

# UNDERGRADUATE ASSESSMENT REPORT

*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 (SLO). 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 to determine and report student achievement by benchmarked 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 improvement in their program.

### Collegiate Learning Assessment

This assessment measure provides scores in written communication and critical thinking for a sample of students in the freshmen and senior years, and is administered every three years at Kansas State University.

## Indirect assessments

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

### 2013 National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement 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 2013 senior response rate was 43 percent, as compared to the national response rate of 26 percent. (A new administration occurred in 2016 and will be reported in 2017.)

### 2014-2015 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 graduating seniors. The annual response rate is about 56 percent.

### 2015 Alumni Survey

The alumni survey provides perspective beyond university training of the alumni who earned degrees during the 2013-2014 academic year. 2,430 surveys were administered and 532 completed. The annual response rate for this report was 21.5 percent.

### K-State 8 Survey

The K-State 8 survey examines the extent to which K-State 8 general education topics are covered in designated K-State 8 courses. A random sample of students in two K-State 8 areas are surveyed on a rotating basis each fall and spring semester.

# Written communication | Summary

## Program-embedded Assessment

91.2% of students assessed reached acceptable levels of learning.  
70% of students assessed reached/exceeded the program's targeted level of proficiency.

## Collegiate Learning Assessment

Kansas State University seniors scored in the 69th percentile nationally.  
Freshmen scored in the 40th percentile nationally.



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

68% of seniors responded that their undergraduate studies at Kansas State University substantially contributed to enhancement of writing skills.  
40% of seniors reported they prepared two or more drafts of papers during their senior year.

National Survey of Student Engagement



90.3% of seniors responded that their undergraduate studies at Kansas State University contributed to enhanced writing skills.

Senior survey



69.4% considered themselves sufficiently prepared in written communication skills as a result of undergraduate education at Kansas State University.

63.1% revealed that their current jobs required written communication skills for success. This is an increase of 4 percent from the previous year.

Alumni survey

30.5% reported that more emphasis in written communication could be valuable.

## 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	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
2012-2013	1,384	5%	12%	83%
2013-2014	906	9%	10%	81%
2014-2015	1759	8.8%	21.2%	70%

## 2013 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	6%	26%	40%	28%

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%	30%	20%	8%	5%	6%
Between 6 and 10	30%	40%	20%	7%	2%	1%	1%
11 pages or more	50%	36%	8%	3%	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	22%	39%	26%	14%

100%

## 2014-2015 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	1%	8.7%	41.1%	49.2%

100%

## 2015 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	2.2%	67.2%	30.5%

Does your job require:	Percentage of those with jobs
Writing reports, memos, papers, publications, etc.	63.1%

# Oral communication | Summary

## Program-embedded Assessment

97.1% of the students assessed reached acceptable levels of learning.

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



67% of seniors responded that their undergraduate studies at Kansas State University contributed significantly to enhancement of oral communication skills.

53% of seniors reported giving class presentations.

## National Survey of Student Engagement

92.7% reported substantially improved oral communications skills.

75.3% disseminated undergraduate research through class presentations.

16% of those involved in undergraduate research presented off campus.

## Senior survey



71% reported that they gave class presentations on undergraduate research. Slightly increased from the prior year's response.

69.9% responded that oral communication was required in their current job.

39.1% reported that more emphasis in oral communication could be valuable. Slightly increased from the prior year's response.

## Alumni survey

## 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 scoring at or above proficient
2012-2013	940	2%	4%	94%
2013-2014	1,134	2%	9%	89%
2014-2015	731	2.9%	9%	88.1%

## 2013 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	7%	27%	38%	29%

100%

During the current school year, about how often have you:	Never	Sometimes	Often	Very often
Explained course material to one or more students	4%	33%	41%	22%
Given a course presentation	12%	35%	33%	20%

## 2014-2015 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	0.8%	6.5%	38.3%	54.5%

100%

What types of research dissemination did you successfully complete?	Response	% of those who completed some research dissemination
Class presentation	715	75.3%
Oral presentation at a conference outside of campus	152	16%

## 2015 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	1%	59.9%	39.1%

After a year to reflect, do you believe K-State should have provide less, the same or more opportunities for involvement?	Less	The same	More
Class presentation	3.1%	72.4%	24.4%

Does your job require:	Percentage of those with jobs
Speaking to a group	69.9%

# Critical thinking | Summary

## Program-embedded Assessment

92% of the students assessed reached acceptable levels of learning.

75.8% of the students assessed reached or exceeded programs' targeted level of proficiency.



## Collegiate Learning Assessment

Kansas State University seniors scored in the 90th percentile nationally.

Freshmen scored in the 75th nationally.

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

80% of seniors responded that their undergraduate studies at Kansas State University contributed to enhancement in critical/analytical thinking.

82% of seniors reported coursework emphasized application of knowledge through problem-solving.

76% of seniors reported that their coursework included analysis/reasoning.

## National Survey of Student Engagement



95.5% reported coursework contributed to critical/analytical thinking.

## Senior survey



91.7% reported that their current job required problem-solving and analytic reasoning.

44.2% reported that more emphasis in improving the ability to think critically, both analytically and logically, could be valuable. This is an increase of 7% over the previous year.

## Alumni survey

## 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 scoring at or above proficient
2012-2013	3,244	6%	10%	84%
2013-2014	1,864	8%	7%	84%
2014-2015	1,531	8%	16.2%	75.8%

## 2013 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%	11%	37%	49%

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%	17%	43%	39%
Analyzing an idea, experience or line of reasoning in depth by examining its parts	3%	22%	43%	33%
Evaluating a point of view, decision or information source	7%	29%	41%	23%
Forming a new idea or understanding from various pieces of information	5%	29%	41%	25%

## 2014-2015 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 ability to think critically (analytically and logically)	0.5%	4%	31.6%	63.9%

100%

To what extent was the following emphasized during your time at K-State:	Responses	Mean on a scale of 0-7 (0=weak emphasis, 7=strong emphasis)
Being critical, evaluative and analytical	1,691	5.8
Development of aesthetic, expressive and creative qualities	1,625	4.9

## 2015 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)	0.8%	55%	44.2%

Does your job require:	Percentage of those with jobs
Problem-solving/analytic reasoning	91.7%
Conducting research	41.2%

# Diversity | Summary

## Program-embedded Assessment

**91.3%** of the students assessed reached acceptable levels of learning.

**83.6%** of the 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

**58%** recognized their experience at K-State contributed to knowledge, skills and personal development in understanding people of other backgrounds.

**63%** tried to better understand someone else's views by imagining how an issue looks from another perspective.

### National Survey of Student Engagement



**94.7%** recognized their experience at K-State contributed to understanding other people and abilities, interests and perspectives.

**84.8%** identified that they developed awareness of self and multiple perspectives about U.S. society and how group affiliation affects people's perspective and experience.

### Senior survey



**64.1%** considered they were sufficiently prepared to work with people who have other abilities, interests and perspectives.

**88.4%** revealed that their current jobs required working with a diverse group of people.

**22-32%** reported that more opportunities should be provided to discuss issues with people of different:

**22%** religious beliefs

**23%** political opinions

**32%** economic situations

**32%** race or ethnicities

### Alumni survey



## 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
2013-2014	1,119	5%	10%	85%
2014-2015	653	8.7%	7.7%	83.6%

## 2013 National Survey of Student Engagement

*responses from seniors*

During the current school year, how often have you:	Never	Sometimes	Often	Very Often
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions of assignments?	15%	42%	25%	18%
Examined the strengths and weaknesses of your own views on a topic or issue?	5%	35%	39%	20%
Tried to better understand someone else's views by imagining how an issue looks from his/her perspective?	5%	32%	40%	23%
Learned something that changes the way you understand and issue or concept?	2%	31%	44%	23%
Had discussions with people from a race/ethnicity other than your own?	7%	31%	28%	33%
Had discussions with people from an economic background other than your own?	5%	25%	36%	34%
Had discussions with people with religious beliefs other than your own?	6%	27%	31%	35%
Had discussions with people with political views other than your own?	5%	25%	32%	38%

How much does K-State emphasize the following:	Very little	Some	Quite a bit	Very much
Encouraging students from different backgrounds (social, racial/ethnic, religious, etc.)?	14%	38%	30%	18%

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
Understanding people of other backgrounds?	11%	31%	33%	25%

100%

## 2014-2015 senior survey

As a result of your experience at K-State, how much progress do you feel you made in:

Ability to interact positively with people who are different than you

None	Little	Some	A lot
0.7%	4.1%	32.8%	62.4%

Understand other people and their abilities, interests and perspectives

0.7%	4.6%	37.4%	57.4%
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Awareness of values, perspectives, beliefs, policies and customs from around the world

2.7%	16%	42.5%	38.8%
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Understanding and analyzing how individuals, groups and societies behave and influence one another

2.2%	12.7%	45.7%	39.4%
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Developed awareness of self and multiple perspectives about U.S. society and how group affiliation affects people's perspective and experiences

2.4%	12.8%	47.1%	37.7%
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100%

## 2015 alumni survey

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

Exploration of alternate values, perceptions and beliefs from around the world

None	Little	Some	A lot
10.2%	23.6%	45.4%	20.8%

Exploration of perspectives of U.S. society and how group affiliation affects perceptions and experiences

12.2%	25.6%	43.9%	18.3%
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100%

Do you believe K-State should have provided less, the same or more opportunities to discuss issues with the following groups:

People with political beliefs different from your own

Less	The same	More
6.3%	70.4%	23.3%

People with religious beliefs other than your own

7.5%	64.7%	22.8%
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People with economic situations different than your own

3.1%	69.7%	32.4%
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People of races or ethnicities other than your own

3%	65.1%	32.2%
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K-State should have placed less, the same or more emphasis on:

Working with people who have other abilities, interests and perspectives

Less	The same	More
2%	62%	36%

Does your job require:

Working with a diverse group of people

Percentage of those with jobs

88.4%

## K-State 8 — Human Diversity within the U.S.

How much do you feel you learned in:	Not covered in my class	A little bit	Some	Quite a bit	A lot
Awareness of how group affiliation affects people's perceptions	5%	7.9%	18.6%	35.5%	33%
			87.1%		
Recognizing the characteristics of human groupings in the U.S.	4.8%	7.4%	18.8%	31.9%	35.7%
			86.4%		
Critically examining issues of identity, race, gender, ethnicity and nationality	6.1%	10%	22.4%	26.5%	34.9%
			83.8%		
Communicating views on interrelationships among cultures in the U.S.	11.6%	12.9%	24.7%	27%	23.8%
			75.5%		
Understanding prejudice and discrimination within the U.S. social and cultural context	6.8%	12.7%	19%	28.1%	33.5%
			81.2%		

100%

## K-State 8 — Global Issues and Perspectives

How much do you feel you learned in:	Not covered in my class	A little bit	Some	Quite a bit	A lot
Examining your own cultural values and perspectives	15.8%	13.4%	24.5%	27%	19.2%
			70.7%		
Awareness of global culture's values, perspectives and beliefs	9.7%	12.6%	18.4%	29.6%	29.6%
			77.6%		

100%

# Academic and Professional Integrity | Summary

## Program-embedded Assessment

93% of the students assessed reached acceptable levels of learning.

77.5% of the students assessed reached/exceeded programs' targeted level of proficiency.

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



62% recognized their experience at K-State contributed to knowledge, skills and personal enhancement in developing and clarifying a personal code of values and ethics.

National Survey of Student Engagement



92.3% recognized their experience at K-State contributed to developing their own values and ethical standards.

95% identified that they made progress in understanding the ethical standards of their discipline or profession.

Senior survey

73.8% considered they were sufficiently prepared in developing their own personal values as a result of undergraduate education at Kansas State University.

78.7% of seniors responded that their undergraduate studies at Kansas State University contributed some or a lot to making ethical and thoughtful decisions.

25.7% reported that more emphasis in understanding ethical standards of the discipline or profession.

Alumni survey

## 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
2013-2014	1,213	6%	7%	87%
2014-2015	869	7%	15.5%	77.5%

## 2013 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	0%	28%	34%	28%

## 2014-2015 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	0.9%	4%	31.5%	63.6%
Ability to participate as a team member	1%	5.1%	36%	57.9%
Developing own values and ethical standards	1.7%	6%	33.5%	58.8%
Develop the ability to make ethical and thoughtful decisions	1.4%	5.9%	41.6%	51.1%

100%

Students in my major encouraged to:	% of those responding agree/strongly agree
Participate in professional interest groups	70.4%
Attend professional seminars and colloquia	70.3%

Students in my major:	% of those responding agree/strongly agree
Are academically honest	85%
Able to work well	81.9%
Are competitive with each other	62%

## 2015 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
7.5%	13.9%	46.5%	32.2%

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

Developing your own personal values

Less	The same	More
2.4%	71.4%	24.5%

Understanding ethical standards of your discipline or profession

Less	The same	More
2.5%	71.8%	25.7%

100%

## K-State 8 — Ethical Reasoning and Responsibility

How much do you feel you learned in:

Recognizing the importance of social and/or environmental responsibility

Not covered	A little	Some	Quite a bit	A lot
4.4%	8.3%	16.1%	35.9%	35.3%
			87.3%	

Considering the broader impact of my individual actions

4.4%	6.6%	13.9%	32.3%	42.7%
			88.9%	

Learning ways of resolving ethical dilemmas

5.1%	7.3%	16.1%	34.6%	36.9%
			87.6%	

Understanding different standards by which humans behave and interactions considered right/wrong

3.4%	7.2%	14%	30.7%	44.7%
			89.4%	

Learning to make sound decisions when facing real-life ethical dilemmas

5.1%	7.3%	14.5%	33.1%	40%
			87.6%	

100%