

Report/Revise

Plan

UNDERGRADUATE ASSESSMENT REPORT



KANSAS STATE
UNIVERSITY

Office of Assessment

Student learning is the core of higher education. The Office of Assessment collects data from a variety of assessment methods — including direct and indirect methods — to improve student learning at Kansas State University. This report is focused on the following undergraduate student learning outcomes: critical thinking, written communication, oral communication, diversity and professional integrity.

Direct assessments of student learning

Methods of assessment that involve students demonstrating achievement through work produced for faculty to assess how well students meet expectations.

Program-embedded Assessment

Program-embedded assessments report the percentage of students who achieve program-designated expectations for student learning outcomes, or SLOs. This document includes only the programs' results of outcomes that were assessed in the following format during this academic year.

For SLO assessments, programs report:

- How many students are assessed.
- Number/percentage of students who did not reach the minimum acceptable level of achievement.
- Number/percentage of students who attained beyond the minimal accepted level but below the program's standard for achievement.
- Number/percentage of students who attained or exceeded the program's standards for achievement.

It is important to note that although the Office of Assessment has requested programs determine and report student achievement by program-determined achievement standards, some programs report central tendency and/or report outcomes in a reporting cycle. The Office of Assessment respects the autonomy for programmatic decisions as to the form of reporting that is most useful for guiding improvement in their program courses.

Indirect assessments

Indirect assessment methods involve students reflecting on learning experiences. These assessments can help interpret the findings from direct methods.

2016 National Survey of Student Engagement

The National Survey of Student Engagement, or NSSE, documents students' perceptions of their learning. It also provides insight into the amount of applied experience in particular learning areas and indicates the self-reported effort students put into coursework. This survey is administered every three years at Kansas State University. The 2016 senior response rate was 29 percent, as compared to the national response rate of 31 percent.

2017-2018 Senior Survey

The senior survey identifies students' perceptions of their learning and educational experiences at Kansas State University. The survey is administered at the end of each semester and includes responses from 3,899 graduating seniors. The annual response rate is about 42 percent.

2018 Alumni Survey

The alumni survey provides perspective beyond university training of the alumni who earned degrees during the 2016-2017 academic year. 2,668 surveys were administered and 464 were completed. The annual response rate for this report was 20 percent.

Written communication | Summary

Program-embedded Assessment



95%

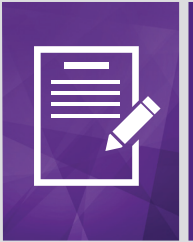
of students assessed reached acceptable levels of learning.

78%

of students assessed reached/exceeded programs' targeted level of proficiency.

Student responses from indirect assessments suggest strong development in written communication.

National Survey of Student Engagement



58%

of seniors responded that their undergraduate studies at Kansas State University substantially contributed quite a bit or very much to enhancement of writing skills — a decrease of 10 percent from the prior year's report.

41%

of seniors reported they often or very often prepared two or more drafts of papers during their senior year.

Senior Survey



89%

of seniors responded that their undergraduate studies at Kansas State University contributed to some or a lot progress made in writing skills.

Alumni Survey



57%

revealed that their current jobs required written communication skills for success.

32%

reported that more emphasis in written communication could be valuable, a 6 percent increase from prior year's survey.

Program-embedded Assessment

Course-based program assessments show students' achievements in written communication in relation to programs' targeted level of proficiency for their majors. Data reflects the programs that assessed learning in this format during the stated academic years.

	Number of students assessed	Percentage of students assessed below minimum	Percentage of students assessed at or above minimum but below proficient	Percentage of students assessed at or above proficient
2013-2014	906	9%	10%	81%
2014-2015	1,759	8.8%	21.2%	70%
2015-2016	1,892	8.5%	16.6%	74.8%
2016-2017	1,889	6.0%	25.8%	68.2%
2017-2018	1,681	5.2%	16.8%	78%

2016 National Survey of Student Engagement

Responses from seniors

How much has your experience at K-State contributed to your knowledge, skills and abilities in the following areas:	Very little	Some	Quite a bit	Very much
Writing clearly and effectively	10%	32%	36%	22%
Confidence in your ability to complete tasks requiring clear writing	1%	15%	40%	44%

100%

During the current school year, about how many papers or reports of the following page lengths have you been assigned:	0	1-2	3-5	6-10	11-15	16-20	More than 20
Up to 5 pages	6%	25%	31%	21%	8%	4%	5%
Between 6 and 10	37%	35%	18%	6%	2%	1%	1%
11 pages or more	67%	23%	5%	2%	1%	1%	1%

During the current school year, about how often have you:	Never	Sometimes	Often	Very often
Prepared two or more drafts of a paper or assignment before turning it in	20%	39%	26%	16%

100%

2017-2018 Senior Survey

As a result of your experience at K-State, how much progress do you feel you made in:	None	Little	Some	A lot
Improved written communication skills	2%	9%	39%	50%

100%

2018 Alumni Survey

Do you believe K-State should have placed less, the same or more emphasis on:	Less	The same	More
Improving written communication skills	3%	65%	32%

Does your job require:	Percentage of those with jobs who answered yes
Writing reports, memos, papers, publications, etc	57%

Oral communication | Summary

Program-embedded Assessment

97%

of students assessed reached acceptable levels of learning.

81%

of students assessed reached/exceeded programs' targeted level of proficiency.

National Survey of Student Engagement



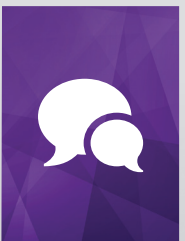
59%

of seniors responded that their undergraduate studies at Kansas State University contributed significantly to enhancement of oral communication skills.

85%

of seniors reported giving class presentations.

Senior Survey



89%

reported some or a lot of improvement in oral communication skills.

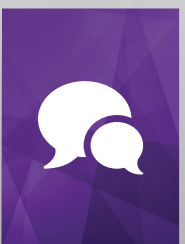
62%

disseminated undergraduate research through class presentations, a 14% decrease since 2015.

17%

of those involved in undergraduate research presented off campus.

Alumni Survey



70%

responded that oral communication was required in their current job.

37%

reported that more emphasis in oral communication could be valuable. Slightly increased from the prior year's response.

Program-embedded Assessment

Course-based program assessments show students' achievements in oral communication in relation to programs' targeted level of proficiency for their majors. Data reflects the programs that assessed learning in this format during the stated academic years.

	Number of students assessed	Number of students assessed below minimum	Number of students assessed at or above minimum but below proficient	Number of students assessed at or above proficient
2013-2014	1,134	2%	9%	89%
2014-2015	731	2.9%	9%	88.1%
2015-2016	1,359	8%	14%	78%
2016-2017	1,193	3.2%	21.5%	75.4%
2017-2018	1,076	3%	16%	81%

2016 National Survey of Student Engagement responses from seniors

How much has your experience at K-State contributed to your knowledge, skills and abilities in the following areas:	Very little	Some	Quite a bit	Very much
Speaking clearly and effectively	10%	31%	37%	22%

100%

During the current school year, about how often have you:	Never	Sometimes	Often	Very often
Explained course material to one or more students	3%	32%	44%	21%
Given a course presentation	21%	47%	23%	9%

2017-2018 senior survey

As a result of your experience at K-State, how much progress do you feel you made in:	None	Little	Some	A lot
Improved oral communication skills	2%	9%	36%	53%

100%

2018 Alumni Survey

Do you believe K-State should have placed less, the same or more emphasis on the following:	Less	The same	More
Improving oral communication skills	2%	61%	37%

Does your job require:	Percentage of those with jobs who answered yes
Speaking to a group	70%

Critical Thinking | Summary

Program-embedded Assessment



84%

of students assessed reached acceptable levels of learning.

59%

of the students assessed reached/exceeded programs' targeted level of proficiency.

Student responses from indirect assessments support the direct assessment achievement data, suggesting strong development in critical thinking.

National Survey of Student Engagement



81%

of seniors responded that their undergraduate studies at Kansas State University contributed to enhancement in critical/analytical thinking.

63%

of seniors reported current coursework emphasized application of knowledge through problem-solving.

96%

of seniors reported that their coursework during their senior year included analysis/reasoning.

Senior Survey



95%

reported progress made in critical thinking.

Alumni Survey



90%

reported that their current job required problem-solving and analytic reasoning.

41%

reported that more emphasis in improving the ability to think critically, both analytically and logically, could be valuable. This is an increase of 2 percent over the previous year.

Program-embedded Assessment

Course-based program assessments show students' achievements in critical thinking in relation to programs' targeted level of proficiency for their majors. Data reflects the programs that assessed learning in this format during the stated academic years.

	Number of students assessed	Number of students assessed below minimum	Number of students assessed at or above minimum but below proficient	Number of students assessed at or above proficient
2013-2014	1,864	8%	7%	84%
2014-2015	1,531	8%	16.2%	75.8%
2015-2016	1,689	11.7%	19.4%	68.9%
2016-2017	1,797	16%	28.1%	55.9%
2017-2018	1,246	14.5%	26.4%	59.1%

2016 National Survey of Student Engagement

Responses from seniors

How much has your experience at K-State contributed to your knowledge, skills and abilities in the following areas:	Very little	Some	Quite a bit	Very much
Thinking critically and analytically	2%	17%	39%	42%
Solving complex real-world problems	8%	29%	38%	25%

100%

During the current school year, how much has your coursework emphasized the following:	Very little	Some	Quite a bit	Very much
Applying facts, theories or methods to practical problems or new situations	2%	20%	46%	32%
Analyzing an in-depth idea, experience or line of reasoning by examining its parts	4%	24%	43%	29%
Evaluating a point of view, decision or information source	6%	29%	43%	22%
Forming a new idea or understanding from various pieces of information	5%	29%	44%	22%

2017-2018 Senior Survey

As a result of your experience at K-State, how much progress do you feel you made in:	None	Little	Some	A lot
Improving ability to think critically (analytically and logically)	0%	5%	33%	62%
Developing academic research skills	3%	12%	42%	43%

100%

2018 Alumni Survey

Do you believe K-State should have placed less, the same or more emphasis on the following:	Less	The same	More
Improving ability to think critically — analytically and logically	0%	59%	41%

Does your job require:	Percentage of those with jobs
Problem-solving/analytic reasoning	90%
Conducting research	39%

Diversity | Summary

Program-embedded Assessment

93%

of students assessed reached acceptable levels of learning.

67%

of students assessed reached/exceeded programs' targeted level of proficiency.

Student responses from indirect assessments support the direct assessment achievement data, suggesting contributions in learning associated with diversity issues.

National Survey of Student Engagement



49%

recognized their experience at K-State contributed quite a bit or very much to knowledge, skills and personal development in understanding people of other backgrounds.

62%

tried to better understand someone else's views by imagining how an issue looks from another perspective.

Senior Survey



93%

recognized some or a lot of progress in the ability to interact positively with people who are different than them.

83%

identified that they developed awareness of self and multiple perspectives about U.S. society and how group affiliation affects people's perspective and experience.

Alumni Survey



92%

revealed that their current jobs required working with a diverse group of people, a 10 percent increase over the prior year.

37-47%

reported that more opportunities should be provided to discuss issues with people of different:

37% religious beliefs, 14 percent increase since 2015

37% political opinions, 14 percent increase since 2015

40% economic situations, 8 percent increase since 2015

47% race or ethnicities, 8 percent increase since 2015

Program-embedded Assessment

Course-based program assessments show students' achievements in diversity learning in relation to programs' targeted level of proficiency for their majors. Data reflects the programs that assessed learning in this format during this academic year. Future reports will include student achievement data over time to provide a more thorough picture across all programs.

	Number of students assessed	Number of students assessed below minimum	Number of students assessed at or above minimum but below proficient	Number of students assessed at or above proficient
2014-2015	653	8.7%	7.7%	83.6%
2015-2016	2,053	12.4%	28.0%	59.6%
2016-2017	1,988	9.1%	18.5%	72.5%
2017-2018	1,996	6.6%	26.1%	67.3%

2016 National Survey of Student Engagement

Responses from seniors

During the current school year, how often have you:	Never	Sometimes	Often	Often + Very Often	Very Often
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions of assignments	12.7%	38%	31.1%	49.3%	18.2%
Tried to better understand someone else's views by imaging how an issue looks from his/her perspective	3.5%	30.3%	41.4%	66.2%	24.8%
Had discussions with people from a race/ethnicity other than your own	5.2%	31.1%	31%	63.6%	32.6%
Had discussions with people from an economic background other than your own	3.3%	25%	38.2%	71.7%	33.5%
Had discussions with people with religious beliefs other than your own	5%	27.1%	32.1%	67.9%	35.8%
Had discussions with people with political views other than your own	4.4%	23.1%	35.3%	72.4%	37.1%
Discussed global or international topics and issues with others	11.3%	44.5%	26.7%	44.3%	17.6%

How much does K-State emphasize the following:	Very little	Some	Quite a bit	Very much
Developing skills for interacting effectively and appropriately with those from different world cultures, nationalities and religions	18.1%	33.1%	37.4%	20.7%
Understanding view points, values, or customs different than your own	15.7%	35.5%	27.2%	21.6%
Global and international topics	17.9%	45.4%	25.8%	11%

100%

How much has your experience at K-State contributed to your knowledge, skills and personal development in:	Very little	Some	Quite a bit + Very much	
			Quite a bit	Very much
Understanding people of other backgrounds (economic, racial/ethnic, religious, nationality etc.)?	11%	30.9%	33%	25.1%
Global and international issues	17.9%	45.4%	25.8%	11%
Seeking international or global opportunities out of your comfort zone	40%	34.4%	16.4%	9.2%
				100%

2017-2018 senior survey

As a result of your experience at K-State, how much progress do you feel you made in:	None	Little	Some	A lot
Awareness of values, perspectives, beliefs, policies and customs from around the world	4.2%	18.6%	42.2%	35%
Understanding other people and their abilities, interests, and perspectives	1%	6.6%	37%	55.3%
Developed awareness of self and multiple perspectives about U.S. society and how group affiliation affects people's perspective and experiences	4.3%	17.4%	42%	36.3%
				100%

2018 alumni survey

Do you believe K-State should have provided less, the same or more opportunities to discuss issues with the following groups:	Less	The same	More
People with religious beliefs other than your own	7%	56.5%	36.5%
People with economic situations different than your own	3.2%	56.9%	39.9%
People of races or ethnicities other than your own	3.2%	49.4%	47.4%

K-State should have placed less, the same or more emphasis on:	Less	The same	More

Does your job require:	Percentage of those with jobs
Working with a diverse group of people	92%

Academic and Professional Integrity | Summary

Program-embedded Assessment

95%

of students assessed reached acceptable levels of learning.

75%

of students assessed reached/exceeded programs' targeted level of proficiency.

Student responses from indirect assessments suggest strong development in learning in Academic and Professional Integrity.

National Survey of Student Engagement



62%

recognized their experience at K-State contributed some or a lot to knowledge, skills and personal enhancement in developing and clarifying a personal code of values and ethics.

63%

tried (often or very often) to better understand someone else's views by imagining how an issue looks from another perspective.

Senior Survey



92%

identified that they made some or a lot of progress in developing their own values and ethical standards.

94%

identified that they made some or a lot of progress in understanding the ethical standards of their discipline or profession.

90%

identified that they developed the ability to make ethical and thoughtful decisions.

Alumni Survey



77%

of seniors responded that their undergraduate studies at Kansas State University contributed some or a lot to making ethical and thoughtful decisions.

37%

reported more emphasis in developing personal values would be helpful.

34%

reported more emphasis in understanding ethical standards of the discipline or profession would be helpful.

Program-embedded Assessment

Course-based program assessments show students' achievements in diversity learning in relation to programs' targeted level of proficiency for their majors. Data reflects the programs that assessed learning in this format during this academic year. Future reports will include student achievement data over time to provide a more thorough picture across all programs.

	Number of students assessed	Number of students assessed below minimum	Number of students assessed at or above minimum but below proficient	Number of students scoring at or above proficient
2014-2015	869	7%	15.5%	77.5%
2015-2016	1,428	9.9%	18.2%	71.8%
2016-2017	1,333	10.1%	27.8%	62.1%
2017-2018	946	5.1%	20.0%	74.9%

2016 National Survey of Student Engagement

Responses from seniors

How much has your experience at K-State contributed to your knowledge, skills and personal development in:	Very little	Some	Quite a bit	Very much
Developing and clarifying a personal code of values and ethics	11.2%	27.4%	34%	27.5%

2017-2018 Senior Survey

How much progress do you feel you made in:	None	Little	Some	A lot
Understanding the ethical standards of your discipline or profession	1%	5%	32%	62%
Developing your own values and ethical standards	1%	8%	33%	58%
Develop the ability to make ethical and thoughtful decisions	2%	8%	39%	51%

100%

Students in my major are encouraged to:	Percent of those responding agree/strongly agree
Participate in professional interest groups	82%
Attend professional seminars and colloquia	81%

Students in my major:	Percent of those responding agree/strongly agree
Are academically honest	93%
Are able to work well in groups	91%
Are competitive with each other	74%

2018 alumni survey

With a year to reflect, how much did your K-State experience contribute to your growth in:

Making ethical and thoughtful decisions

None	Little	Some	A lot
10%	13%	41%	36%

Do you believe K-State should have placed less, the same or more emphasis on the following:

Developing your own personal values

Understanding ethical standards of your discipline or profession

Less	The same	More
2%	67%	31%
5%	61%	34%

100%

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