

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 number/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.

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%, as compared to the national response rate of 26%.

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 60%.

Alumni survey

The alumni survey provides perspective beyond university training. Alumni who graduated with an undergraduate degree complete the survey one full year after graduation. The annual response rate for this report was 18%.

Program-embedded Assessment

91% of students assessed reached acceptable levels of learning.

81% of students assessed reached/exceeded the program's targeted level of proficiency.

Collegiate Learning Assessment

Kansas State University seniors scored in the 76th percentile nationally.

Freshmen scored at or below the national average, while seniors scored above.



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



90.0% of seniors responded that their undergraduate studies at Kansas State University contributed to enhanced writing skills.

Senior survey



70.1% considered themselves sufficiently prepared in written communication skills as a result of undergraduate education at Kansas State University.

59.3% revealed that their current jobs required written communication skills for success.

Alumni survey

29.8% 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%

Collegiate Learning Assessment from the 2012 administration

These tables portray student achievement by Kansas State University students in written communication. The data indicate freshman to senior improvement.

Writing effectiveness



Writing mechanics



Freshman average from all CLA scores
 K-State freshman average
 National average for seniors from all CLA scores
 K-State senior average

- Average scores show that Kansas State University seniors score higher in all categories than the national average of schools that administered the CLA. Kansas State University freshmen generally score lower than the national average of schools that administered the CLA.
- Kansas State University seniors' average score for analytic writing was in the 76th percentile nationally, indicating a high level of achievement relative to other seniors taking the CLA that year.

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%

2013-2014 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	1.5%	8.5%	39.9%	50.1%

100%

2014 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	2.3%	67.8%	29.8%

Does your job require:	Response	Percentage of those with jobs
Writing reports, memos, papers, publications, etc.	153	59.3%

Oral communication

Summary

Program-embedded Assessment

98% of the students assessed reached acceptable levels of learning.

94% of the students assessed reached/exceeded programs' targeted level of proficiency.

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

53% of seniors reported giving class presentations.

National Survey of Student Engagement



91% reported substantially improved oral communications skills.

74% disseminated undergraduate research through class presentations.

15% 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.

73% responded that oral communication was required in their current job. This is increased by 3% from the prior year's response

37% 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%

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%
Gave a course presentation	12%	35%	33%	20%

2013-2014 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	1.2%	7.4%	38.1%	53.3%

100%

What types of research dissemination did you successfully complete?	Response	% of those who completed some research dissemination
Class presentation	707	73.9%
Oral presentation at a conference outside of campus	139	14.5%

2014 alumni survey

What types of research dissemination did you successfully complete during your undergraduate education?	Response	% of those who completed some research dissemination
Class presentation	131	71%
Oral presentation at a conference beyond campus	30	16%

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	1.2%	62.2%	36.7%

Does your job require:	Response	Percentage of those with jobs
Speaking to a group	189	73.3%

Critical thinking | Summary

Program-embedded Assessment

91% of the students assessed reached acceptable levels of learning.

84% of the students assessed reached/exceeded programs' targeted level of proficiency.

Collegiate Learning Assessment

Kansas State University seniors scored in the 86th percentile nationally.

Freshmen scored at or below the national average, while seniors scored above.



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 course work included analysis/reasoning.

National Survey of Student Engagement



95% reported coursework contributed to critical/analytical thinking.

Senior survey



94% reported that their current job required problem-solving and analytic reasoning. Increased 6% over the former year's response.

Alumni survey

37% reported that more emphasis in improving the ability to think critically, both analytically and logically, could be valuable.

Program-embedded Assessment

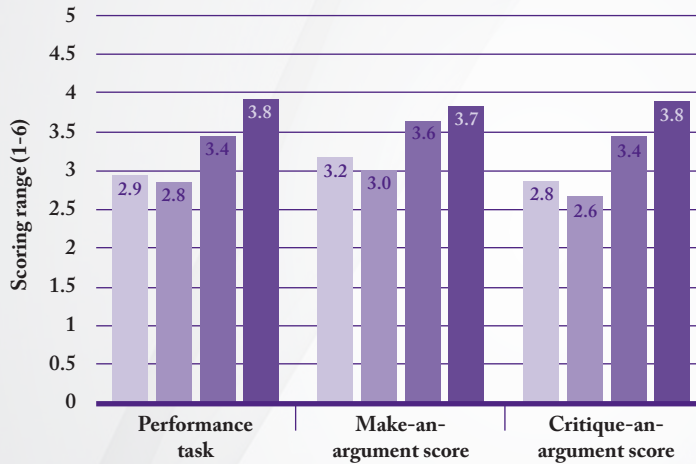
Course-based program assessments show students' achievements in critical thinking in relation to programs' targeted level of proficiency for their majors. Data reflects the programs that assessed learning in this format during the stated academic years.

	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%

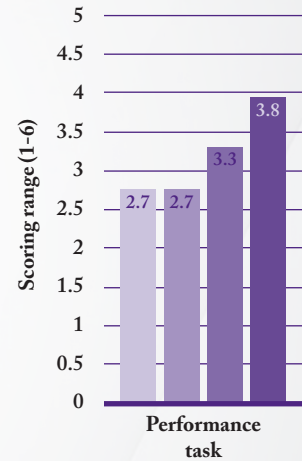
Collegiate Learning Assessment from the 2012 administration

These tables portray student achievement by Kansas State University students in critical thinking. The data indicate freshman to senior improvement.

Analytic reasoning



Problem-solving



Freshman average from all CLA scores
 K-State freshman average
 National average for seniors from all CLA scores
 K-State senior average

- Average scores show that Kansas State University seniors scored higher in all categories than the average of all schools that administered the CLA nationwide. Kansas State University freshmen performed lower than freshman nationally, but seniors outperformed the national average of their peers.
- The Kansas State University seniors' average score in the critique-an-argument section were in the 86th percentile nationally, indicating a high level of achievement relative to other seniors taking the CLA that year.

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%

2013-2014 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)	0.8%	4.6%	31.6%	62.9%

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	1,797	5.8
Development of aesthetic, expressive, and creative qualities	1,798	5

To what extent was the following emphasized during your time at K-State:	Responses	Mean on a scale of 1-4 (1=none, 4=a lot)
Ability to gather and evaluate evidence, weigh alternative evidence, and draw conclusions	1,781	3.3

2014 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%	63.5%	36.5%

Does your job require:	Responses	Percentage of those with jobs
Problem-solving/analytic reasoning	242	93.8%
Conducting research	100	38.8%

Diversity | Summary

Program-embedded Assessment

95% of the students assessed reached acceptable levels of learning.

85% 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



95.1% recognized their experience at K-State contributed to understanding other people and abilities, interests, and perspectives.

80.8% 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



66.6% considered they were sufficiently prepared to be aware of multiple perspectives about U.S. society as a result of undergraduate education at Kansas State University.

88% revealed that their current jobs required working with a diverse group of people.

30.5% reported that more emphasis should be placed on exploring alternative perspectives from around the world.

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%

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%

2013-2014 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
Ability to interact positively with people who are different than you	1%	4%	32%	63%
Understand other people and their abilities, interests, and perspectives	1%	5%	38%	56%
Awareness of values, perspectives, beliefs, policies, and customs from around the world	4%	16%	40%	40%
Understanding and analyzing how individual, groups, and societies behave and influence one another	4%	13%	44%	39%
Developed awareness of self and multiple perspectives about U.S. society and how group affiliation affects people's perspective and experiences	5%	14%	43%	38%

100%

2014 alumni survey

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

	None	Little	Some	A lot
World issues and pressing social, political, and economic problems	3%	23%	41%	33%
People from economic situation other than your own	3%	31%	44%	22%
People of races or ethnicities other than your own	4%	37%	33%	26%
People with political opinions other than your own	6%	41%	35%	18%
People with religious beliefs other than your own	6%	43%	35%	16%

100%

How often did your courses include:

	Never	Sometimes	Often	Very Often
Diverse perspectives in activities, assignments, and discussions.	7%	50%	27%	16%

100%

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

	Less	The same	More
Exploring alternative perspectives from around the world	7%	63%	30%
An awareness of multiple perspectives about U.S. society	5%	66%	29%

Does your job require:

	Responses	Percentage of those with jobs
Working with a diverse group of people	227	88%

Academic and Professional Integrity | Summary

Program-embedded Assessment

94% of the students assessed reached acceptable levels of learning.

87% 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



91% 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

74% considered they were sufficiently prepared in making ethical and thoughtful decisions as a result of undergraduate education at Kansas State University.

87% of seniors responded that their undergraduate studies at Kansas State University contributed to becoming independent, self-reliant, and responsible.

21% 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%

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%

2013-2014 senior survey

How much progress do you feel you made in:	None	Little	Some	A lot
Understanding the ethical standards of your discipline or professions	1%	4%	33%	62%
Ability to participate as a team member	1%	6%	35%	58%
Developing own values and ethical standards	2%	7%	35%	56%

100%

Students in my major encouraged to:	Responses	% of those responding agree/strongly agree
Participate in professional interest groups	1,833	72%
Attend professional seminars and colloquia	1,838	73%

Students in my major:	Responses	% of those responding agree/strongly agree
Are academically honest	1,813	85%
Find value working in groups	1,825	68%
Are competitive with each other	1,820	63%

2014 alumni survey

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

Becoming independent, self-reliant, and responsible

None	Little	Some	A lot
2%	10%	33%	55%

100%

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

Making ethical and thoughtful decisions

Developing your own values and ethical standards

Understanding ethical standards of your discipline or profession

Less	The same	More
2%	72%	26%
4%	76%	20%
3%	77%	20%