There were 131 responses for the department of Engineering.

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

Respondents reported that 74% would definitely and 21% would probably recommend Kansas State University to a potential student.

25% of respondents were female, while 75% were male.

94% of respondents were U.S. citizens.

60% of respondents were residents of Kansas.

Introduction

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

- None: 37.7%
- Less than $10,000: 8.2%
- $10,000 to $19,999: 11.5%
- $20,000 to $29,999: 19.7%
- $30,000 to $39,999: 10.7%
- $40,000 or more: 12.3%

Respondents' current activities:

- Employed 35 hours per week or more: 84.8%
- Graduate or professional school: 4.4%
- Employed and continuing education: 2.2%
- No paid employment: 0.7%
- Self-employed: 1.5%

Respondents that also graduated with any of the following:

- None: 70.4%
- Undergraduate Minor: 20.0%
- Concurrent B.S./M.S. program: 5.6%
- Secondary Major: 4.8%
- Undergraduate Certificate: 4.0%
- Dual Major: 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: 28.1% Less, 57.9% The Same, 14.0% More
- Ability to gather information: 64.9% Less, 31.6% The Same, 4.5% More
- Developing the ability to make sound decisions: 7.9% Less, 68.4% The Same, 23.7% More
- Making you aware of perspectives from around the world: 8.8% Less, 67.5% The Same, 21.7% More
- Realized need to understand the past and consider the future: 6.1% Less, 71.9% The Same, 21.9% More
- An awareness of multiple perspectives about U.S. society: 11.4% Less, 72.8% The Same, 15.8% More
- Ability to evaluate scientific claims: 4.4% Less, 71.9% The Same, 23.7% More
- Understand how individuals & groups influence the environment: 6.1% Less, 76.3% The Same, 17.5% More

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

- Increasing knowledge in an academic field: 24.0% Somewhat, 76.0% Very much
- Gaining knowledge and skills required for a job/career: 28.9% Somewhat, 68.6% Very much
- Increasing your intellectual curiosity: 44.6% Somewhat, 48.8% Very much
- Becoming aware of world issues and pressing problems: 42.1% Somewhat, 21.5% Very much
- Organizing time effectively: 40.5% Somewhat, 47.9% Very much
- Becoming independent, self-reliant, and responsible: 33.9% Somewhat, 57.9% Very much
- Identifying a sense of values and priorities in life: 42.1% Somewhat, 43.8% Very much
- Handling personal/family finances and consumer issues: 41.3% Somewhat, 28.9% Very much
- Increasing a commitment to public services: 37.2% Somewhat, 21.5% Very much
- Developing satisfying leisure time activities: 44.6% Somewhat, 28.9% Very much
- Developing lasting friendships and personal ties: 24.0% Somewhat, 70.2% 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>12.3%</td>
<td>73.7%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>78.1%</td>
<td></td>
<td>17.5%</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>64.9%</td>
<td>33.3%</td>
<td></td>
</tr>
<tr>
<td>Technological communication skills</td>
<td>70.2%</td>
<td>27.2%</td>
<td></td>
</tr>
<tr>
<td>Ability to think critically</td>
<td>72.8%</td>
<td>27.2%</td>
<td></td>
</tr>
<tr>
<td>Developing your own values</td>
<td>54.3%</td>
<td>78.1%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Understand ethical standards of your profession</td>
<td>78.1%</td>
<td></td>
<td>20.2%</td>
</tr>
<tr>
<td>Interact positively with people different from you</td>
<td>72.8%</td>
<td></td>
<td>24.6%</td>
</tr>
<tr>
<td>Understanding your abilities and personality</td>
<td>77.2%</td>
<td></td>
<td>21.9%</td>
</tr>
<tr>
<td>Understanding other people's perspectives</td>
<td>76.3%</td>
<td></td>
<td>22.8%</td>
</tr>
<tr>
<td>Participate as a team member</td>
<td>5.3%</td>
<td>78.9%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

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

- Slightly: 54.4%
- Quite a bit: 22.8%
- Not at all: 17.5%
- Very Much: 5.3%

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

- None: 0%
- Little: 6.8%
- Somewhat: 36.8%
- Very Much: 59.6%
60% of respondents reported that during their undergraduate education they were involved in a research or creative endeavor in or outside of classwork.

28% of respondents reported that their mentor was an excellent contribution to their undergraduate endeavor.

49% respondents reported that they were involved in a research/creative endeavor project for 2 or less semesters, 24% for 3-4 semesters, 16% for 5-6 semesters, 7% for 7-8 semesters, and 1% for 9 or more semesters.

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

- Very Much: 28.4%
- Somewhat: 46.3%
- Little: 20.9%
- None: 4.5%

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

- Definitely: 26.9%
- Somewhat: 41.8%
- No: 31.3%

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

- None: 11.9%
- Little: 26.9%
- Somewhat: 37.3%
- Very Much: 23.9%

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

- Class presentation: 58.2%
- Oral presentation beyond campus: 29.9%
- Research seminar presentation/poster: 28.4%
- Public exhibition on campus: 28.4%
- Poster at a conference beyond campus: 20.9%
- Public exhibition beyond campus: 17.9%
- Peer reviewed publication: 17.9%
Alumni in Graduate School

- 9% of respondents reported that they were currently enrolled in graduate or professional school without being employed.
- 4% reported that they were both employed and pursuing further education.

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

- Good: 42.9%
- Fair: 42.9%
- Excellent: 14.3%
- Inadequate: 0%

Financial assistance that supported respondents' graduate study:

- Departmental graduate assistance: 50.0%
- Full-time employment: 28.6%
- Institutional fellowship/scholarship: 28.6%
- Loan(s): 21.4%
- Other: 14.3%
- Part-time employment: 7.1%
- Non-institutional fellowship/scholarship: 7.1%

Degree respondents are currently pursuing:

- M.A./M.S.: 71.4%
- Ph.D.: 21.4%
- M.D.: 7.1%
- Other: 0.0%
- D.V.M.: 0.0%
- M.B.A.: 0.0%
- 85% of respondents reported that they were employed 35 hours per week or more
- 4% of respondents reported that they were both employed and continuing their education
- 0% reported that they were self-employed
- 4% of respondents reported that their job or career was directly related to their undergraduate field of study.
  - 20% reported it was somewhat related, and
  - 76% reported that their career was not related at all to their undergraduate study.

**Current position of respondents:**

- Employment with definite long-term potential: 66.0%
- Employment with possible long-term potential: 29.9%
- Employment primarily to earn money: 4%
- Temporary employment while I look for something more suitable: 4%
- Temporary position that will last only for a limited time: 0%

**Respondents learned of job by:**

- K-State's CES: 30.3%
- Job lead from relative or friend: 26.3%
- Job lead from college internship: 25.3%
- Job listing on the internet: 17.2%
- Job lead from professor or advisor: 14.1%
- Other: 14.1%
- Worked Previously for employer: 10.1%
- Employment agency: 4%
- Government employment listing: 4%
- Newspaper: 4%
- Applied without knowledge of opening: 2%
How close respondents' current jobs are to the type of job they desired:

- Very Close: 52.6%
- Fairly Close: 33.0%
- Not Very Close: 9.3%
- Had no clear expectation: 5.2%

Number of job interviews had before accepting current position:

- 2-5: 51.5%
- 6-9: 20.6%
- 0-1: 18.6%
- 10-14: 7.2%
- 20+: 2.1%
- 15-19: 0.9%

Skills required of respondents:

- Technology skills: 96.0%
- Conducting research: 46.5%
- Extensive training: 52.5%
- Math skills: 80.8%
- Problem solving/analytic reasoning: 98.0%
- Speaking to a group: 83.8%
- Use of specialized machinery: 27.3%
- Use of specialized software: 84.8%
- Working with a diverse group of people: 85.9%
- Writing reports, memos, papers, publications, etc.: 76.8%
Degree to which respondents felt prepared for their present job:

- Well: 45.4%
- Excellently: 32.0%
- Fairly Well: 21.6%
- Inadequately: 1.0%

Degree of difficulty in finding employment:

- Very Easy: 40.2%
- Fairly Easy: 26.8%
- Fairly Difficult: 33.0%
- Very Difficult: 0.0%

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

- Advantage: 78.4%
- Neither: 21.6%
- Disadvantage: 0.0%
Unemployed Alumni

- 3 respondent(s) reported that they were not engaged in employment

**Primary reason respondents are not employed:**

- I have chosen not to be employed: 33.3%
- I was laid off by my employer: 33.3%
- My job search was limited to the same region as someone else: 33.3%
- I have been unable to find a satisfactory job since graduation: 33.3%
- Having/Expecting a child changed my employment plans: 33.3%
- Other: 0%

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

- Yes, it has been helpful: 33.3%
- Yes, but it has not been helpful: 33.3%
- No, I didn't register with the office: 33.3%
- No, I registered with the office, but didn't seek further assistance: 33.3%

**Respondents planning to seek paid employment:**

- Yes, within 12 months: 100.0%
- Yes, in 1 to 5 years: 0.0%

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

- Serious Problem: 0.0%
- Minor Problem: 66.7%
- No Problem, My Choice: 33.3%