Introduction

There were 589 total responses from the College of Engineering. 197 respondents were Freshmen and 392 respondents were Seniors.

### Freshmen
- 75% of respondents were white, non-Hispanic
- 28% of respondents were first-generation college students
- 11% of respondents were international students
- 70% of respondents would choose to attend K-State again
- 34% of respondents evaluated their educational experience as good, while 58% evaluated it as excellent

### Seniors
- 78% of respondents were white, non-Hispanic
- 25% of respondents were first-generation college students
- 8% of respondents were international students
- 66% of respondents would choose to attend K-State again
- 35% of respondents evaluated their educational experience as good, while 59% evaluated it as excellent

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

![Bar Chart](image.png)
College of Engineering respondents reported that K-State contributed quite a bit/very much to their development in:
(Very little, Some, Quite a bit, Very much)

### Learning Outcomes

#### Freshmen

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>100%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
<td>29.0%</td>
<td>14.8%</td>
<td>2.3</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>36.8%</td>
<td>14.8%</td>
<td>2.5</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>36.4%</td>
<td>47.4%</td>
<td>3.3</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>30.3%</td>
<td>44.5%</td>
<td>3.1</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>35.5%</td>
<td>29.0%</td>
<td>2.9</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>40.6%</td>
<td>29.0%</td>
<td>2.9</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>34.2%</td>
<td>18.1%</td>
<td>2.6</td>
</tr>
<tr>
<td>Understanding people of other backgrounds</td>
<td>29.7%</td>
<td>21.9%</td>
<td>2.6</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>39.4%</td>
<td>25.8%</td>
<td>2.8</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>27.5%</td>
<td>20.3%</td>
<td>2.5</td>
</tr>
</tbody>
</table>

#### Seniors

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>100%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
<td>39.4%</td>
<td>27.4%</td>
<td>2.9</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>35.3%</td>
<td>27.4%</td>
<td>2.8</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>30.1%</td>
<td>62.3%</td>
<td>3.5</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>29.3%</td>
<td>61.8%</td>
<td>3.5</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>31.9%</td>
<td>52.1%</td>
<td>3.3</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>42.0%</td>
<td>42.9%</td>
<td>3.3</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>36.9%</td>
<td>23.3%</td>
<td>2.7</td>
</tr>
<tr>
<td>Understanding people of other backgrounds</td>
<td>32.8%</td>
<td>15.8%</td>
<td>2.5</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>33.4%</td>
<td>46.4%</td>
<td>3.2</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>34.6%</td>
<td>14.9%</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Learning Outcomes Cont.

Oral Communication: College of Engineering respondents who reported often/very often giving a course presentation in their 2012-2013 classes:
(Never, Sometimes, Often, and Very Often)

- Freshmen:
  - Often: 13.3%
  - Very Often: 5.5%

- Seniors:
  - Often: 30.5%
  - Very Often: 15.8%

Written Communication: College of Engineering 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: 25.3%
  - Very Often: 8.2%

- Seniors:
  - Often: 26.0%
  - Very Often: 10.3%

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

<table>
<thead>
<tr>
<th>Length of Paper</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 assignments</td>
<td>1-2</td>
</tr>
<tr>
<td>Up to 5 pages</td>
<td></td>
<td>18.1%</td>
</tr>
<tr>
<td>Between 6 and 10</td>
<td></td>
<td>62.5%</td>
</tr>
<tr>
<td>11 pages or more</td>
<td></td>
<td>89.8%</td>
</tr>
</tbody>
</table>

Critical Thinking: College of Engineering 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: 38.3%
  - Seniors: 40.6%

- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
  - Freshmen: 35.6%
  - Seniors: 40.9%

- Evaluating a point of view, decision, or information source
  - Freshmen: 36.3%
  - Seniors: 41.6%

- Forming a new idea or understanding from various pieces of information
  - Freshmen: 41.5%
  - Seniors: 41.6%
Quantitative Reasoning: College of Engineering respondents indicating they often/very often reached conclusions based on analysis of numerical information in 2012-13 (Never, Sometimes, Often, and Very Often)

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

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

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

Diversity: College of Engineering 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)
Interaction with Faculty

Quality of interaction with faculty indicated by College of Engineering respondents

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

Clarity explained course goals and requirements

Clearly explained course goals and requirements:
(Very little, some, quite a bit, and very much)

Provided prompt and detailed feedback on tests or completed assignments:

Discussed course topics, ideas, or concepts with a faculty member outside of class:

Worked with a faculty member on activities other than coursework:

Talked about career plans with a faculty member:

During 2012-2013, College of Engineering respondents indicated having often/very often:
(Never, Sometimes, Often, and Very Often)
During 2012-13, College of Engineering respondents indicated academic advisors have quite a bit/very much:

(Very little, some, quite a bit, and very much)

**Freshmen**

- Been available when needed: 42.6% (Quite a Bit), 34.8% (Very Much), Mean: 3.1
- Informed you of important deadlines: 26.1% (Quite a Bit), 30.3% (Very Much), Mean: 2.8
- Helped you understand academic rules and policies: 29.6% (Quite a Bit), 28.1% (Very Much), Mean: 2.7
- Informed you of academic support options: 24.3% (Quite a Bit), 26.5% (Very Much), Mean: 2.6
- Helped with academic difficulties: 28.6% (Quite a Bit), 26.1% (Very Much), Mean: 2.5
- Helped with information on special opportunities: 23.7% (Quite a Bit), 24.6% (Very Much), Mean: 2.5
- Discussed career interests & post-graduation plans: 21.6% (Quite a Bit), 21.6% (Very Much), Mean: 2.4

**Seniors**

- Been available when needed: 32.9% (Quite a Bit), 41.4% (Very Much), Mean: 3.1
- Informed you of important deadlines: 24.4% (Quite a Bit), 26.8% (Very Much), Mean: 2.5
- Helped you understand academic rules and policies: 30.7% (Quite a Bit), 24.5% (Very Much), Mean: 2.6
- Informed you of academic support options: 21.5% (Quite a Bit), 20.4% (Very Much), Mean: 2.3
- Helped with academic difficulties: 23.0% (Quite a Bit), 27.3% (Very Much), Mean: 2.5
- Helped with information on special opportunities: 23.9% (Quite a Bit), 24.7% (Very Much), Mean: 2.4
- Discussed career interests & post-graduation plans: 26.8% ( Quite a Bit), 33.0% (Very Much), Mean: 2.7
College of Engineering respondents reporting participation:

**in a Learning Community**

- **Seniors**
  - Have not decided: 9.7%
  - Do not plan to: 56.9%
  - Plan to do: 7.4%
  - Done or in progress: 26.0%

- **Freshmen**
  - Have not decided: 31.4%
  - Do not plan to: 39.6%
  - Plan to do: 17.8%
  - Done or in progress: 11.2%

**in Study Abroad**

- **Seniors**
  - Have not decided: 8.6%
  - Do not plan to: 79.4%
  - Plan to do: 4.4%
  - Done or in progress: 7.7%

- **Freshmen**
  - Have not decided: 34.9%
  - Do not plan to: 37.3%
  - Plan to do: 25.4%

**in Culminating Senior Experience**

- **Seniors**
  - Have not decided: 5.6%
  - Do not plan to: 10.7%
  - Plan to do: 31.4%
  - Done or in progress: 52.4%

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

- **Seniors**
  - None: 43.6%
  - Some: 50.7%
  - Most: 5.3%
  - All: 0%

- **Freshmen**
  - None: 46.3%
  - Some: 50.0%
  - Most: 0%
  - All: 0%

**College of Engineering 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: 73.8%

- **by gender**
  - Male: 67.0%
  - Female: 68.8%

- **by first-generation status**
  - Non-first generation: 73.8%
  - First-generation: 51.2%

- **by international status**
  - International: 23.1%
  - Non-international: 72.0%
College of Engineering respondents indicating having often/very often:
(Never, Sometimes, Often, and Very Often)

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

College of Engineering respondents indicating ability to:

- Contribute to the well-being of your community
- Organize others to work on state, national, or global issues
- Discuss state, national, or global issues with others
- Organize others to work on local campus issues
- Discuss local or campus issues with others
College of Engineering 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: 27.7%

by First-generation Status
- First-generation: 28.7%
- Non-First Generation: 25.7%

by Gender
- Male: 25.7%
- Female: 35.9%

by International Status
- International: 11.5%
- Non-international: 28.3%