2013 Alumni Survey
Education Report

Office of Assessment
February 2014
There were 68 responses for the department of Education.

Respondents stated that they 86% would *definitely* and 11% would *probably* choose Kansas State again if they could start over.

Respondents reported that 89% would *definitely* and 6% would *probably* recommend Kansas State University to a potential student.

70% of respondents were female, while 30% were male.

97% of respondents were U.S. citizens

70% of respondents were residents of Kansas.

### Respondents that also graduated with any of the following:

- None: 67.7%
- Undergraduate Minor: 23.1%
- Undergraduate Certificate: 9.2%
- Dual Major: 1.5%
- Secondary Major: 0.0%
- Concurrent B.S./M.S. program: 0.0%

### Amount of debt accumulated by respondents upon completion of Bachelor's degree:

- None: 27.4%
- Less than $10,000: 11.3%
- $10,000 to $19,999: 21.9%
- $20,000 to $29,999: 21.9%
- $30,000 to $39,999: 6.5%
- $40,000 or more: 12.9%

### Respondents' current activities:

- Employed 35 hours per week or more: 79.2%
- Employed and continuing education: 15.1%
- No paid employment: 0.0%
- Graduate or professional school: 0.0%
- Self-employed: 0.0%
K-State 2025 Thematic Goal II
Undergraduate Educational Experience

Emphasis respondents felt should have been placed on the following K-State 8 (general education) areas:

- Developing interpretive skills: 75.0% Less, 21.4% More
- Ability to gather information: 75.0% Less, 25.0% More
- Developing the ability to make sound decisions: 76.8% Less, 19.6% More
- Making you aware of perspectives from around the world: 71.2% Less, 19.6% More
- Realized need to understand the past and consider the future: 78.0% Less, 19.6% More
- An awareness of multiple perspectives about U.S. society: 75.0% Less, 21.4% More
- Ability to evaluate scientific claims: 83.9% Less, 14.3% More
- Understand how individuals & groups influence the environment: 78.0% Less, 19.6% More

Amount respondents felt the Kansas State University college experienced contributed to growth in each area:

- Increasing knowledge in an academic field: 19.7% Somewhat, 78.7% Very much
- Gaining knowledge and skills required for a job/career: 21.3% Somewhat, 73.0% Very much
- Increasing your intellectual curiosity: 32.8% Somewhat, 63.9% Very much
- Becoming aware of world issues and pressing problems: 44.3% Somewhat, 34.4% Very much
- Organizing time effectively: 45.9% Somewhat, 45.5% Very much
- Becoming independent, self-reliant, and responsible: 24.6% Somewhat, 68.9% Very much
- Identifying a sense of values and priorities in life: 21.3% Somewhat, 63.9% Very much
- Handling personal/family finances and consumer issues: 34.4% Somewhat, 37.7% Very much
- Increasing a commitment to public services: 32.8% Somewhat, 42.3% Very much
- Developing satisfying leisure time activities: 34.4% Somewhat, 42.6% Very much
- Developing lasting friendships and personal ties: 18.9% Somewhat, 70.5% Very much
### Emphasis respondents felt should have been placed on the following undergraduate learning outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Less</th>
<th>The Same</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining a broad general education</td>
<td>6.4%</td>
<td>69.6%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>76.8%</td>
<td>23.2%</td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>80.4%</td>
<td>17.9%</td>
<td></td>
</tr>
<tr>
<td>Technological communication skills</td>
<td>66.1%</td>
<td>33.9%</td>
<td></td>
</tr>
<tr>
<td>Ability to think critically</td>
<td>60.7%</td>
<td>39.3%</td>
<td></td>
</tr>
<tr>
<td>Developing your own values</td>
<td>75.0%</td>
<td>19.6%</td>
<td></td>
</tr>
<tr>
<td>Understand ethical standards of your profession</td>
<td></td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>Interact positively with people different from you</td>
<td></td>
<td>21.4%</td>
<td></td>
</tr>
<tr>
<td>Understanding your abilities and personality</td>
<td>76.3%</td>
<td>83.9%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Understanding other people's perspectives</td>
<td>78.6%</td>
<td>14.3%</td>
<td></td>
</tr>
<tr>
<td>Participate as a team member</td>
<td>82.1%</td>
<td>14.3%</td>
<td></td>
</tr>
</tbody>
</table>

### Degree to which undergraduate experiences motivated respondents to become involved in community activities:

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite a bit</td>
<td>46.4%</td>
</tr>
<tr>
<td>Slightly</td>
<td>35.7%</td>
</tr>
<tr>
<td>Very Much</td>
<td>12.5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

### Degree to which respondents felt overall quality of life has been enhanced by their undergraduate experience:

<table>
<thead>
<tr>
<th>Enhancement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8.9%</td>
</tr>
<tr>
<td>Little</td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td>17.9%</td>
</tr>
<tr>
<td>Very Much</td>
<td>69.6%</td>
</tr>
</tbody>
</table>
36% of respondents reported that during their undergraduate education they were involved in a research or creative endeavor in or outside of classwork.

35% of respondents reported that their mentor was an excellent contribution to their undergraduate endeavor.

41% respondents reported that they were involved in a research/creative endeavor project for 2 or less semesters, for 3-4 semesters, for 5-6 semesters, for 7-8 semesters, and for 9 or more semesters.

**Extent to which respondents felt their research/creative endeavor contributed to their undergraduate academic success:**

- Very Much: 35.3%
- Somewhat: 52.9%
- Little: 11.8%

**Did respondents feel their research/creative endeavor contributed to their career choices?**

- Yes: 41.2%
- Somewhat: 41.2%
- No: 17.6%

**Contribution of research/creative endeavor experience to success in respondents' current professions:**

- None: 11.8%
- Little: 35.3%
- Somewhat: 52.9%
- Very Much: 0%

**Types of dissemination of respondents' undergraduate research/creative endeavor successfully achieved:**

- Class presentation: 76.5%
- Oral presentation beyond campus: 29.4%
- Public exhibition on campus: 23.5%
- Other: 17.6%
- Peer reviewed publication: 11.8%
- Poster at a conference beyond campus: 11.8%
- Research seminar presentation/poster: 11.8%
- Public exhibition beyond campus: 5.9%
2% of respondents reported that they were currently enrolled in graduate or professional school without being employed.

15% reported that they were both employed and pursuing further education.

Respondents' rating of quality of their undergraduate preparation for graduate or professional education:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>66.7%</td>
</tr>
<tr>
<td>Good</td>
<td>22.2%</td>
</tr>
<tr>
<td>Fair</td>
<td>11.1%</td>
</tr>
<tr>
<td>Inadequate</td>
<td></td>
</tr>
</tbody>
</table>

Financial assistance that supported respondents' graduate study:

<table>
<thead>
<tr>
<th>Assistance Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time employment</td>
<td>88.9%</td>
</tr>
<tr>
<td>Loan(s)</td>
<td>44.4%</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>11.1%</td>
</tr>
<tr>
<td>Departmental graduate assistance</td>
<td>11.1%</td>
</tr>
<tr>
<td>Institutional fellowship/scholarship</td>
<td>11.1%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Non-institutional fellowship/scholarship</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

Degree respondents are currently pursuing:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A./M.S.</td>
<td>100.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>D.V.M.</td>
<td>0.0%</td>
</tr>
<tr>
<td>M.D.</td>
<td>0.0%</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.0%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
- 79% of respondents reported that they were employed 35 hours per week or more
- 15% of respondents reported that they were both employed and continuing their education
- 0% reported that they were self-employed
- 2% of respondents reported that their job or career was directly related to their undergraduate field of study.
- 82% reported that it was somewhat related, and 16% reported that their career was not related at all to their undergraduate study.

### Current position of respondents:

- Employment with definite long-term potential: 55.1%
- Employment with possible long-term potential: 38.8%
- Employment primarily to earn money: 6.1%
- Temporary employment while I look for something more suitable: 6.1%
- Temporary position that will last only for a limited time: 0%

### Respondents learned of job by:

- Job listing on the internet: 70.0%
- Job lead from relative or friend: 18.0%
- Worked Previously for employer: 12.0%
- K-State's CES: 8.0%
- Applied without knowledge of opening: 6.0%
- Other: 6.0%
- Employment agency: 6.0%
- Job lead from college internship: 6.0%
- Government employment listing: 6.0%
- Job lead from professor or advisor: 6.0%
- Newspaper: 0%
How close respondents' current jobs are to the type of job they desired:

- Very Close: 67.3%
- Fairly Close: 24.5%
- Not Very Close: 6.1%
- Had no clear expectation: 2.0%

Number of job interviews had before accepting current position:

- 2-5: 44.9%
- 0-1: 26.5%
- 6-9: 26.5%
- 10-14: 2.0%
- 20+: 0.0%
- 15-19: 0.0%

Skills required of respondents:

- Technology skills: 90.0%
- Conducting research: 42.0%
- Extensive training: 46.0%
- Math skills: 64.0%
- Problem solving/analytic reasoning: 84.0%
- Speaking to a group: 88.0%
- Use of specialized machinery: 12.0%
- Use of specialized software: 56.0%
- Working with a diverse group of people: 96.0%
- Writing reports, memos, papers, publications, etc.: 60.0%
Degree to which respondents felt prepared for their present job:

- Well: 42.9%
- Excellently: 38.8%
- Fairly Well: 14.3%
- Inadequately: 4.1%

Respondents felt that their K-State experience gave them a/an:

- Advantage: 79.6%
- Neither: 0.0%
- Disadvantage: 20.4%

Time taken for respondents to obtain current full-time job:

- 1 to 3 months: 26.9%
- 7 months or more: 20.4%
- 4 to 6 months: 20.4%
- Less than 1 month: 18.4%
- Had a job at graduation: 14.3%

Degree of difficulty in finding employment:

- Very Easy: 4.1%
- Very Difficult: 10.2%
- Fairly Difficult: 46.9%
- Fairly Easy: 38.8%
• 2 respondent(s) reported that they were not engaged in employment

**Primary reason respondents are not employed:**

- I have chosen not to be employed
- I was laid off by my employer
- My job search was limited to the same region as someone else
- I have been unable to find a satisfactory job since graduation
- Having/Expecting a child changed my employment plans
- Other

**Have respondents sought job placement assistance from the Office of Career and Employment Services?**

- Yes, it has been helpful
- Yes, but it has not been helpful
- No, I didn't register with the office
- No, I registered with the office, but didn't seek further assistance

**Respondents planning to seek paid employment:**

- Yes, within 12 months
- Yes, in 1 to 5 years

**Respondents' description of not being employed:**

- Serious Problem
- Minor Problem
- No Problem, My Choice