There were 119 responses for the department of Human Ecology.

Respondents stated that they 85% would definitely and 14% would probably choose Kansas State again if they could start over.

Respondents reported that 74% would definitely and 22% would probably recommend Kansas State University to a potential student.

83% of respondents were female, while 17% were male.

98% of respondents were U.S. citizens.

61% of respondents were residents of Kansas.

Respondents that also graduated with any of the following:

- Undergraduate Minor: 47.8%
- None: 37.2%
- Dual Major: 8.8%
- Secondary Major: 8.0%
- Undergraduate Certificate: 6.2%
- Concurrent B.S./M.S. program: 1.8%

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

- None: 31.9%
- Less than $10,000: 14.2%
- $10,000 to $19,999: 11.5%
- $20,000 to $29,999: 13.3%
- $30,000 to $39,999: 17.7%
- $40,000 or more: 11.5%

Respondents' current activities:

- Employed 35 hours per week or more: 58.1%
- Graduate or professional school: 27.6%
- Employed and continuing education: 13.3%
- Self-employed: 11.5%
- No paid employment: 11.5%
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: 71.7% Less, 24.5% The Same, 4.5% More
- Ability to gather information: 74.5% Less, 24.5% The Same, 1% More
- Developing the ability to make sound decisions: 75.5% Less, 23.6% The Same, 0.9% More
- Making you aware of perspectives from around the world: 71.7% Less, 27.4% The Same, 0.6% More
- Realized need to understand the past and consider the future: 71.7% Less, 24.5% The Same, 3.9% More
- An awareness of multiple perspectives about U.S. society: 70.8% Less, 29.2% The Same
- Ability to evaluate scientific claims: 76.4% Less, 21.7% The Same, 1.9% More
- Understand how individuals & groups influence the environment: 79.2% Less, 20.8% The Same

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

- Increasing knowledge in an academic field: 27.0% Somewhat, 69.4% Very much
- Gaining knowledge and skills required for a job/career: 36.0% Somewhat, 55.9% Very much
- Increasing your intellectual curiosity: 33.3% Somewhat, 62.2% Very much
- Becoming aware of world issues and pressing problems: 42.3% Somewhat, 34.2% Very much
- Organizing time effectively: 33.3% Somewhat, 60.4% Very much
- Becoming independent, self-reliant, and responsible: 23.4% Somewhat, 73.0% Very much
- Identifying a sense of values and priorities in life: 27.9% Somewhat, 64.9% Very much
- Handling personal/family finances and consumer issues: 45.0% Somewhat, 42.3% Very much
- Increasing a commitment to public services: 38.7% Somewhat, 39.6% Very much
- Developing satisfying leisure time activities: 38.7% Somewhat, 41.4% Very much
- Developing lasting friendships and personal ties: 16.2% Somewhat, 70.3% 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>6.6%</td>
<td>67.9%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>74.5%</td>
<td>24.5%</td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>70.8%</td>
<td>27.4%</td>
<td></td>
</tr>
<tr>
<td>Technological communication skills</td>
<td>60.4%</td>
<td>38.7%</td>
<td></td>
</tr>
<tr>
<td>Ability to think critically</td>
<td>63.2%</td>
<td>35.8%</td>
<td></td>
</tr>
<tr>
<td>Developing your own values</td>
<td>68.9%</td>
<td>39.2%</td>
<td></td>
</tr>
<tr>
<td>Understand ethical standards of your profession</td>
<td>70.8%</td>
<td>27.4%</td>
<td></td>
</tr>
<tr>
<td>Interact positively with people different from you</td>
<td>69.8%</td>
<td>27.4%</td>
<td></td>
</tr>
<tr>
<td>Understanding your abilities and personality</td>
<td>67.0%</td>
<td>32.1%</td>
<td></td>
</tr>
<tr>
<td>Understanding other people's perspectives</td>
<td>68.9%</td>
<td>30.2%</td>
<td></td>
</tr>
<tr>
<td>Participate as a team member</td>
<td>7.5%</td>
<td>68.9%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Motivation</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly</td>
<td>49.1%</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>29.2%</td>
</tr>
<tr>
<td>Very Much</td>
<td>12.3%</td>
</tr>
<tr>
<td>Not at all</td>
<td>9.4%</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>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0.1%</td>
</tr>
<tr>
<td>Little</td>
<td>7.5%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>27.4%</td>
</tr>
<tr>
<td>Very Much</td>
<td>64.2%</td>
</tr>
</tbody>
</table>
45% of respondents reported that during their undergraduate education they were involved in a research or creative endeavor in or outside of classwork.

34% of respondents reported that their mentor was an excellent contribution to their undergraduate endeavor.

43% 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: 25.5%
- Somewhat: 46.8%
- Little: 25.5%
- None: 2.1%

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

- Definitely: 17.0%
- Somewhat: 46.8%
- No: 36.2%

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

- None: 25.5%
- Little: 23.4%
- Somewhat: 36.2%
- Very Much: 14.9%

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

- Class presentation: 78.7%
- Peer reviewed publication: 23.4%
- Other: 23.4%
- Public exhibition on campus: 19.1%
- Research seminar presentation/poster: 14.9%
- Oral presentation beyond campus: 12.8%
- Poster at a conference beyond campus: 8.9%
- Public exhibition beyond campus: 8.9%
28% of respondents reported that they were currently enrolled in graduate or professional school without being employed.
9% reported that they were both employed and pursuing further education.

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

- Good: 60.5%
- Excellent: 23.7%
- Fair: 15.8%
- Inadequate: 0%

Financial assistance that supported respondents' graduate study:

- Loan(s): 60.5%
- Departmental graduate assistance: 39.5%
- Part-time employment: 31.6%
- Institutional fellowship/scholarship: 21.1%
- Full-time employment: 13.2%
- Other: 10.5%
- Non-institutional fellowship/scholarship: 7.9%

Degree respondents are currently pursuing:

- M.A./M.S.: 68.4%
- M.B.A.: 28.9%
- D.V.M.: 2.6%
- M.D.: 0%
- Ph.D.: 0%
- 58% of respondents reported that they were employed 35 hours per week or more
- 9% of respondents reported that they were both employed and continuing their education
- 4% reported that they were self-employed
- 14% of respondents reported that their job or career was directly related to their undergraduate field of study.
- 54% reported that it was somewhat related, and 32% reported that their career was not related at all to their undergraduate study.

**Current position of respondents:**

- Employment with definite long-term potential: 35.1%
- Employment with possible long-term potential: 29.7%
- Employment primarily to earn money: 16.2%
- Temporary employment while I look for something more suitable: 13.5%
- Temporary position that will last only for a limited time: 5.4%

**Respondents learned of job by:**

- Job listing on the internet: 36.5%
- Job lead from relative or friend: 28.4%
- Worked Previously for employer: 14.9%
- Other: 12.2%
- Job lead from professor or advisor: 9.5%
- Applied without knowledge of opening: 5.4%
- Job lead from college internship: 5.4%
- K-State's CES: 5.4%
- Government employment listing: 2.9%
- Newspaper: 2.9%
- Employment agency: 2.9%
How close respondents' current jobs are to they type of job they desired:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Close</td>
<td>39.2%</td>
</tr>
<tr>
<td>Fairly Close</td>
<td>32.4%</td>
</tr>
<tr>
<td>Not Very Close</td>
<td>27.0%</td>
</tr>
<tr>
<td>Had no clear expectation</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Number of job interviews had before accepting current position:

<table>
<thead>
<tr>
<th>Number of Interviews</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>43.2%</td>
</tr>
<tr>
<td>2-5</td>
<td>47.3%</td>
</tr>
<tr>
<td>6-9</td>
<td>6.8%</td>
</tr>
<tr>
<td>10-14</td>
<td>2.7%</td>
</tr>
<tr>
<td>20+</td>
<td>0.9%</td>
</tr>
<tr>
<td>15-19</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Skills required of respondents:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology skills</td>
<td>78.4%</td>
</tr>
<tr>
<td>Conducting research</td>
<td>27.0%</td>
</tr>
<tr>
<td>Extensive training</td>
<td>33.8%</td>
</tr>
<tr>
<td>Math skills</td>
<td>56.8%</td>
</tr>
<tr>
<td>Problem solving/analytic reasoning</td>
<td>78.4%</td>
</tr>
<tr>
<td>Speaking to a group</td>
<td>60.8%</td>
</tr>
<tr>
<td>Use of specialized machinery</td>
<td>9.5%</td>
</tr>
<tr>
<td>Use of specialized software</td>
<td>60.8%</td>
</tr>
<tr>
<td>Working with a diverse group of people</td>
<td>89.2%</td>
</tr>
<tr>
<td>Writing reports, memos, papers, publications, etc</td>
<td>52.7%</td>
</tr>
</tbody>
</table>
Degree to which respondents felt prepared for their present job:

- Fairly Well: 39.2%
- Well: 29.7%
- Excellently: 25.7%
- Inadequately: 5.4%

Degree of difficulty in finding employment:

- Very Easy: 20.3%
- Fairly Easy: 33.8%
- Fairly Difficult: 33.8%
- Very Difficult: 12.2%

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

- 7 months or more: 25.7%
- Had a job at graduation: 23.0%
- 1 to 3 months: 21.6%
- Less than 1 month: 14.9%
- 4 to 6 months: 14.9%

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

- Advantage: 70.3%
- Neither: 29.7%
- Disadvantage: 0.0%
Unemployed Alumni

- 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 (50.0%)

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 (100.0%)
- No, I registered with the office, but didn't seek further assistance

Respondents planning to seek paid employment:

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

Respondents' description of not being employed:

- Serious Problem (0.0%)
- Minor Problem (0.0%)
- No Problem, My Choice (100.0%)