There were 192 total responses from College of Education. 65 respondents were Freshmen and 127 respondents were Seniors.

**Freshmen**
- 92% of respondents were white, non-Hispanic
- 18% of respondents were first-generation college students
- 2% of respondents were international students
- 80% of respondents would choose to attend K-State again
- 39% of respondents evaluated their educational experience as good, while 57% evaluated it as excellent

**Seniors**
- 81% of respondents were white, non-Hispanic
- 35% of respondents were first-generation college students
- 6% of respondents were international students
- 75% of respondents would choose to attend K-State again
- 28% of respondents evaluated their educational experience as good, while 67% evaluated it as excellent

### Quality of interaction with other students indicated by College of Education respondents

![Bar chart showing the quality of interaction with other students. Seniors and Freshmen are compared.](chart.png)
College of Education 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**: 48.0% Quite a bit, 16.0% Very Much, Mean 2.7
- **Speaking clearly and effectively**: 44.0% Quite a bit, 18.4% Very Much, Mean 2.4
- **Thinking critically and analytically**: 62.0% Quite a bit, 16.0% Very Much, Mean 2.9
- **Analyzing numerical and statistical information**: 30.0% Quite a bit, 18.4% Very Much, Mean 2.3
- **Acquiring job or work-related knowledge and skills**: 34.7% Quite a bit, 18.4% Very Much, Mean 2.6
- **Working effectively with others**: 51.0% Quite a bit, 16.3% Very Much, Mean 2.8
- **Developing or clarifying a personal code of values and ethics**: 36.0% Quite a bit, 16.0% Very Much, Mean 2.6
- **Understanding people of other backgrounds**: 42.0% Quite a bit, 16.0% Very Much, Mean 2.6
- **Solving complex real-world problems**: 42.9% Quite a bit, 16.0% Very Much, Mean 2.4
- **Being an informed and active citizen**: 44.9% Quite a bit, 16.0% Very Much, Mean 2.5

### Seniors
- **Writing clearly and effectively**: 43.7% Quite a bit, 33.0% Very Much, Mean 3.1
- **Speaking clearly and effectively**: 42.7% Quite a bit, 38.8% Very Much, Mean 3.2
- **Thinking critically and analytically**: 31.4% Quite a bit, 52.9% Very Much, Mean 3.4
- **Analyzing numerical and statistical information**: 31.1% Quite a bit, 18.4% Very Much, Mean 2.6
- **Acquiring job or work-related knowledge and skills**: 33.0% Quite a bit, 51.5% Very Much, Mean 3.3
- **Working effectively with others**: 38.2% Quite a bit, 47.1% Very Much, Mean 3.3
- **Developing or clarifying a personal code of values and ethics**: 27.2% Quite a bit, 43.7% Very Much, Mean 3.1
- **Understanding people of other backgrounds**: 31.1% Quite a bit, 43.7% Very Much, Mean 3.2
- **Solving complex real-world problems**: 37.9% Quite a bit, 36.9% Very Much, Mean 3.1
- **Being an informed and active citizen**: 38.8% Quite a bit, 35.0% Very Much, Mean 3.0
Written Communication: College of Education 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)

- Freshmen:
  - Often: 39.1%
  - Very Often: 15.6%

- Seniors:
  - Often: 25.6%
  - Very Often: 20.8%

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

<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></td>
<td></td>
</tr>
<tr>
<td>0 assignments</td>
<td>7.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>1-2</td>
<td>20.4%</td>
<td>17.8%</td>
</tr>
<tr>
<td>3-5</td>
<td>24.1%</td>
<td>31.8%</td>
</tr>
<tr>
<td>6-10</td>
<td>37.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td>11-15</td>
<td>5.6%</td>
<td>8.4%</td>
</tr>
<tr>
<td>16-20</td>
<td>1.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>More than 20</td>
<td>3.7%</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

Critical Thinking: College of Education respondents indicating their 2012-13 courses quite a bit/very much emphasized the following:
(Very little, some, quite a bit, and very much)

- Applying facts, theories, or methods to practical programs or new situations:
  - Freshmen:
    - Quite a bit: 47.3%
    - Very Much: 9.1%
    - Some: 36.4%
    - Very little: 11.9%
  - Seniors:
    - Quite a bit: 49.1%
    - Very Much: 21.8%
    - Some: 44.5%
    - Very little: 46.2%

- Analyzing an idea, experience, or line of reasoning in depth by examining its parts:
  - Freshmen:
    - Quite a bit: 50.9%
    - Very Much: 12.7%
    - Some: 44.1%
    - Very little: 38.1%
  - Seniors:
    - Quite a bit: 44.1%
    - Very Much: 38.1%
    - Some: 44.1%
    - Very little: 38.1%

- Evaluating a point of view, decision, or information source:
  - Freshmen:
    - Quite a bit: 50.0%
    - Very Much: 12.5%
    - Some: 44.1%
    - Very little: 38.1%
  - Seniors:
    - Quite a bit: 44.1%
    - Very Much: 38.1%
    - Some: 44.1%
    - Very little: 38.1%
### Learning Outcomes Cont.

**Quantitative Reasoning:** College of Education 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: 30.4%
  - Very Often: 12.5%

- **Seniors:**
  - Often: 30.3%
  - Very Often: 18.5%

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

- **Freshmen:**
  - Often: 17.9%
  - Very Often: 7.1%

- **Seniors:**
  - Often: 21.2%
  - Very Often: 16.9%

**Quantitative Reasoning:** College of Education respondents indicating they often/very often evaluated what others have concluded from numerical information

- **Freshmen:**
  - Often: 16.1%
  - Very Often: 7.1%

- **Seniors:**
  - Often: 22.0%
  - Very Often: 12.7%

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

- **Freshmen:**
  - Often: 24.6%
  - Very Often: 15.8%

- **Seniors:**
  - Often: 41.7%
  - Very Often: 31.7%

### Diversity: College of Education 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)

- **People of a race or ethnicity other than your own**
  - Freshmen:
    - Often: 42.6%
    - Very Often: 16.7%
    - Never: 28.8%
    - Sometimes: 47.7%

  - Seniors:
    - Often: 44.4%
    - Very Often: 13.0%
    - Never: 30.6%
    - Sometimes: 52.3%

- **People from an economic background other than your own**
  - Freshmen:
    - Often: 42.6%
    - Very Often: 16.7%
    - Never: 26.4%
    - Sometimes: 49.1%

  - Seniors:
    - Often: 41.5%
    - Very Often: 26.4%
    - Never: 29.1%
    - Sometimes: 45.5%

- **People with religious beliefs other than your own**
  - Freshmen:
    - Often: 42.6%
    - Very Often: 16.7%
    - Never: 26.4%
    - Sometimes: 49.1%

  - Seniors:
    - Often: 41.5%
    - Very Often: 26.4%
    - Never: 29.1%
    - Sometimes: 45.5%

- **People with political views other than your own**
  - Freshmen:
    - Often: 42.6%
    - Very Often: 16.7%
    - Never: 26.4%
    - Sometimes: 49.1%

  - Seniors:
    - Often: 41.5%
    - Very Often: 26.4%
    - Never: 29.1%
    - Sometimes: 45.5%
Interaction with Faculty

Quality of interaction with faculty indicated by College of Education respondents

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

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

Clearly explained course goals and requirements
Quite a Bit Very Much
Seniors 34.7% 52.5%
Freshmen 54.4% 31.6%

Taught course sessions in an organized way
Seniors 33.1% 50.8%
Freshmen 56.1% 26.3%

Provided prompt and detailed feedback on tests or completed assignments
Seniors 33.1% 50.8%
Freshmen 56.1% 26.3%

Talked about career plans with a faculty member
Often Very Often
Seniors 37.6% 54.7%
Freshmen 37.5% 33.9%

Worked with a faculty member on activities other than coursework
Seniors 27.5% 34.2%
Freshmen 28.1%

Discussed course topics, ideas, or concepts with a faculty member outside of class
Seniors 18.5% 18.5%
Freshmen 18.5%
Quality of interaction with academic advisors indicated by College of Education respondents

During 2012-13, College of Education respondents indicated academic advisors have quite a bit/very much:
(Very little, some, quite a bit, and very much)

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been available when needed</td>
<td>46.8%</td>
<td>23.7%</td>
</tr>
<tr>
<td></td>
<td>38.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Informed you of important deadlines</td>
<td>40.4%</td>
<td>25.3%</td>
</tr>
<tr>
<td></td>
<td>38.3%</td>
<td>46.5%</td>
</tr>
<tr>
<td>Helped you understand academic rules and policies</td>
<td>38.3%</td>
<td>21.1%</td>
</tr>
<tr>
<td></td>
<td>27.7%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Informed you of academic support options</td>
<td>27.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td></td>
<td>32.6%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Helped with academic difficulties</td>
<td>32.6%</td>
<td>17.9%</td>
</tr>
<tr>
<td></td>
<td>32.6%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Helped with information on special opportunities</td>
<td>30.0%</td>
<td>17.9%</td>
</tr>
<tr>
<td></td>
<td>27.5%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Discussed career interests &amp; post-graduation plans</td>
<td>34.0%</td>
<td>37.9%</td>
</tr>
<tr>
<td></td>
<td>27.7%</td>
<td>2.7</td>
</tr>
</tbody>
</table>
High-Impact Practices

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

- Have not decided
- Do not plan to
- Plan to do
- Done or in progress

### in a Learning Community

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>39.1%</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>10.0%</td>
<td>13.5%</td>
</tr>
<tr>
<td></td>
<td>43.6%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

### in Study Abroad

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.2%</td>
<td>32.7%</td>
</tr>
<tr>
<td></td>
<td>64.8%</td>
<td>38.5%</td>
</tr>
<tr>
<td></td>
<td>9.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>15.7%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

### in Culminating Senior Experience

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.4%</td>
<td>41.5%</td>
</tr>
<tr>
<td></td>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>47.3%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>4.5%</td>
<td>75.5%</td>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>41.5%</td>
<td>56.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College of Education 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

### by gender

- Male: 68.0%
- Female: 57.6%

### by first-generation status

- Non-first generation: 61.5%
- First-generation: 61.1%

### by international status

- International: 66.7%
- Non-international: 61.1%
Civic Engagement

College of Education respondents indicating ability to:

- 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 Education respondents indicating having often/very often:
(Never, Sometimes, Often, and Very Often)

- Discussed local or campus issues with others
- Discussed state, national, or global issues with others
- Organized others to work on local campus issues
- Organized others to work on state, national, or global issues
College of Education 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
- Seniors: 13.6%

by First-generation Status
- First-generation: 16.7%
- Non-First Generation: 13.8%

by Gender
- Male: 20.0%
- Female: 11.8%

by International Status
- International: 16.7%
- Non-international: 14.7%