

Report on Senior Surveys for Academic Year 2019-2020

Survey of Undergraduate Degree Applications for
Aug 2019, Dec 2019 & May 2020 Graduation Dates

Results for Environmental Engineering (Envirn)

Produced by
The Office of Student Affairs
University of Michigan, College of Engineering
Tuesday, July 14, 2020

Purpose and Approach

Each year, the College of Engineering (CoE) conducts a Senior Survey of degree applicants in our undergraduate programs. The Office of Student Affairs distributes, collects, and processes the surveys on behalf of the undergraduate programs. The survey's purpose is to provide departments with assessment data from recent graduates. When combined with other types of assessment data, results from the annual senior survey can help departments identify strengths in their undergraduate programs and opportunities for improvement.

Methods

Identifying Recipients

Queries into U-M's online system for submission of degree applications identified CoE and Computer Science in Literature, Sciences, and Arts degree applications. Each semester, a query identified the degree applicants for the current term, which became the list of survey recipients for the semester. Each degree applicant's official U-M email address was compiled into the address list.

Distribution and Collection

The Office of Student Affairs sent email invitations to every CoE degree applicant about four to six weeks before the end of the semester. An email reminder was sent once, a week before closing the survey. As an incentive to complete the survey, respondents who completed the survey were entered in a drawing to win several \$500 gift cards to U-M Computer Showcase. Response rates by survey year are in the graph on the next page.

Analysis

Analysis has been completed only for fixed-response items. Fixed-response items are questions on which respondents were forced to choose from fixed, existing alternatives similar to a multiple-choice test.

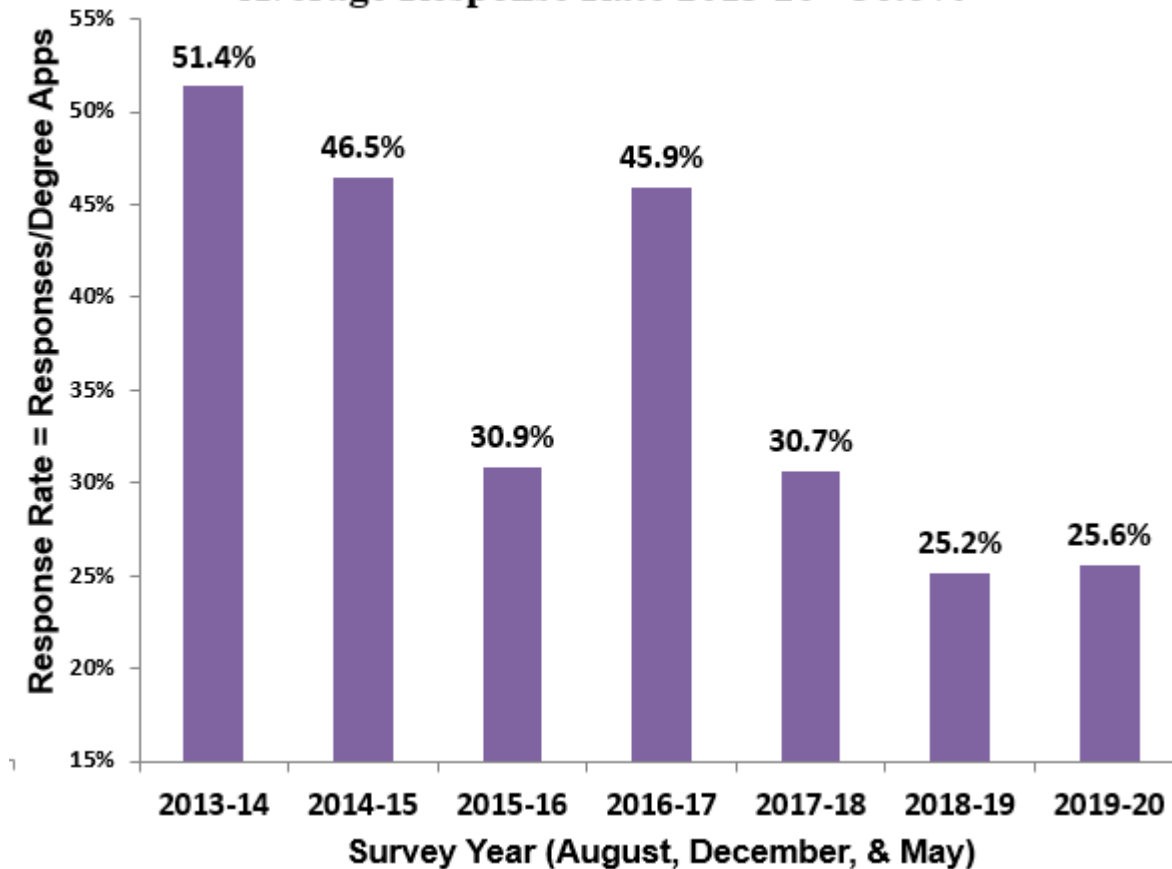
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Analysis (continued)

Free-response items are questions that allow the recipient to compose their own response, similar to a short-answer test. To allow each reader of this report to interpret degree applicants' comments for themselves, comments are listed in the reports in alphabetical order by question. The comments are verbatim, with the exception of replacing the names of individuals with dashes (e.g., "Dr. John Smith" is listed as "Dr. ---- ----"). Comments are listed in the reports for specific programs, but not in the report for the College of Engineering Overall.

**Senior Survey Response Rates
by Survey Year (CoE Overall)**
Average Response Rate 2013-20= 36.6%



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Results

Responses from degree applications in the semester(s) and program(s) listed above 15
Degree applications from students in the semester(s) and program(s) listed above: 36
Response Rate (responses/ degree applications): 41.7%
Degrees granted to undergraduates in the semester(s) and program(s) listed above: 34

Note: Response Ratios (below) are calculated for respondents to that particular question.

PART I. EDUCATIONAL BACKGROUND

1. How did you enter the U-M College of Engineering or CSLSA? As a:		
	Number of Responses	Response Ratio
First year student (freshman), first time in college	11	73%
Transfer student from a two-year college	1	7%
Transfer student from a four-year college	2	13%
Transfer student from another U-M school or college	1	7%
Totals	15	100%

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2. What is your undergraduate major? (Check all that apply)		
	Number of Responses	Response Ratio
Aerospace Engineering	0	0%
Biomedical Engineering	0	0%
Chemical Engineering	0	0%
Civil Engineering	0	0%
Climate and Space Sciences and Engin	0	0%
Computer Engineering	0	0%
Computer Science Engineering	0	0%
Computer Science LSA	0	0%
Data Science	0	0%
Electrical Engineering	0	0%
Engineering Physics	0	0%
Environmental Engineering	15	100%
Industrial and Operations Engineering	0	0%
Materials Science and Engineering	0	0%
Mechanical Engineering	0	0%
Naval Architecture and Marine Engineering	0	0%
Nuclear Engineering and Radiological Sciences	0	0%
Other (please specify):	0	0%
Totals	15	100%

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3. When did you decide on your engineering major?

	Number of Responses	Response Ratio
Prior to first year (=0)	5	33%
First year (=1)	5	33%
Second year (=2)	3	20%
Third year (=3)	2	13%
Mean = 1.1	Totals	15 100%

4. Will you complete a minor from the College of Engineering or from the College of Literature, Science, and the Arts?

	Number of Responses	Response Ratio
No	9	60%
Yes (please specify):	6	40%
	Totals	15 100%

5. How many credits did you take in an average semester?

	Number of Responses	Response Ratio
Less than 12 credits/semester	0	0%
12-14 credits/semester	7	47%
15-17 credits/semester	8	53%
18+ credits/semester	0	0%
	Totals	15 100%

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PART II. CURRICULUM

6. How well did your high school science and math courses prepare you for your studies at U-M?

	Number of Responses	Response Ratio
Excellent Preparation (=5)	1	8%
Good Preparation (=4)	7	54%
Adequate Preparation (=3)	4	31%
Unsatisfactory Preparation (=2)	1	8%
No Preparation (=1)	0	0%
Mean = 3.6	Totals	13 100%

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7. How well did the following courses at U-M prepare you for your courses in engineering? (Select "N/A" (Not Applicable) for any categories in which you did not take classes at U-M.)

The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 =	4 =	3 =	2 =	1 =	N/A =	Response Ratio
	Excellent Preparation	Good Preparation	Adequate Preparation	Unsatisfactory Preparation	No Preparation	Not Applicable	Total Responses Mean
First Year Math (e.g., 105, 115/116)	8% 1	31% 4	15% 2	0% 0	0% 0	46% 6	100% 13 3.9
Sophomore Math (e.g., 214/215/216)	8% 1	31% 4	46% 6	0% 0	0% 0	15% 2	100% 13 3.5
Chemistry (e.g., 125/126/130 or 210/211)	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	100% 0
Physics (e.g., 140/240)	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	100% 0
Intro to Computers and Programming (ENG 101)	8% 1	38% 5	31% 4	8% 1	0% 0	15% 2	100% 13 3.5
Intro to Engineering (ENG 100)	0% 0	46% 6	31% 4	0% 0	0% 0	23% 3	100% 13 3.6
College Writing (English 125)	0% 0	0% 0	8% 1	0% 0	0% 0	92% 12	100% 13 3

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8. Please rate how important you predict the following competencies and attitudes will be to you in your PROFESSIONAL CAREER.						
The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Extremely Important	4 = Quite Important	3 = Somewhat Important	2 = Slightly Important	1 = Not at all Important	Response Ratio Total Responses Mean
Math, science and engineering skills	31% 4	31% 4	31% 4	8% 1	0% 0	100% 13 3.8
Ability to design and conduct experiments	15% 2	38% 5	31% 4	15% 2	0% 0	100% 13 3.5
Ability to analyze and interpret data	54% 7	23% 3	23% 3	0% 0	0% 0	100% 13 4.3
Ability to design a system, component or process	23% 3	31% 4	38% 5	8% 1	0% 0	100% 13 3.7
Ability to function on a team	62% 8	31% 4	8% 1	0% 0	0% 0	100% 13 4.5
Engineering problem solving skills	23% 3	62% 8	15% 2	0% 0	0% 0	100% 13 4.1
Understanding of professional and ethical responsibility	54% 7	38% 5	8% 1	0% 0	0% 0	100% 13 4.5
Written communication skills	62% 8	23% 3	15% 2	0% 0	0% 0	100% 13 4.5
Oral communication skills	54% 7	38% 5	8% 1	0% 0	0% 0	100% 13 4.5

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8. Please rate how important you predict the following competencies and attitudes will be to you in your PROFESSIONAL CAREER. (continued)						
The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Extremely Important	4 = Quite Important	3 = Somewhat Important	2 = Slightly Important	1 = Not at all Important	Response Ratio Total Responses Mean
Understanding of the social, economic and environmental impact of my work	77% 10	15% 2	0% 0	8% 1	0% 0	100% 13 4.6
Ability to continue formal or informal learning	54% 7	38% 5	8% 1	0% 0	0% 0	100% 13 4.5
Knowledge of contemporary issues that affect my work	23% 3	46% 6	31% 4	0% 0	0% 0	100% 13 3.9
Ability to use modern engineering techniques, skills & tools	31% 4	31% 4	38% 5	0% 0	0% 0	100% 13 3.9

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9. Please rate how well you feel your UNDERGRADUATE PROGRAM at the University of Michigan prepared you in the following competencies and attitudes.						
The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Excellent Preparation	4 = Good Preparation	3 = Adequate Preparation	2 = Unsatisfactory Preparation	1 = Poor Preparation	Response Ratio Total Responses Mean
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	25% 3	75% 9	0% 0	0% 0	0% 0	100% 12 4.2
An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	25% 3	58% 7	17% 2	0% 0	0% 0	100% 12 4.1
An ability to communicate effectively with a range of audiences	0% 0	92% 11	8% 1	0% 0	0% 0	100% 12 3.9
An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts	17% 2	75% 9	8% 1	0% 0	0% 0	100% 12 4.1

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9. Please rate how well you feel your UNDERGRADUATE PROGRAM at the University of Michigan prepared you in the following competencies and attitudes.						
The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Excellent Preparation	4 = Good Preparation	3 = Adequate Preparation	2 = Unsatisfactory Preparation	1 = Poor Preparation	Response Ratio Total Responses Mean
Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	50% 6	33% 4	17% 2	0% 0	0% 0	100% 12 4.3
An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	33% 4	67% 8	0% 0	0% 0	0% 0	100% 12 4.3
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies	25% 3	67% 8	8% 1	0% 0	0% 0	100% 12 4.2

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10. How well were the courses in your curriculum integrated with each other (e.g., how well did prerequisites prepare you for subsequent courses)?

	Number of Responses	Response Ratio
Excellent Integration (=5)	2	17%
Good Integration (=4)	9	75%
Adequate Integration (=3)	1	8%
Unsatisfactory Integration (=2)	0	0%
No Integration (=1)	0	0%
Mean = 4.1	Totals	12 100%

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11. How important do you feel the following elements are for your learning in an engineering course?

The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 =	4 =	3 =	2 =	1 =	Response Ratio
	Extremely Important	Quite Important	Somewhat Important	Slightly Important	Not at all Important	Total Responses
						Mean
Small class size	62% 8	23% 3	15% 2	0% 0	0% 0	100% 13 4.5
Taught by a professor	46% 6	23% 3	23% 3	8% 1	0% 0	100% 13 4.1
Quality of the lecture	85% 11	15% 2	0% 0	0% 0	0% 0	100% 13 4.8
Quality of the discussions	23% 3	38% 5	38% 5	0% 0	0% 0	100% 13 3.8
Quality of the homework and exams	46% 6	46% 6	8% 1	0% 0	0% 0	100% 13 4.4
Accessibility of the professor	46% 6	46% 6	8% 1	0% 0	0% 0	100% 13 4.4
Accessibility of the GSI	38% 5	46% 6	8% 1	8% 1	0% 0	100% 13 4.2

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12. What was your best course in engineering? Why?

Number of Responses:	10
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Responses listed on subsequent pages.

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PART III. CO-CURRICULAR ACTIVITIES

13. Which of the following activities/programs did you participate in during your time at U-M? (Check all that apply.)

	Number of Responses	Response Ratio
No participation in programs/activities outside of the requirements for my academic degree(s)	2	5%
Professional Societies (e.g., ASME, AIAA)	2	5%
Honor Societies (e.g., Eta Kappa Nu, Tau Beta Pi)	2	5%
Project Teams (e.g., Solar Car, Steel Bridge)	2	5%
Community Service	1	3%
Student Government (e.g., UMEC, MSA)	0	0%
Sports (Intercollegiate or Club)	6	15%
Music Performance (e.g., Marching Band, Glee Club)	2	5%
Religious Organizations	3	8%
Undergraduate Research Project	4	10%
Study Abroad	5	13%
Co-Op	1	3%
Internship	6	15%
Months or years experience in Co-op/Internship:	4	10%
Other	0	0%
Totals	40	100%

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14. Indicate below how many hours, on average, you worked (including work study) during the terms in which you were taking classes.

	Number of Responses	Response Ratio
No job	3	25%
0-10 hours/week	6	50%
10-20 hours/week	3	25%
20+ hours/week	0	0%
Totals	12	100%

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PART IV. SUPPORT SERVICES AND ENVIRONMENT

15. How satisfied were you with the following aspects of the DEPARTMENT in which you did your primary major?

The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Extremely Satisfied	4 = Satisfied	3 = Neutral	2 = Dissatisfied	1 = Extremely Dissatisfied	Response Ratio Total Responses Mean
Academic advising	17% 2	42% 5	17% 2	25% 3	0% 0	100% 12 3.5
Career guidance from faculty	8% 1	42% 5	33% 4	17% 2	0% 0	100% 12 3.4
Instruction by faculty	0% 0	92% 11	8% 1	0% 0	0% 0	100% 12 3.9
Accessibility of faculty	33% 4	58% 7	8% 1	0% 0	0% 0	100% 12 4.2
Contact with faculty	42% 5	50% 6	8% 1	0% 0	0% 0	100% 12 4.3
Instruction by graduate students (GSI's)	25% 3	67% 8	8% 1	0% 0	0% 0	100% 12 4.2
Accessibility of GSI's	33% 4	58% 7	8% 1	0% 0	0% 0	100% 12 4.2
Percentage of teaching by faculty	33% 4	50% 6	8% 1	8% 1	0% 0	100% 12 4.1
Contact with staff	17% 2	75% 9	8% 1	0% 0	0% 0	100% 12 4.1
Sense of community among students	8% 1	67% 8	17% 2	0% 0	8% 1	100% 12 3.7

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PART IV. SUPPORT SERVICES AND ENVIRONMENT

15. How satisfied were you with the following aspects of the DEPARTMENT in which you did your primary major? (continued)

The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Extremely Satisfied	4 = Satisfied	3 = Neutral	2 = Dissatisfied	1 = Extremely Dissatisfied	Response Ratio Total Responses Mean
Research opportunities	25% 3	25% 3	50% 6	0% 0	0% 0	100% 12 3.8
Classroom facilities	8% 1	42% 5	42% 5	8% 1	0% 0	100% 12 3.5
Lab facilities	0% 0	33% 4	50% 6	17% 2	0% 0	100% 12 3.2
Computing facilities	8% 1	25% 3	50% 6	8% 1	8% 1	100% 12 3.2
Overall experience with your department	25% 3	67% 8	8% 1	0% 0	0% 0	100% 12 4.2

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16. How satisfied were you with the CENTRAL student services in the College of Engineering? (Select "N/A" (Not Applicable) for any categories with which you had no experience while at U-M.)

The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 = Extremely Satisfied	4 = Satisfied	3 = Neutral	2 = Dissatisfied	1 = Extremely Dissatisfied	N/A = Not Applicable	Response Ratio
							Total Responses
							Mean
Academic advising in the Engineering Advising Center (EAC)	0% 0	42% 5	17% 2	8% 1	8% 1	25% 3	100% 12 3.2
Tutoring or academic assistance	0% 0	25% 3	17% 2	8% 1	0% 0	50% 6	100% 12 3.3
Information provided to support you in choosing an engineering major	0% 0	17% 2	33% 4	17% 2	0% 0	33% 4	100% 12 3
Engineering Scholarship Office services	0% 0	25% 3	17% 2	8% 1	0% 0	50% 6	100% 12 3.3
Career services (e.g. co-op, internship, permanent job)	0% 0	25% 3	25% 3	8% 1	0% 0	42% 5	100% 12 3.3
Personal counseling services	0% 0	0% 0	17% 2	17% 2	0% 0	67% 8	100% 12 2.5
Contact with student services staff	0% 0	25% 3	25% 3	0% 0	0% 0	50% 6	100% 12 3.5
Sense of community in the College	0% 0	33% 4	42% 5	8% 1	8% 1	8% 1	100% 12 3.1
Computing facilities	8% 1	67% 8	25% 3	0% 0	0% 0	0% 0	100% 12 3.8

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17. Did you have a mentor (official or unofficial) who took a personal interest in your educational development? (Check all that apply.)

	Number of Responses	Response Ratio
Professor	3	21%
Graduate Student Instructor (GSI)	0	0%
Staff member	0	0%
Peer	2	14%
Alumna or alumnus	1	7%
No mentor	8	57%
Other (please specify):	0	0%
Totals	14	100%

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18. To what extent do you think the College is a supportive climate for:					
The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	3 = Very Supportive	2 = Supportive	1 = Not Supportive	Not Applicable	Response Ratio Total Responses Mean
Women	33% 4	58% 7	8% 1	0% 0	100% 12 2.2
Students of color	8% 1	58% 7	25% 3	8% 1	100% 12 1.8
Diverse religious views	8% 1	75% 9	0% 0	17% 2	100% 12 2.1
Students from lower income families	17% 2	42% 5	25% 3	17% 2	100% 12 1.9
Gay, lesbian, bisexual students	33% 4	67% 8	0% 0	0% 0	100% 12 2.3
International students	0% 0	0% 0	0% 0	0% 0	100% 0
Students with disabilities	0% 0	0% 0	0% 0	0% 0	100% 0

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PART V. FUTURE PLANS AND INTERESTS

19. What are your EDUCATIONAL plans after graduation?		
	Number of Responses	Response Ratio
No plans for further formal education	7	58%
Military	0	0%
Graduate School (select the educational plan below)	4	33%
Professional School (select the educational plan below)	0	0%
Master's outside of engineering (and not an MBA)	0	0%
J.D.(Law)	0	0%
M.D.(Medicine)	0	0%
Doctorate in an engineering field	1	8%
Doctorate outside of engineering	0	0%
School attending &/or other formal degree pursuing	0	0%
Totals	12	100%

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20. What are your **EMPLOYMENT** plans after graduation? (Check all that apply.)

	Number of Responses	Response Ratio
No plans for employment after graduation	3	25%
Entrepreneurial ventures/self employed business owner	1	8%
Military	0	0%
Volunteer Experience	0	0%
Accepted full-time employment (select the employment plan below)	0	0%
Accepted part-time employment (select the employment plan below)	1	8%
Still seeking employment	6	50%
Other (please specify):	1	8%
Totals	12	100%

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21. What is the name of the employer you accepted a position with after graduation? Please also list additional offers you received.

Number of Responses: 2

For additional employer information, such as location, starting salary, and other salary offers, contact UM CoE's Engineering Career Resource Center (ECRC).

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22. How did you learn about the employment position you accepted?		
	Number of Responses	Response Ratio
Career fair	1	25%
Classified ad	0	0%
Company Day	0	0%
Departmental career fair	0	0%
Direct inquiry	0	0%
Faculty	0	0%
Family/friends	1	25%
ENGenius.Jobs	0	0%
ENGenius.Jobs on-campus recruiting	0	0%
Internship Fair	0	0%
Job posting	0	0%
Networking	0	0%
Online	1	25%
Organization/club	0	0%
Previous internship/co-op	0	0%
Other, please specify	1	25%
	Totals	4 100%

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23. If you plan to be employed in ENGINEERING OR ENGINEERING-RELATED WORK after graduation, which phrase(s) BEST describe the work you plan to do? (Check all that apply.)

	Number of Responses	Response Ratio
Consulting engineer	4	27%
Design engineer	0	0%
Faculty member	1	7%
Manager of engineers	1	7%
Process or industrial engineer	0	0%
Product engineer	0	0%
Project manager/project leader	0	0%
Quality engineer	2	13%
Researcher	3	20%
Sales engineer/technical sales	1	7%
Software developer/programmer	0	0%
Systems analyst/systems engineer	0	0%
Test engineer/field engineer	3	20%
If not listed above, provide the title of position	1	7%
Totals	15	100%

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PART VI. PERSONAL BACKGROUND

24. What is your approximate Grade Point Average (GPA)?		
	Number of Responses	Response Ratio
3.51-4.0	4	33%
3.01-3.5	5	42%
2.51-3.0	2	17%
2.01-2.5	1	8%
2.0 or below	0	0%
Totals	12	100%

25. Did you receive financial aid and/or scholarships while a student in the College of Engineering? (Check all that apply.)		
	Number of Responses	Response Ratio
Financial aid	7	47%
Scholarships	8	53%
Totals	15	100%

26. What is your Gender?		
	Number of Responses	Response Ratio
Female	8	67%
Male	4	33%
Other	0	0%
Totals	12	100%

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27. Race/Ethnicity: Choose which best describes you (optional)

	Number of Responses	Response Ratio
2 or more	1	8%
Hispanic or Latino (including Spain)	1	8%
American Indian or Alaska Native (including all Original Peoples of the Americas)	0	0%
Asian (including Indian subcontinent and Philippines)	0	0%
Black or African American (including Africa and Caribbean)	1	8%
Native Hawaiian or Other Pacific Islander (Original Peoples)	0	0%
White (including Middle Eastern)	9	75%
Totals	12	100%

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PART VII. EVALUATION OF YOUR ENTIRE UNDERGRADUATE PROGRAM

28. Overall, how satisfied are you with:

The percentage is the fraction of respondents giving the specific response to the given question. In bold is number of respondents.	5 =	4 =	3 =	2 =	1 =	N/A =	Response Ratio
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not Applicable	Total Responses Mean
Your undergraduate educational experience at the University of Michigan	17% 2	75% 9	0% 0	8% 1	0% 0	0% 0	100% 12 4
The career services offered to you by the College of Engineering	8% 1	50% 6	33% 4	8% 1	0% 0	0% 0	100% 12 3.6

Report on Senior Surveys for Academic Year 2019-2020

Survey of Undergraduate Degree Applications for
Aug 2019, Dec 2019 & May 2020 Graduation Dates
Results for Environmental Engineering (Envirn)

29. Overall, what aspects of your experience in the College of Engineering have you found to be MOST VALUABLE and LEAST VALUABLE? Please be specific. Share any other comments you would like to make, such as recommendations for specific changes, comments about quality of life as a CoE student, or descriptions of significant challenges you faced.

Number of Responses:	7
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Responses listed on subsequent pages.

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4. Will you complete a minor from the College of Engineering or from the College of Literature, Science, and the Arts?

Number of Responses: 6

Electrical Engineering

Energy Science and Policy from PitE

International Engineering

International Minor for Engineers

Music

Spanish

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12. What was your best course in engineering? Why?

Number of Responses: 10

Cee 365 because of the Professor.

CEE 365 with ----. It was organized and really covered all the basics of what environmental engineering consists of. Made me sure that I wanted to continue with this career path. Class was very interesting and never boring, loved the format of lectures, exams and discussions. Professor had an extreme passion for what she was teaching.

CEE 366 - Environmental Engineering Lab. Taught us how to apply the concepts we've learned so far. Small class size, dedicated GSI, accessible professor. Also gave us more technical communication experience.

CEE 373 (statistics) taught by----. This class was really well organized and had a nice balance between theory and standard classes, and fun ways to make the content more fun. Homework assignments and exams were very fair and content was taught in an easy to understand way with relatable examples. Having a professor who obviously cared about the topic and their students made the class more engaging and I retained a lot from the class.---- combined easy-to-understand language with more technical statistics terms to make the class much better than its typical reputation. He would mix in goofy examples on top of the civil or environmental-based examples, which made learning more fun and engaging. His statistics class has continued to help me in my current classes. Some of the math topics are covered again but in much more convoluted ways, so I often referred to how ---- taught. In addition---- takes in feedback and makes changes in the class, such as color coding his notes when he writes them on the board after a student asked him to. Having the notes color coded made it easier to visualize how the different components worked together. He would come to class with the notes written out and prepare space for everything on the whiteboard, along with a slideshow of visuals to go with the concepts, so that various learning styles were all accommodated, even in a large class. If students still had questions and did not seem to understand a concept, he would figure out different ways to explain the concept and different ways of thinking about it so more people could understand better instead of just repeating the same explanation that was originally given. Often in classes, a professor teaches a method but does not explain the corresponding reasoning, leading students to stick with what they know or panic about the new method. ---- however would introduce the new method and explain the benefits such as with coding to solve problems. A fair amount of students always are panicked when they hear they have to code. However ---- smoothly incorporated the coding component of the class by breaking up the coding problems and easing into more extensive coding. There were also some problems that were done by hand first and then with a code to show benefits of coding. He was laid back and allows people to learn in their own way (supporting them of course with whatever is needed). He doesn't make you feel bad for mistakes, just wants you to learn from them. He was also always honest with the class, such as discussing with us the ethics on reporting meaningful statistics like the distribution of a value instead of just a statistic with a confidence interval that looks nice. He is also always willing to meet with individuals such as for help in the class or career guidance.

CEE 402 - It was cross-listed LSA and was not strictly engineering

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12. What was your best course in engineering? Why?

CEE 421. Personally greatly enjoyed the subject matter, professor was accessible and passionate about subject material, GSI was also accessible and helpful

CEE 465-class was focused on small group work-exams were divided into a series of smaller quizzes, which allowed us to focus a master small portions of the information at a time

CleanTech Entrepreneurship (ENG 521) and

I think my favorite course so far was CEE 365. It was taught by ----, who was an amazing professor. She met one on one with each student and asked questions about our interests and cared to get to know us. I felt so comfortable asking her anything I needed. I also loved how she would give real life examples that related the content outside of the classroom -- it made it easier to have an interest in the class. I have never felt more engaged in a class than in this one.

My favorite course I took in CoE was Engineering X55, a fieldwork experience class taught by the Center for Socially Engaged Design. I learned how important context is to design and how to take a more human centered approach that considers factors such as culture and environment. I have been able to apply the knowledge from this class to all of my other design projects and internship and really value what I gained from the course.

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20. What are your EMPLOYMENT plans after graduation? (Check all that apply.)

Number of Responses: 1

Fellowship

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Number of Responses:

7

I found the competition and depth of knowledge overwhelming at times it seems students were asked to sacrifice mental and physical well being for success in the classroom. Not that this doesn't prepare them well (real life) for the elite careers of today's capitalist society but it is a larger societal question of what's important.

'-Most valuable: team projects and work. Very relevant in engineering.-Least valuable: for my major (Environmental Engineering), some classes (Physics 240) were irrelevant.

Most valuable- some of the very knowledgeable professorsLeast valuable- culture of overworking students in classes, culture of chasing the highest paying jobs that look the best for the university to brag about

Most valuable - rigorous academic classes have prepared me well for future careersLeast valuable - limited guidance for careers, no opportunities to explore different career options **specifically for the CEE department: they need to recognize the this department includes both civil and ENVIRONMENTAL students. this department only provides career options/guidance for civil students and rarely has anything available for environmental students

Most valuable: I have enjoyed the care that most professors have for their topics of study, and also how we are challenged in our degree. Least valuable: I think the advising office was not as helpful as I had hoped for. I wish there was more of a relational opportunity where we knew our adviser better or could have access to a wider variety of opinions.

Most valuable: Student organization (BLUElab), research experience, office hours, study groups with friends, volunteering for events (concrete canoe/steel bridge competition), campus band.Least valuable: Lack of application in projects during classes, all hypothetical and no doing actual work.

Most valuable: highly qualified professors who are passionateLeast valuable: not enough career fairs that catered to public service. Lots of private companies come in but not a lot of governmental work/companies that focus on serving the public sector