM Cave

Table 45.	Summer 2020: Student Responses to the Question: "What Do You Like Most About Francis Hall?"
Student	Comment
27.	The BIM cave with the electrochromic glass window is one of my favorite parts of Francis. It shows how the old and archaic construction industry can evolve with powerful technology to produce extremely useful and cutting edge practices to further construction and technology as a whole.
28.	The close proximity to Evans Library.
29.	The design of the building after the remodel how everything is exposed.
30.	The design that allows students to gain knowledge of the MEP systems within the building.
31.	The exposed construction elements inside the building.
32.	The location on campus
33.	The modern interior
34.	The people COSC students stick together really well and I always enjoyed walking into Francis and seeing all my friends.
35.	The size
36.	The Size. It being small and having access to everyone in the building. I enjoyed the renovation, learning in a modern building about modern construction was very helpful.
37.	The willingness of the staff to always answer a question and help me out.

Table 46	. Summer 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"
Student	Comment
1.	Additional classrooms to prevent student from having to go to back and forth between Langford
2.	Additional restrooms
3.	An expansion should be considered soon.
4.	Better seating in the lobby.
5.	By allowing students to use the study rooms that are not accessible to anyone but graduate students. I feel like they have more spaces to go sit and study. We get lucky if there is not a class In session and we are able to use the room.
6.	Designate project rooms for upper level only.
7.	Francis Hall could use some more studying rooms if possible.
8.	Francis Hall is already good for the purpose it serves as is. The only thing I would recommend is another renovation/addition for more class and student areas. Closer to something like Langford building, but this is not necessary at all.
9.	Francis Hall Should be bigger considering the growing size of COSC. It was extremely crowded at times, especially the first floor.
10.	I think everything was optimal and great for my experience
11.	I think Segner Hall could be utilized more. It is an awesome lecture hall, but I only had a handful of classes in there and none until my junior year. Maybe some of the classes in Langford B could be moved there.
12.	I think there could be an added west wing that mirrors the east wing. This will allow for more classrooms instead of using the Langford buildings as much.
13.	I think there could be more student areas for studying. I never wanted to study in Francis Hall because it was so crowded. I usually just went to Evan's Library.
14.	I think there needs to be more study areas. A cafe of some sorts would be huge too.

Table 46. Summer 2020: Student Responses to the Question: "What About FrancisHall Could Be Improved?"				
Student	Comment			
15.	I wish there was more student work space to provide more collaboration among my peers. The current set up is too small, and too few.			
16.	I would change nothing.			
17.	I would love more study spots in Francis Hall because at times it was a little packed.			
18.	it doesn't look like Zachary			
19.	More areas for student collaboration. The areas provided are good, but more areas with adequate seating, computers, and outlets would be beneficial			
20.	More Bathrooms			
21.	More classrooms			
22.	More group study rooms with display TVs/smart screens to hook up laptops to.			
23.	More student study areas.			
24.	More study areas for students. Many times I wanted to study for exams in my own college building and there was no room.			
25.	More study rooms			
26.	More wall plug ins			
27.	Nothing that I know of			
28.	Nothing, it is awesome!			
29.	Only allow COSC students to enter the building and use the facilities. It is a small area and is already crowded with COSC students.			
30.	Perhaps more seating areas. I would love to spend my time studying in Francis, but it is usually hard to find a table that is not occupied.			

Table 46	5. Summer 2020: Student Responses to the Question: "What About Francis Hall Could Be Improved?"	
Student	Comment	
31.	Printer improvement (additions and improved connectivitythey were always failing)	
32.	Pump some more cold air in the lecture rooms during September.	
33.	study space and break areas	
34.	The computer labs	
35.	The desks in the auditorium could be more spacious.	
36.	The motorcycle parking could've been improved	
37.	The only things I could say is add another men's restroom, because there are generally more men in the building. The other is add another food vending machine, even though eating is not allowed, it would have been nice to get something on the way home.	

Table 47	. Spring 2020: Student General Comments
Student Response	Comment
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Table 4	7. Spring 2020: Student General Comments
Student Response	Comment
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Table 4	7. Spring 2020: Student General Comments
Student Response	Comment
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Table 47. Spring 2020: Student General Comments		
Student Response	Comment	
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