Introduction

There were 1055 total responses from College of Arts and Sciences. 469 respondents were Freshmen and 586 respondents were Seniors.

**Freshmen**
- 76% of respondents were white, non-Hispanic
- 35% of respondents were first-generation college students
- 7% of respondents were international students
- 63% of respondents would choose to attend K-State again
- 39% of respondents evaluated their educational experience as good, while 55% evaluated it as excellent

**Seniors**
- 81% of respondents were white, non-Hispanic
- 33% of respondents were first-generation college students
- 4% of respondents were international students
- 58% of respondents would choose to attend K-State again
- 40% of respondents evaluated their educational experience as good, while 52% evaluated it as excellent

Quality of interaction with other students indicated by College of Arts and Sciences respondents
College of Arts and Sciences respondents reported that K-State contributed quite a bit/very much to their development in:

(Very little, Some, Quite a bit, Very much)

### Freshmen

- **Writing clearly and effectively**: 32.1% Quite a Bit, 25.4% Very Much, Mean 2.7
- **Speaking clearly and effectively**: 38.3% Quite a Bit, 21.9% Very Much, Mean 2.7
- **Thinking critically and analytically**: 42.3% Quite a Bit, 34.9% Very Much, Mean 3.1
- **Analyzing numerical and statistical information**: 33.8% Quite a Bit, 19.5% Very Much, Mean 2.6
- **Acquiring job or work-related knowledge and skills**: 37.4% Quite a Bit, 23.2% Very Much, Mean 2.7
- **Working effectively with others**: 41.4% Quite a Bit, 29.3% Very Much, Mean 3.0
- **Developing or clarifying a personal code of values and ethics**: 36.6% Quite a Bit, 30.4% Very Much, Mean 2.9
- **Understanding people of other backgrounds**: 36.3% Quite a Bit, 30.4% Very Much, Mean 2.9
- **Solving complex real-world problems**: 33.4% Quite a Bit, 22.3% Very Much, Mean 2.7
- **Being an informed and active citizen**: 38.3% Quite a Bit, 22.3% Very Much, Mean 2.7

### Seniors

- **Writing clearly and effectively**: 38.9% Quite a Bit, 32.7% Very Much, Mean 3.0
- **Speaking clearly and effectively**: 39.0% Quite a Bit, 30.0% Very Much, Mean 2.9
- **Thinking critically and analytically**: 40.1% Quite a Bit, 49.1% Very Much, Mean 3.4
- **Analyzing numerical and statistical information**: 32.9% Quite a Bit, 24.3% Very Much, Mean 2.7
- **Acquiring job or work-related knowledge and skills**: 32.1% Quite a Bit, 30.1% Very Much, Mean 2.8
- **Working effectively with others**: 40.1% Quite a Bit, 34.8% Very Much, Mean 3.1
- **Developing or clarifying a personal code of values and ethics**: 33.1% Quite a Bit, 29.4% Very Much, Mean 2.8
- **Understanding people of other backgrounds**: 37.2% Quite a Bit, 26.0% Very Much, Mean 2.8
- **Solving complex real-world problems**: 38.0% Quite a Bit, 23.9% Very Much, Mean 2.8
- **Being an informed and active citizen**: 31.1% Quite a Bit, 24.1% Very Much, Mean 2.7
Written Communication: College of Arts and Sciences respondents who reported having to often/very often prepare two or more drafts of a paper in their 2012-2013 classes:
(Never, Sometimes, Often, and Very Often)

<table>
<thead>
<tr>
<th>Length of Paper</th>
<th>Freshmen</th>
<th>Seniors</th>
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</thead>
<tbody>
<tr>
<td>Up to 5 pages</td>
<td>22.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Between 6 and 10</td>
<td>4.9%</td>
<td>18.8%</td>
</tr>
<tr>
<td>11 pages or more</td>
<td>30.3%</td>
<td>24.6%</td>
</tr>
</tbody>
</table>

Written Communication: College of Arts and Sciences respondents who reported to often/very often give a course presentation in their 2012-2013 classes:
(Never, Sometimes, Often, and Very Often)

<table>
<thead>
<tr>
<th>Length of Paper</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 5 pages</td>
<td>22.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Between 6 and 10</td>
<td>4.9%</td>
<td>18.8%</td>
</tr>
<tr>
<td>11 pages or more</td>
<td>30.3%</td>
<td>24.6%</td>
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</table>

Written Communication: Length and quantity of writing assignments assigned in 2012-13 classes as reported by College of Arts and Sciences respondents:

<table>
<thead>
<tr>
<th>Length of Paper</th>
<th>Freshmen</th>
<th>Seniors</th>
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</thead>
<tbody>
<tr>
<td>Up to 5 pages</td>
<td>4.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Between 6 and 10</td>
<td>31.1%</td>
<td>30.3%</td>
</tr>
<tr>
<td>11 pages or more</td>
<td>83.6%</td>
<td>46.9%</td>
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Critical Thinking: College of Arts and Sciences respondents indicating their 2012-13 courses quite a bit/very much emphasized the following:
(Very little, some, quite a bit, and very much)

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Freshmen</th>
<th>Seniors</th>
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</thead>
<tbody>
<tr>
<td>Applying facts, theories, or methods to practical programs or new situations</td>
<td>44.9%</td>
<td>43.1%</td>
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<td></td>
<td>37.2%</td>
<td>44.8%</td>
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<tr>
<td>Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>24.2%</td>
<td>27.3%</td>
</tr>
<tr>
<td></td>
<td>28.2%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Evaluating a point of view, decision, or information source</td>
<td>40.0%</td>
<td>41.9%</td>
</tr>
<tr>
<td></td>
<td>28.0%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Forming a new idea or understanding from various pieces of information</td>
<td>39.1%</td>
<td>39.1%</td>
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<td></td>
<td>28.1%</td>
<td>28.1%</td>
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</tbody>
</table>
Learning Outcomes Cont.

Quantitative Reasoning: College of Arts and Sciences respondents indicating they often/very often reached conclusions based on analysis of numerical information in 2012-13
(Never, Sometimes, Often, and Very Often)

- **Freshmen**
  - Often: 28.7%
  - Very Often: 15.3%

- **Seniors**
  - Often: 31.3%
  - Very Often: 18.3%

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Quantitative Reasoning: College of Arts and Sciences respondents indicating they often/very often used numerical information to examine a real-world problem or issue

- **Freshmen**
  - Often: 26.5%
  - Very Often: 10.3%

- **Seniors**
  - Often: 28.7%
  - Very Often: 14.9%

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Quantitative Reasoning: College of Arts and Sciences respondents indicating they often/very often evaluated what others have concluded from numerical information

- **Freshmen**
  - Often: 25.5%
  - Very Often: 9.6%

- **Seniors**
  - Often: 28.3%
  - Very Often: 14.3%

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Diversity: College of Arts and Sciences respondents indicating they courses often/very often included diverse perspectives in course discussions or assignments in the 2012-13 school year:

- **Freshmen**
  - Often: 39.0%
  - Very Often: 15.8%

- **Seniors**
  - Often: 36.2%
  - Very Often: 28.8%

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Diversity: College of Arts and Sciences respondents indicating they often/very often had discussions with people from the following groups in the 2012-13 school year:
(Never, Sometimes, Often, and Very Often)

- **Freshmen**
  - People of a race or ethnicity other than your own
    - Often: 31.7%
    - Very Often: 36.6%
  - People from an economic background other than your own
    - Often: 37.0%
    - Very Often: 36.6%
  - People with religious beliefs other than your own
    - Often: 30.1%
    - Very Often: 40.5%
  - People with political views other than your own
    - Often: 31.1%
    - Very Often: 41.5%

- **Seniors**
  - People of a race or ethnicity other than your own
    - Often: 31.4%
    - Very Often: 34.4%
  - People from an economic background other than your own
    - Often: 38.0%
    - Very Often: 35.1%
  - People with religious beliefs other than your own
    - Often: 31.4%
    - Very Often: 45.9%
  - People with political views other than your own
    - Often: 29.1%
    - Very Often: 40.6%
Interaction with Faculty

Quality of interaction with faculty indicated by College of Arts and Sciences respondents

During 2012-2013, College of Arts and Sciences respondents indicated their instructors quite a bit/very much:
(Very little, some, quite a bit, and very much)

- Provided prompt and detailed feedback on tests or completed assignments
  - Seniors: 50.2% (Quite a Bit), 36.2% (Very Much)
  - Freshmen: 42.3% (Quite a Bit), 43.2% (Very Much)

- Taught course sessions in an organized way
  - Seniors: 50.2% (Quite a Bit), 36.2% (Very Much)
  - Freshmen: 42.3% (Quite a Bit), 43.2% (Very Much)

- Clearly explained course goals and requirements
  - Seniors: 45.1% (Quite a Bit), 41.1% (Very Much)
  - Freshmen: 44.0% (Quite a Bit), 42.6% (Very Much)

During 2012-2013, College of Arts and Sciences respondents indicated having often/very often:
(Never, Sometimes, Often, and Very Often)

- Talked about career plans with a faculty member
  - Seniors: 43.2% (Often), 41.1% (Very Often)
  - Freshmen: 45.3% (Often), 32.0% (Very Often)

- Worked with a faculty member on activities other than coursework
  - Seniors: 27.1% (Often), 19.9% (Very Often)
  - Freshmen: 23.0% (Often), 19.9% (Very Often)

- Discussed course topics, ideas, or concepts with a faculty member outside of class
  - Seniors: 19.0% (Often), 15.5% (Very Often)
  - Freshmen: 19.0% (Often), 15.5% (Very Often)
During 2012-13, College of Arts and Sciences respondents indicated academic advisors have quite a bit/very much:
(Very little, some, quite a bit, and very much)

**Freshmen**

- **Been available when needed**
  - Very little: 32.5%
  - Some: 39.1%
  - Quite a bit: 30.8%
  - Very much: 28.9%
  - Mean: 3.0

- **Informed you of important deadlines**
  - Very little: 28.9%
  - Some: 33.4%
  - Quite a bit: 30.5%
  - Very much: 29.4%
  - Mean: 3.0

- **Helped you understand academic rules and policies**
  - Very little: 21.6%
  - Some: 34.2%
  - Quite a bit: 29.4%
  - Very much: 24.0%
  - Mean: 2.8

- **Informed you of academic support options**
  - Very little: 26.3%
  - Some: 31.1%
  - Quite a bit: 24.0%
  - Very much: 25.2%
  - Mean: 2.7

- **Helped with academic difficulties**
  - Very little: 26.3%
  - Some: 31.1%
  - Quite a bit: 24.0%
  - Very much: 26.4%
  - Mean: 2.6

**Seniors**

- **Been available when needed**
  - Very little: 35.1%
  - Some: 39.1%
  - Quite a bit: 28.0%
  - Very much: 29.2%
  - Mean: 3.1

- **Informed you of important deadlines**
  - Very little: 26.0%
  - Some: 35.9%
  - Quite a bit: 29.2%
  - Very much: 21.6%
  - Mean: 2.8

- **Helped you understand academic rules and policies**
  - Very little: 24.9%
  - Some: 33.2%
  - Quite a bit: 29.2%
  - Very much: 19.8%
  - Mean: 2.8

- **Informed you of academic support options**
  - Very little: 24.9%
  - Some: 33.2%
  - Quite a bit: 29.2%
  - Very much: 19.8%
  - Mean: 2.5

- **Helped with academic difficulties**
  - Very little: 24.9%
  - Some: 33.2%
  - Quite a bit: 29.2%
  - Very much: 19.8%
  - Mean: 2.7

- **Helped with information on special opportunities**
  - Very little: 25.2%
  - Some: 30.7%
  - Quite a bit: 24.9%
  - Very much: 26.4%
  - Mean: 2.6

- **Discussed career interests & post-graduation plans**
  - Very little: 26.4%
  - Some: 36.8%
  - Quite a bit: 24.9%
  - Very much: 25.2%
  - Mean: 2.8
High-Impact Practices

College of Arts and Sciences respondents reporting participation:

in a Learning Community

- **Seniors**
  - Have not decided: 11.3%
  - Do not plan to: 62.3%
  - Plan to do: 6.7%
  - Done or in progress: 19.7%

- **Freshmen**
  - Have not decided: 28.9%
  - Do not plan to: 35.2%
  - Plan to do: 22.7%
  - Done or in progress: 13.2%

in Study Abroad

- **Seniors**
  - Have not decided: 9.6%
  - Do not plan to: 68.4%
  - Plan to do: 7.3%
  - Done or in progress: 14.8%

- **Freshmen**
  - Have not decided: 33.1%
  - Do not plan to: 27.7%
  - Plan to do: 34.8%
  - Done or in progress: 4.4%

in Culminating Senior Experience

- **Seniors**
  - Have not decided: 11.5%
  - Do not plan to: 30.0%
  - Plan to do: 21.4%
  - Done or in progress: 37.1%

College of Arts and Sciences respondents reporting the amount of courses that included community-based project (service-learning)

- **Seniors**
  - None: 35.4%
  - Some: 57.3%
  - Most: 6.7%

- **Freshmen**
  - None: 38.2%
  - Some: 51.7%
  - Most: 9.1%

College of Arts and Sciences senior respondents indicating participation in a practicum, internship, co-op, or clinical experience:

(Have not decided, do not plan to do, and done or in progress)

- **Overall**
  - Done or in progress: 48.3%

- **by gender**
  - Male: 43.0%
  - Female: 42.6%

- **by first-generation status**
  - Non-first generation: 48.3%
  - First-generation: 34.0%

- **by international status**
  - International: 42.1%
  - Non-international: 43.6%
Civic Engagement

College of Arts and Sciences respondents indicating having often/very often:

- Resolve conflicts that involve bias, discrimination, and prejudice
- Lead a group where people from different backgrounds feel welcomed and included
- Contribute to the well-being of your community

College of Arts and Sciences respondents indicating ability to:

- Contribute to the well-being of your community
- Resolve conflicts that involve bias, discrimination, and prejudice
- Lead a group where people from different backgrounds feel welcomed and included
- Organized others to work on state, national, or global issues
- Discussed state, national, or global issues with others
- Organized others to work on local campus issues
- Discussed local or campus issues with others

Discussed local or campus issues with others

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<th>Often</th>
<th>Very Often</th>
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<tr>
<td>Seniors</td>
<td>34.6%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>31.8%</td>
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Discussed state, national, or global issues with others

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<th>Often</th>
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<td>33.3%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>32.4%</td>
<td>15.4%</td>
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Organized others to work on local campus issues

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<td>Seniors</td>
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Organized others to work on state, national, or global issues

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<td>Freshmen</td>
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College of Arts and Sciences senior respondents indicating having worked with a faculty member on a research project:
(Have not decided, do not plan to do, and done or in progress)

**Overall**
- Done or in progress - seniors: 27.8%

**by First-generation Status**
- First-generation: 29.1%
- Non-First Generation: 28.5%

**by Gender**
- Male: 31.2%
- Female: 25.3%

**by International Status**
- International: 52.6%
- Non-international: 27.8%