2013 National Survey of Student Engagement
College of Human Ecology Report

Office of Assessment
January 2014
There were 374 total responses from College of Human Ecology. 95 respondents were Freshmen and 279 respondents were Seniors.

**Freshmen**
- 86% of respondents were white, non-Hispanic
- 46% of respondents were first-generation college students
- 4% of respondents were international students
- 69% 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
- 3% of respondents were international students
- 62% of respondents would choose to attend K-State again
- 37% of respondents evaluated their educational experience as good, while 56% evaluated it as excellent

**Quality of interaction with other students indicated by College of Human Ecology respondents**
Learning Outcomes

College of Human Ecology 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: 36.0% (Quite a Bit) 24.0% (Very Much) Mean: 2.7
- Speaking clearly and effectively: 41.3% (Quite a Bit) 21.3% (Very Much) Mean: 2.7
- Thinking critically and analytically: 48.0% (Quite a Bit) 25.3% (Very Much) Mean: 2.9
- Analyzing numerical and statistical information: 33.3% (Quite a Bit) 21.3% (Very Much) Mean: 2.4
- Acquiring job or work-related knowledge and skills: 45.3% (Quite a Bit) 24.0% (Very Much) Mean: 2.8
- Working effectively with others: 45.9% (Quite a Bit) 28.4% (Very Much) Mean: 2.9
- Developing or clarifying a personal code of values and ethics: 52.0% (Quite a Bit) 21.3% (Very Much) Mean: 2.8
- Understanding people of other backgrounds: 48.6% (Quite a Bit) 21.6% (Very Much) Mean: 2.8
- Solving complex real-world problems: 50.7% (Quite a Bit) 17.3% (Very Much) Mean: 2.7
- Being an informed and active citizen: 43.2% (Quite a Bit) 16.2% (Very Much) Mean: 2.6

**Seniors**

- Writing clearly and effectively: 41.2% (Quite a Bit) 28.8% (Very Much) Mean: 2.9
- Speaking clearly and effectively: 40.7% (Quite a Bit) 27.2% (Very Much) Mean: 2.9
- Thinking critically and analytically: 38.4% (Quite a Bit) 47.5% (Very Much) Mean: 3.3
- Analyzing numerical and statistical information: 34.0% (Quite a Bit) 29.0% (Very Much) Mean: 2.8
- Acquiring job or work-related knowledge and skills: 33.9% (Quite a Bit) 48.8% (Very Much) Mean: 3.3
- Working effectively with others: 36.6% (Quite a Bit) 45.7% (Very Much) Mean: 3.2
- Developing or clarifying a personal code of values and ethics: 34.3% (Quite a Bit) 38.4% (Very Much) Mean: 3.0
- Understanding people of other backgrounds: 30.3% (Quite a Bit) 36.5% (Very Much) Mean: 3.0
- Solving complex real-world problems: 40.4% (Quite a Bit) 30.8% (Very Much) Mean: 3.0
- Being an informed and active citizen: 38.2% (Quite a Bit) 24.9% (Very Much) Mean: 2.8
Learning Outcomes Cont.

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

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Seniors</th>
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</thead>
<tbody>
<tr>
<td>Length of Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 5 pages</td>
<td>2.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Between 6 and 10</td>
<td>26.8%</td>
<td>24.7%</td>
</tr>
<tr>
<td>11 pages or more</td>
<td>29.3%</td>
<td>27.1%</td>
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<tr>
<td></td>
<td>30.5%</td>
<td>19.8%</td>
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<tr>
<td></td>
<td>7.3%</td>
<td>7.3%</td>
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<tr>
<td></td>
<td>1.2%</td>
<td>8.9%</td>
</tr>
<tr>
<td></td>
<td>2.4%</td>
<td>8.1%</td>
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</table>

Written Communication: College of Human Ecology 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></th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 5 pages</td>
<td>16.3%</td>
<td>31.4%</td>
</tr>
<tr>
<td>Between 6 and 10</td>
<td>7.6%</td>
<td>17.9%</td>
</tr>
<tr>
<td>11 pages or more</td>
<td>34.7%</td>
<td>26.2%</td>
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<tr>
<td></td>
<td>17.9%</td>
<td>18.3%</td>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
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<tbody>
<tr>
<td>Length of Paper</td>
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<td>Up to 5 pages</td>
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<td>Between 6 and 10</td>
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<tr>
<td>11 pages or more</td>
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</table>

Critical Thinking: College of Human Ecology 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></th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying facts, theories, or methods to practical programs or new situations</td>
<td>38.9%</td>
<td>25.6%</td>
</tr>
<tr>
<td></td>
<td>38.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>50.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td></td>
<td>39.8%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Evaluating a point of view, decision, or information source</td>
<td>46.1%</td>
<td>25.8%</td>
</tr>
<tr>
<td></td>
<td>39.3%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Forming a new idea or understanding from various pieces of information</td>
<td>50.0%</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>39.3%</td>
<td>34.5%</td>
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</tbody>
</table>
Learning Outcomes Cont.

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

- Freshmen: 30.3% Often, 9.0% Very Often
- Seniors: 29.6% Often, 14.8% Very Often

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

- Freshmen: 25.8% Often, 10.1% Very Often
- Seniors: 27.1% Often, 13.0% Very Often

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

- Freshmen: 24.7% Often, 9.7% Very Often
- Seniors: 30.2% Often, 9.7% Very Often

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

- Freshmen: 34.4% Often, 14.4% Very Often
- Seniors: 41.0% Often, 35.6% Very Often

Diversity: College of Human Ecology 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: 37.6% Often, 25.9% Very Often
  - Seniors: 31.8% Often, 33.6% Very Often
- People from an economic background other than your own:
  - Freshmen: 36.5% Often, 31.8% Very Often
  - Seniors: 34.8% Often, 33.6% Very Often
- People with religious beliefs other than your own:
  - Freshmen: 32.1% Often, 32.1% Very Often
  - Seniors: 31.9% Often, 35.8% Very Often
- People with political views other than your own:
  - Freshmen: 41.7% Often, 29.8% Very Often
  - Seniors: 35.3% Often, 32.5% Very Often
Interaction with Faculty

Quality of interaction with faculty indicated by College of Human Ecology respondents

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

Talked about career plans with a faculty member

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
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</thead>
<tbody>
<tr>
<td>Often</td>
<td>43.4%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Very Often</td>
<td>47.6%</td>
<td>24.7%</td>
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</table>

Worked with a faculty member on activities other than coursework

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>32.1%</td>
<td>22.0%</td>
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<td>23.1%</td>
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</table>

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

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<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>20.5%</td>
<td></td>
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<tr>
<td></td>
<td>15.5%</td>
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</table>

Clearly explained course goals and requirements

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
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<tbody>
<tr>
<td>Quite a Bit</td>
<td>44.8%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Very Much</td>
<td>40.4%</td>
<td>32.2%</td>
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</table>

Taught course sessions in an organized way

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42.0%</td>
<td>60.7%</td>
</tr>
<tr>
<td></td>
<td>41.3%</td>
<td>24.7%</td>
</tr>
</tbody>
</table>

Provided prompt and detailed feedback on tests or completed assignments

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Freshmen</th>
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<tbody>
<tr>
<td></td>
<td>42.0%</td>
<td>60.7%</td>
</tr>
<tr>
<td></td>
<td>41.3%</td>
<td>24.7%</td>
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</tbody>
</table>
During 2012-13, College of Human Ecology respondents indicated academic advisors have quite a bit/very much:

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

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Been available when needed</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Quite a Bit</td>
<td>Very Much</td>
</tr>
<tr>
<td>35.1%</td>
<td>39.2%</td>
</tr>
<tr>
<td><strong>Informed you of important deadlines</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>20.0%</td>
<td>48.6%</td>
</tr>
<tr>
<td><strong>Helped you understand academic rules and policies</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>27.4%</td>
<td>32.9%</td>
</tr>
<tr>
<td><strong>Informed you of academic support options</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>22.9%</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Helped with academic difficulties</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>25.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td><strong>Helped with information on special opportunities</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>19.7%</td>
<td>31.1%</td>
</tr>
<tr>
<td><strong>Discussed career interests &amp; post-graduation plans</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>32.9%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>
High-Impact Practices

College of Human Ecology respondents reporting participation:

in a Learning Community

- **Seniors**
  - Have not decided: 13.5%
  - Do not plan to: 53.6%
  - Plan to do: 7.5%
  - Done or in progress: 25.4%

- **Freshmen**
  - Have not decided: 34.9%
  - Do not plan to: 28.9%
  - Plan to do: 20.5%
  - Done or in progress: 15.7%

in Study Abroad

- **Seniors**
  - Have not decided: 11.2%
  - Do not plan to: 71.7%
  - Plan to do: 5.6%
  - Done or in progress: 11.6%

- **Freshmen**
  - Have not decided: 32.1%
  - Do not plan to: 35.7%
  - Plan to do: 29.8%

in Culminating Senior Experience

- **Seniors**
  - Have not decided: 8.4%
  - Do not plan to: 21.9%
  - Plan to do: 20.7%
  - Done or in progress: 49.0%

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

- **Seniors**
  - None: 19.0%
  - Some: 65.5%
  - Most: 14.7%

- **Freshmen**
  - None: 39.3%
  - Some: 51.2%
  - Most: 8.3%

College of Human Ecology 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: 55.1%

**by gender**
- Male: 45.5%
- Female: 51.4%

**by first-generation status**
- Non-first generation: 55.1%
- First-generation: 44.0%

**by international status**
- International: 14.3%
- Non-international: 52.1%
Civic Engagement

College of Human Ecology respondents indicating having often/very often:
(Never, Sometimes, Often, and 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 Human Ecology 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
- Lead a group where people from different backgrounds feel welcomed and included
- Resolve conflicts that involve bias, discrimination, and prejudice

College of Human Ecology 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
- Lead a group where people from different backgrounds feel welcomed and included
- Resolve conflicts that involve bias, discrimination, and prejudice

College of Human Ecology respondents indicating having often/very often:
(Never, Sometimes, Often, and Very Often)
Undergraduate Research

College of Human Ecology 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: 21.1%

by Gender
- Male: 25.0%
- Female: 20.5%

by First-generation Status
- First-generation: 20.2%
- Non-First Generation: 22.3%

by International Status
- International: 42.9%
- Non-international: 21.0%