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Speaker 1 [00:00:09]   Thank you for being here. I'm Grace and of course the probably know is two faculty: Stacey and Eric. We'll also have another person who just left. But we are, kind of the research team. Since we only have you here, we kind of want to make this kind of more relaxed rather than really doing kind of more formal. So actually, the main purpose for today's meeting or conversation is for you to get a sense when you took the survey: did you notice anything kind of stood up for you; just did not make really make sense for you or that? So, before we go into that. I'm going to give you maybe five minutes, just kind of refresh your memory in the ????? Questions?

Speaker 1 [00:01:02]   [Long pause & speaker 1 on the phone during time frame]

Speaker 1 [00:03:39]   So, before we start, um, it, that version actually include questions which we asked for veteran honor grads. So just kind of disregard those questions because that's definitely not going to be applicable to you.

Speaker 2 [00:03:52]   You're a Veteran, right?

Speaker 3 [00:03:53]   Yes

Speaker 1 [00:03:53]   Oh, sorry!

Speaker 3 [00:05:55]   Sorry! I wasn't explicit.

Speaker 1 [00:03:57]   So, my first question is, **did you find certain items so I'll kind of confusing where you tried to respond?**

Speaker 3[00:04:07]   No

Speaker 1 [00:04:09]   Not particularly? Right. Okay, that's good to know. Um, so also in terms of, oh, that you can still look it over. You know we're not in a rush. Because we'll have plenty of time. **So, were there any items, you know, not even relevant or applicable for your experience as an engineer student?**

Speaker 3 [00:04:30]   It seems like they're geared towards, you know, why you're being an engineer. I think maybe not everybody knows where they want to be an engineer yet.

Speaker 1 [00:04:49]   Okay. So am I hearing maybe as first year old maybe early, um, first your second year,

you still thinking why. **Right? So maybe some of the questions is just not okay?** You're still in the thinking process. Okay. [Pause] So can you point out a couple of them like you particularly think is just asking the why, which I really haven't really think that far yet.

Speaker 3 [00:05:23]   Okay. I think a lot of these are going to be based on your life experiences so far; and not a lot on your educational or professional experience. So, I think a lot of your minds are already like cultural differences, you know, maybe not everybody knows yet.

Speaker 1 [00:05:46]   So, okay. **Tell me when you are reading those cultural differences, would that actually what you are thinking what it meant?**

Speaker 3 [00:06:01]   Or am I hearing you ???? **where you say the question is because the cultural difference is not really something you gained; when you actually the engineering is something maybe your past experience?**

Speaker 3 [00:06:13]   I think so.

Speaker 1 [00:06:14]   Okay. Okay.

Speaker 1 [00:06:22]   So, what are the other items kind of also have the same kind of problems?

Speaker 3 [00:06:29]   I mean just kind of seems like the general flow of it. I could read some of them. So, you know, maybe this question here, how important is cultural awareness or understanding for professional engineer

Speaker 1 [00:06:45]   [inaudible]

Speaker 3 [00:06:47]   Uh, no, I, I think maybe the only thing that a lot of the students understand is what the professors told them and maybe they haven't been out there to, to understand the impact that it actually has more workforce.

Speaker 1 [00:07:00]   Okay

Speaker 1 [00:07:12]   **How about those questions in particular to asking about your veteran experience, kind f toward them?**

Speaker 3 [00:07:27]   Anything in particular or just…

Speaker 1 [00:07:29]   Yes! We can take the time or not. We are not in a rush.

Speaker 3 [00:07:37]   I mean for me, I was a police officer. So, I was on drug team. So, it's kind of not really relevant to the engineering profession. [Long Pause] So, I mean if anything it provided a basis for the cultural awareness questions that you're asking in the first half of the survey. But, in my particular case I don't think they're really relevant to being an engineer.

Speaker 1 [00:08:28]   Okay. **So, am I hearing is particular questions asking about the culture thing is not really, um, as you see it as not tying into the engineering education that much?**

Speaker 3 [00:08:41]   Yeah, I mean that and also, you know, the impact of society, which I guess is the goal

of this. I don't think people are thinking that far ahead. Um, you know, also I think capitalism, so maybe everybody has ulterior motives whenever they're doing these things. But beneficially, yes. But is that the main goal? Probably not.

Speaker 2 [00:09:04]   Okay. That's really interesting comments you made. So, let's kind of think about your own, when you taking those or you see yourself also kind of like that, like. Because I think you had experience working in the police force. So, do you see that played out slightly different than where you actually answering those questions.

Speaker 3 [00:09:31]   For me versus somebody else?

Speaker 1 [00:09:33]   Just think about yourself.

Speaker 3 [00:09:37]   I mean maybe I'm biased because I like being a cop. You only get to see the bad people, you know, [Laughter] people. So, other than that, I don't know. I mean, you know, maybe I saw a little more cultural diversity than a lot of these people are used to. But other than I think, you know, we still go through the same program so it's like the same classes. So...

Speaker 1 [00:10:02]   Okay. My next question is, **were there any items that you just would not sure if you understood without even being asked Dean item?**

Speaker 3 [00:10:16]   Like the wording of the question?

Speaker 1 [00:10:18]   Wording or even like, I don't even know what he's really asking here.

Speaker 3 [00:10:24]   None stood out to me.

Speaker 1 [00:10:26]   Okay

Speaker 3 [00:10:27]   I think they were all easy to interpret.

Speaker 1 [00:10:34]   **How about in terms of format?** Are you finding some of them just like. hmm.

Speaker 3 [00:10:43]   No, I think they were pretty easy.

Speaker 1 [00:10:46]   Okay

Speaker 1 [00:10:48]   So, **because the previous question I was almost asking the ????, right**? That the major question part, how about those option part?

Speaker 3 [00:11:02]   Are they all. Yeah, they're all the same. [Pause] I think they're pretty fine. I mean…

Speaker 1 [00:11:22]   **So let me ask you, how about when, when you actually checking the neutral or you more like say, well I am kind of real neutral or you kind of just like, Huh, I just don't know?** Let me check the neutral

Speaker 3 [00:11:39]   I usually only check neutral if it doesn't apply to me. Like so if there's a question I believe, you know, there's like a question about classes and how they helped you. You know, some surveys they will ask you in the class maybe doesn't pertain to you or your major, so I'll put neutral or if it just that experience that, you know, maybe I haven't

had before.

Speaker 1 [00:11:59]   Okay. **So, do you, you, after thinking maybe we should add a not applicable item into the answering option?** So, in that way people are kind of separating real or really neutral on this opinion versus I don't really know or not applicable.

Speaker 3 [00:12:16]   No, I think I could probably help.

Speaker 1 [00:12:17]   Oaky

Speaker 3 [00:12:19]   Kind of abstain from voting on that one.

Speaker 1 [00:12:24]   Since you are a veteran, I'm going to need your help to kind of really look at those questions. [Pause] I would like you to kind of spend a little bit of time just focus on those question particularly for veterans. I think we'll be eight here. Yeah. So, just tell me like anything you kind of notice just not something speaking to you.

Speaker 3 [00:13:09]   Like things that don't make sense?

Speaker 1 [00:13:11]   Yes or like [inaudible & long pause]

Speaker 3 [00:13:46]   No, they're all pretty straightforward.

Speaker 1 [00:13:48]   [inaudible]. Okay. Okay.

Speaker 1 [00:14:02]   **So, for example, help me for this particular question, do you really know how many ???? hours or you know, or you kind of guessing when you are answering this one?**

Speaker 3 [00:14:15]   Um, I'd say very educated guess maybe within two to three credit hours.

Speaker 1 [00:14:26]   But relatively still pretty accurate. Rather then just like, oh, I don't give a trap, you know, which they're normal even at school [inaudible]. That's pretty normal. **Do you see other options may happening here?** We did not really put it over there and then kind of forced some of our participants in your background to kind of, you know, squeezing to the one which more similar to yours. But they accurately reflecting yours.

Speaker 3 [00:15:07]   I mean those all apply to every situation that I can think of. One of them.

Speaker 1 [00:15:11]   Okay. **How about this one?**

Speaker 3 [00:15:27]   No, I think those are all…

Speaker 2 [00:15:40]   I have a question [Pause].

Speaker 2 [00:15:47]   So, I'm going to ask about your last MOS. **Did you have a different wording that you think would be more appropriate?** Not everyone was in the army.

Speaker 3 [00:15:56]   Yeah. I don't know what the other branches call.

Speaker 2 [00:15:59]   Yeah, I know that's why we're looking for a more general term. Because I listened to

them all and I mentally didn't say that. But if there's just a more general that would give us the same information without having to be already specific.

Speaker 3 [00:16:15]   You know, I want to say that they're all about the same. So they all use the same. You know, the same two letters or two numbers in a letter as an identifier. I don't know if they all use mos. But maybe not. Maybe no job or your occupation. I mean, I, I think they all know what MOS is.

Speaker 2 [16:40]   That's why we left it, but potentially alternate. Um, I know that most of ?????, which I could also do.

Speaker 3 [00:16:47]   Maybe just like example, you know, a 11 bravo or something and one, one b just so they know because I think that's a common one.

Speaker 1 [00:17:03]   Okay. So, my next question is since you talk about like some of the questions really culture is really not something people actually accumulated or grow a lot during engineer in that period about education. **So, let's think about your experience before you came to engineering: your service in the military. So, what are the things you think we should ask about that experience will help us to understand their retention of you guys that are in the educational of engineering? Would we did not ask it here?**

Speaker 3 [00:17:46]   So, I'm sorry, I'm a little confused about the army experiences that's not related college.

Speaker 1 [00:17:52]   We should ask, will help us to understand what makes you guys want to stay in strive, succeed in the program.

Speaker 3 [00:18:04]   Because nobody wants to go back to the army. [Laughter]

Speaker 3 [00:18:11]   Yeah, I don't know. People join for different reasons. Some for free college because they don't have anything else. Because it's a family tradition. But I don't really know if any of those help you in school. I guess. I mean maybe just the lifestyle itself kind of gets you prepared for, you know, early days there, but long nights here, but kind of long days I guess. I don't know.

Speaker 1 [00:18:40]   **How about the way you think about your, because you know, you're serving the country and um, there's also there's a saying about engineering is serving the country? You know, through multiple fronts, Do you see the connectional they or what are the, your military experience can actually, you know, consciously or subconsciously or unconsciously kind of fits into that your choice to, to be in the engineering field?**

Speaker 3 [00:19:11]   You're such a small thing, part of a big picture that it's kind of hard to see, you know, like for the army. For instance, I mean you are one out of a million or 2 million, I don't know how many it is. But you know, you get this little piece of information to do this one little job. So, you don't get the whole big picture. So, it's kind of hard to see what your impact is, you know, maybe it's a little easier in the engineering building because if you're working on a project that, you know, can, I don't know, maybe you're doing cancer research or something that's kind of a hot topic now, but I think it's a little easier to kind of see where you fit in the societal roles.

Speaker 1 [00:19:44]   Okay. Is that what attract you to engineering?

Speaker 3 [00:19:51]   I just like working with electronics. I didn't really have an ulterior motive of saving the universe or anything. [Laughter] But that was just something I want to do.

Speaker 1 [00:20:03]   Is that something you had a contact when you were in the military?

Speaker 3 [00:20:08]   No. I knew what I wanted to fix, things that were broken, but now I just ???? my dad. I think there's a question here about your family. My Dad is not technically an engineering. I guess times were different back then. You didn't need a degree, but he, uh, he's electronics engineer, quote unquote. But so I did a lot of that growing up, is was just fun.

Speaker 1 [00:20:23]   Do you see anything in your military experience kind of; whether the knowledge of the skill even like the way you said lifestyle? Is there any question we can ask to, to pull from which has informed your decision to be become an engineer?

Speaker 3 [00:20:59]   I mean I honestly think it's the other way around.

Speaker 1 [00:21:01]   Oh, okay!

Speaker 3 [00:21:02]   Kind of like what I was saying about, you know, nobody wants to go back. I think it's kind of, you know, you want to find something better and you know, engineering is on the social ladder, you know, I'm kind of up here. So, I think people strive to do it, you know. Because you don't get paid much in the army. You have long days, long nights, just not all that great. But I think it's more of a way out than it is to save the world.

Speaker 1 [00:21:29]   There's anything you learned from that can be transferable to engineering?

Speaker 3 [00:21:34]   Just the discipline that it takes to not, you know, short of me showing up 48 minutes late today. [Laughter] So, show up on time.

Speaker 1 [00:21:42]   Well you showed up. That's important.

Speaker 3 [00:21:44]   That's good thing that she emailed me. I figured it out when it was 10:30 and nobody showed up for their line following car thing. So it's like I unless I messed something up. But um, you know, just the discipline to show up and do your schoolwork and not procrastinate and things like that.

Speaker 1 [00:22:00]   Okay.

Speaker 1 [00:22:01]   So, so far, this is a little bit. But, so in order for us to understand your surveys, military experience in relation to engineering; I'm going to ask one more question and that you're good. Anything challenging here in engineering? You kind of see? Okay. What I had in the past in the military is really helped me to overcome all these challenges.

Speaker 3 [00:22:32]   First, I thought it was going to be easier than it was, you know? It was definitely harder than I thought. You know, do this. But there's no, there's no technical, there's no specific things in the military they think prepares you for, you know, a major university. It's because not, I mean, even if your MOS has the word engineer in it, and I

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promise you they're not an engineer. So, you know, it's, it's more of you get this material or this thing, this item and you figure out how to use it kind of thing. It's not, it doesn't actually entail engineering. So, the problem-solving skills are I think a little bit different, less technical and more kind of real world problem solving skills. I mean that just the discipline I do, I don't really think they kind of translate. No, there's nothing specifically, at least for me.

Speaker 2 [00:23:41]   What year are you?

Speaker 3 [00:23:43]   A senior.

Speaker 2 [00:23:44]   ok, a senior. Are you graduating like, May?

Speaker 3 [00:23:49]   December.

Speaker 2 [00:23:39   Have you taken Senior Design?

Speaker 3 [00:23:51]   I'm in it right now.

Speaker 2 [00:23:52]   Alright. Are you double E?

Speaker 3 [00:23:54]   Yeah.

Speaker 2 [00:23:54]   Yeah. I was just curious. Because some of the questions she was asking to pay out when you are in engineering, like we don't tell anyone that they're doing in engineering or why like their first two years. Right. I'm just curious where you are in the program.

Speaker 3 [00:24:07]   Yeah, I think it kind of gets lost in translation. You know, you just kind of follow in your flow chart taking classes and understanding the theory and the basics behind things. But you know, until you get out and you know, probably your first job or maybe even a couple of years into it. You do start to understand maybe the big picture. I agree behind what you're doing. So, I think it's easy to just kind of get lost in it.

Speaker 1 [00:24:31]   Alright. Thank you for sharing this. Anything else you'd like share with us? Because I think your, just by talking, you seem to understand how the knowledge gained in engineered education. Is has to be go through that process to be applicable in the real life. Then now you can climbing, so called the engineer identity. That's what I just heard.

Speaker 3 [00:24:55]   Yeah, I mean I think it's just a title of engineer until you kind of get out there, you know, maybe you're a college Grad, you can go tell everybody you're an engineer, but no, if they ask you specific questions you'd probably be like, I don't know yet, but I don't, I don't know if it necessarily prepares you 100 percent, although I don't think you could do that without saying here for, you know, seven or eight years. Like a doctor, but...

Speaker 1 [00:25:20]   All right, thank you.

Speaker 3 [00:25:20]   Yeah.

Speaker 4 [00:25:33]   I just have one question. How was your transition up here quick? Were you able to

work with students [inaudible]

Speaker 3 [00:25:33]   A little different, you know? It's one thing about, I guess my MOS you kind of know...my last year and a half I just wore suit and tie in just, you know, did interviews and interrogations of drug dealers that you kind of have learned to fit in. You know, it's kind of part of the job. So, I didn't think it was too bad. Oh, it is a little different, you know, some of the references and things that they use and like googling or whatever. Me Personally, it wasn't too bad. I know some other people that are things little, little harder because you have absolutely nothing in common, you know, they're talking about Aggieville stories and I, you know, planting apple trees on the weekends or something.

Speaker 4 [00:26:16]   Cool, thanks!

Speaker 2 [00:26:18]   Well thanks. I really appreciate it.

End of Transcription: [00:26:18]