

Educational Environment in Engineering Survey

Undergraduate and graduate students



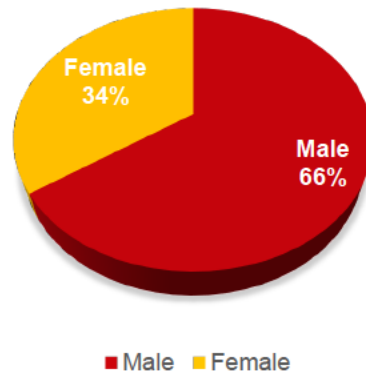
E3 Educational Environment in Engineering Survey

- E3 survey was sent to all enrolled graduate and undergraduate students in Spring 2019
- E3 Survey asked students about:
 - Students' attitudes and satisfaction with all aspects of the College
 - Positive and negative experiences with faculty, staff and other students
 - One goal is to understand the experiences of underrepresented students
 - Women, students of color, international students or LGBTQ+ students
- Previous College "climate" surveys in 2008 and 2016
 - In 2019 we added questions specific to graduate students and research labs

E3 Educational Environment in Engineering Survey

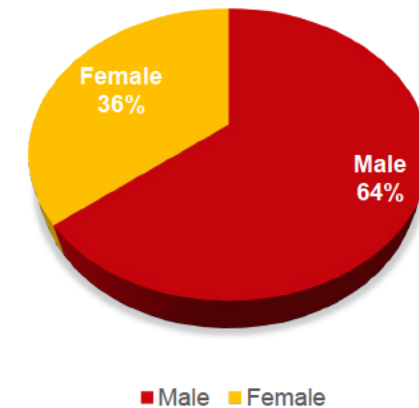
About 1100 Undergraduates and 300 Graduate students responded to the survey

UG Student Participants

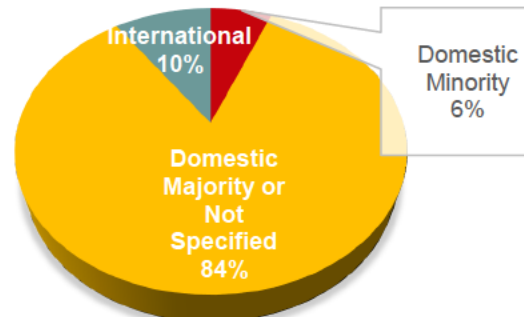


LGBTQ+: About 7% of respondents (undergraduate and graduate students)

Graduate Student Participants

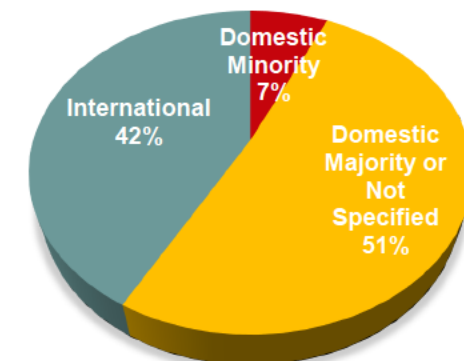


UG Student Participants



Domestic Minority:
African American, Latinx,
Native American, Pacific
Islander, Biracial

Graduate Student Participants

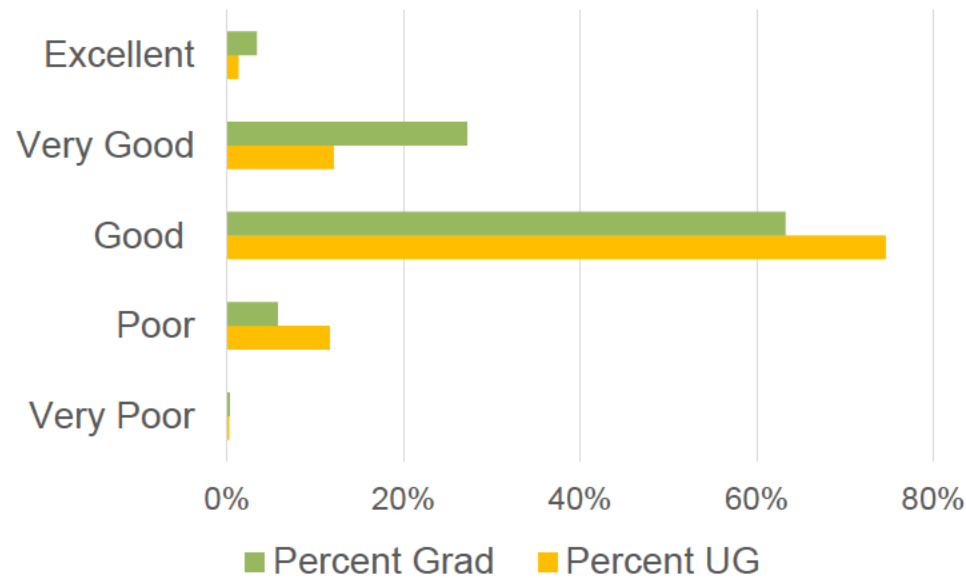


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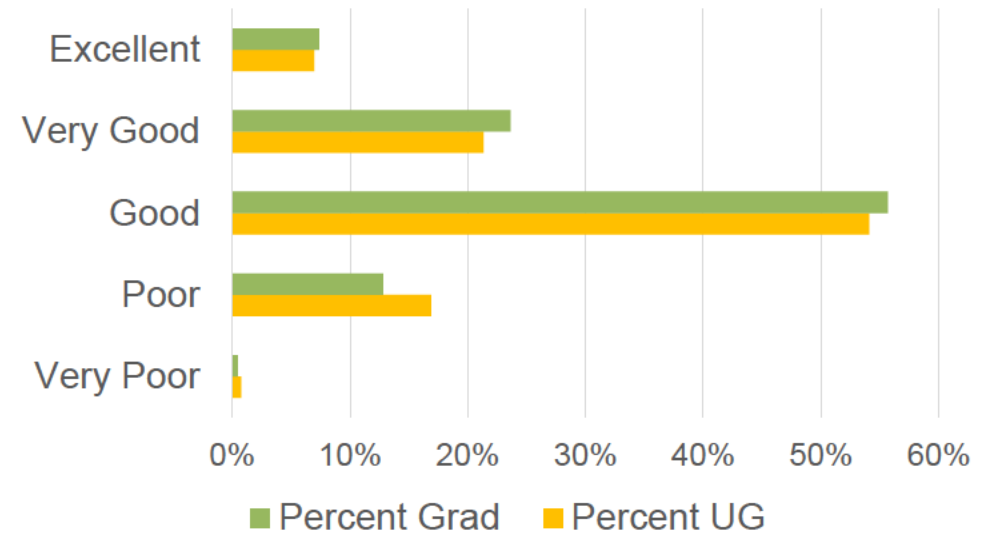
- Survey asked students about...
 - ✓ Professors and Teaching Assistants
 - ✓ Peer and student group interactions
 - ✓ Confidence in engineering coursework and lab work
 - ✓ Experiences of stereotyping and harassment
 - ✓ "Feeling welcomed" – by faculty, staff, departments & other students
 - ✓ Commitment to engineering degree completion
 - ✓ Future post-degree plans

E3 Survey: Professor and Teaching Asst. Ratings

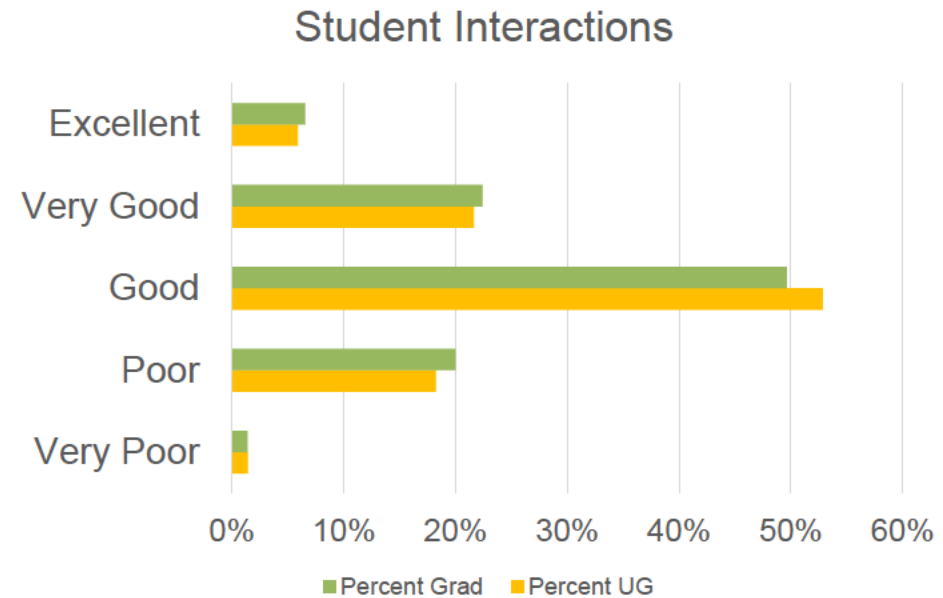
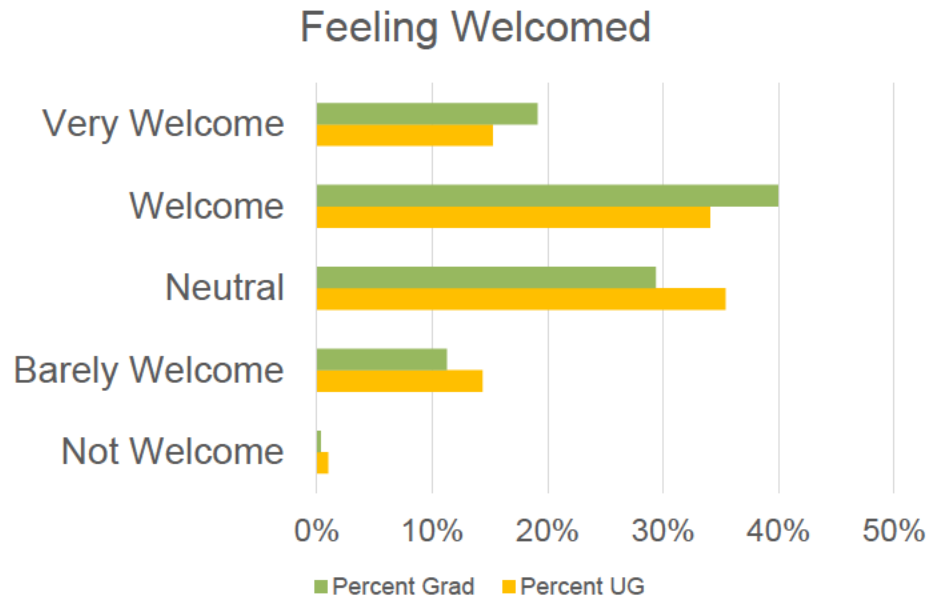
Professor Ratings: Graduate and Undergraduate



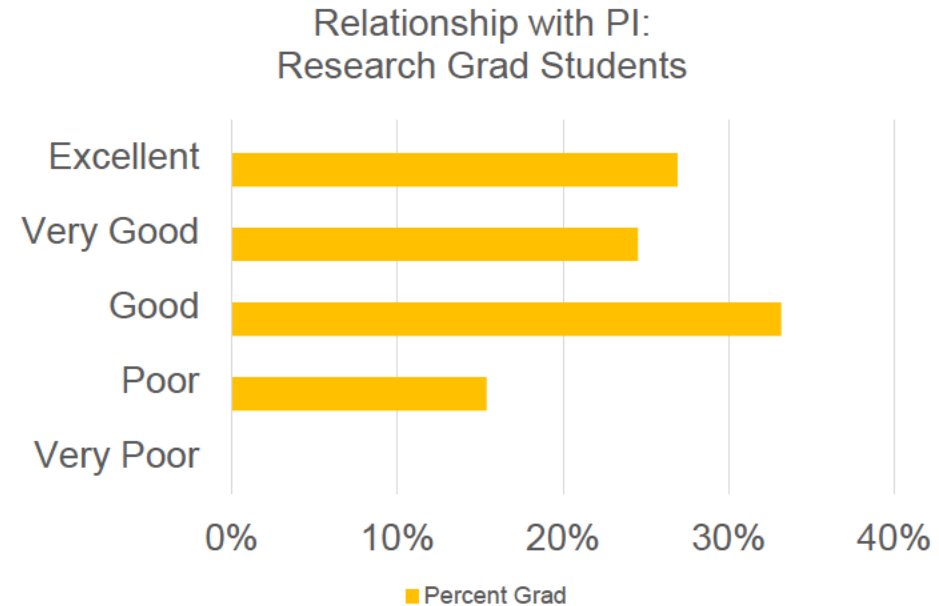
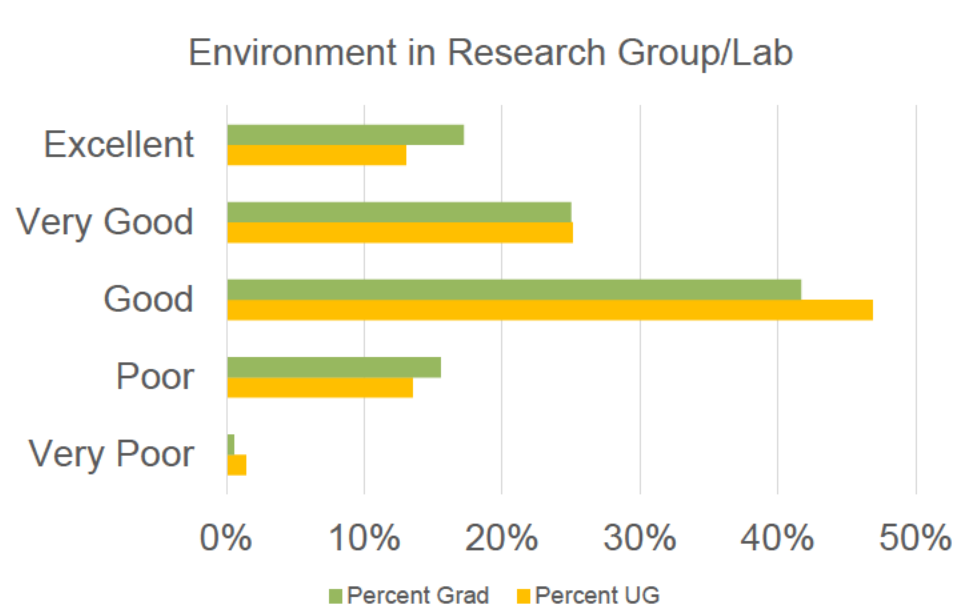
Teaching Asst. Ratings: Graduate and Undergraduate



E3 Survey: Feeling Welcomed & Student Interactions



E3 Survey: Environment in Research Groups & Relationship with PI



E3 Results: Stereotyping and Harassment

Item	Percent responding "YES"			
	UG Female	UG Male	Grad Female	Grad Male
In class, faculty singled out unfairly because of gender.	9%	1%	4%	0.5%
In class, engineering faculty express stereotypes about men and women.	33%	10%	15%	11%
In class, engineering students express stereotypes about men and women.	61%	30%	41%	17%
I have been sexually harassed by an engineering faculty member.	1%	0.3%	0	0
I have been sexually harassed by an engineering student.	7%	0.4%	7%	0.5%



E3 Results: Stereotyping and Harassment

Item	Percent responding "YES"					
	UG Maj	UG Minority	UG Intl	Grad Maj	Grad Minority	Grad Intl
In class, (faculty or TA) singled out unfairly because of my race.	2%	23%	19%	3%	30%	7%
In class, engineering faculty express stereotypes about racial groups.	8%	12%	9%	11%	22%	7%
In class, engineering students express stereotypes about racial groups.	35%	45%	32%	33%	40%	14%
I have been harassed by an engineering faculty member because of race.	0.1%	1.4%	3%	1%	0	0.8%
I have been harassed by engineering student because of my race.	0.2%	9%	2%	1%	19%	2%



E3 Results: Stereotyping and Harassment

Item	Percent responding "YES"			
	UG LGBTQ+	UG non-LGBTQ+	Grad LGBTQ+	Grad non-LGBTQ+
In class, (faculty or TA) singled out unfairly because of my sexual orientation.	16%	0.7%	21%	0.4%
In class, engineering faculty express stereotypes about LGBTQ+ people.	9%	2%	11%	2%
In class, engineering students express stereotypes about LGBTQ+ people.	38%	14%	42%	9%
I have been harassed by an engineering faculty member because of sexual orientation.	1%	0.2%	5%	0
I have been harassed by engineering student because of my sexual orientation.	5%	0	5%	0.4%

