Wichita State University
General Education Committee

# The General Education Committee Review of Student Learning Outcomes, AY 2015-2016

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**Process:**

- In the fall semester, the General Education Committee gathers and assesses the data that has accumulated since the last review (i.e., learning outcomes, changes) and writes a report to the Faculty Senate.
- In the spring semester, the report with any recommendations for change is presented to the senate so that the senate has the time for thorough consideration prior to taking the recommendations to the general faculty later in the semester.
- Any changes approved by the faculty (e.g., to the general education program) will be instituted in the following version of the undergraduate catalog

**Activities:**

- Activities for AY, the Committee:
    - Developed a new first-year seminar proposal for entering freshmen (in response to last year's review, where it was decided a more robust WSU 101 course [the primary FYE course for first-year freshmen] was needed)
        - Faculty Senate approved proposal on December 7, 2015 (page 2)
        - Committee reviewed 18 course proposals and approved 11 to be offered beginning fall 2016 (page 4)
    - Evaluated two courses, PHIL 144 (Moral Issues) and AGE 404 (Psychology of Aging), for the writing rubric assessment project (page 7).
    - Reviewed student learning performance dashboard data for overall student learning outcomes (page 8).
- Summary of information/data reviewed:
    - Writing rubric assessment project
        - Sample size: 206
        - Results: Pre and post test scores on writing rubric – genre/disciplinary conventions and syntax/mechanics were not statistically different. While post test scores on context/purpose for writing and content development were statistically higher than pre-test scores, the difference was not meaningful.
    - Student Learning Performance dashboard for overall student learning outcomes.
        - In terms of direct measurements for student learning, students were performing "at" expectations on the CLA (n= 100 seniors) and "at" expectations on the English 101 writing performance assessment (n= 541). Likewise, indirect measures indicate continued success in student perception in their critical thinking abilities, oral/written competency, and teamwork competency. Students continue to perceive their chosen degree will be useful to them in their career and 83.9% of them are employed within 6 months of graduation.
        - NSSE outcomes were higher than previous years, but not statistically different.

**Recommendations for next academic year**:

- Evaluate student performance in new first-year seminar for Faculty Senate consideration.
- Share writing rubric evaluation with the philosophy and public health sciences departments for consideration of changes to courses.
- Continue writing rubric assessment projects among general education courses. Recruit more faculties who teach courses across the disciplines.

Proposal for a First-Year Seminar at WSU

**Rationale**

Missing from the WSU first-year experience is a required common experience that engages student in meaningful relationships with their peers, faculty, and the campus community. Seminars of this type are meant to engage students in intellectual discourse in small classes taught by faculty, who have a deep subject matter knowledge and a passion for a topic.

First-year seminars:

- Connect students to a subject matter that is academically engaging and challenging.
- Feature topics that often take an interdisciplinary approach to subject material.
- Provide an opportunity for faculty members to engage with a small group of students (limited to no more than 20 students) in the context of a subject that is personally and professionally meaningful.
- Expose students to a supportive campus environment and building community
- Fulfill a general education curriculum requirement
- Meet the general education goals and outcomes

**Component of the General Education Program**

All freshmen (i.e., native freshmen or students who have completed less than 24 hours) will be required to take one first-year seminar as a part of Tier 2 (introductory courses in the discipline) of the general education program. Therefore, one of the 7 courses will be a first-year seminar and should be taken in the first 30 hours. First-year seminar courses offered in all colleges will be designated in either the fine arts/humanities, social/behavioral sciences, or mathematics and natural sciences division.

**The First-Year Seminar Course**

One objective of the first-year seminar is to introduce first-year students to our faculty members from all colleges and the various majors they represent. Thus, tenured and tenure-track faculty from all colleges are strongly encouraged to offer a section. However, fulltime instructors and professors emeriti are also eligible to participate. Seminar design should emphasize themes not covered in current General Education courses, and should prioritize student contributions and peer-to peer interactions. These could include, but are not limited to, topics with contemporary societal relevance.

- The majority of the course will be topic specific (as identified by the instructor – see attached syllabus template )
- Items addressing information literacy, time management, note taking, test taking, personal finance, learning styles, campus resources, campus traditions and culture, and the value of student involvement will be infused as appropriate (see attached syllabus template)
- Peer mentoring will be available as an option

Upon completion of a first-year seminar, a student will have achieved the following learning outcomes:

- Acquired knowledge in the arts, humanities, and/or natural and social sciences
- Demonstrated the ability to think critically and independently
- Effectively write and speak
- Employed analytical reasoning and problem solving techniques
- Developed fundamentals of information literacy and library research
- Developed an appreciation for diversity

First-year seminars will be assessed through the AAC&U writing rubric; National Survey of Student Engagement

**Course Development**
Faculty will propose seminar courses and route it through the regular curriculum change process. Each seminar will receive:

- The first time the course is offered:
  - $1,500 in development funding
  - $2,500 to teach the course (or the minimum rate established in each college)
- Subsequent offerings
  - $2,500 to teach the course (or the minimum rate established in each college)
- Departments may use these funds to replace lost teaching (due to a faculty member offering the seminar as part of her/his regular teaching load). Or, the faculty member may receive the $2,500 if s/he is teaching the course as an overload. The stipend would be prorated in the event of team-taught courses.

**Monitoring**
In an effort to assure that the original intent of the first-year seminar remains in place, the General Education Committee will annually review the following and make recommendations on its continuance:

- Number of sections each semester
- Enrollment of each section
- Faculty category distribution assigned to teach the course
- Financial resources to support the first-year seminar program

Approved by the General Education Committee on October 26, 2015 and the Faculty Senate on December 7, 2015

**First Year Seminar Curriculum Forms - meeting with General Education Committee Feb. 8, 2016**

| Appt. time | College | Dept. | Course | Course Title | Faculty Name | Approval Status |
|---|---|---|---|---|---|---|
| 12:40 | Business | Marketing | WSUB102 | Solutions by Design: An Introduction to Design Thinking | Dotty Harpool | No |
| 1:50 | Education | C&I | WSUD102 | Mechanisms of Chinese Education System | Fuchang Liu | No |
| 2:10 | Education | C&I | WSUD102 | Superheroes Go to School | Daniel Bergman | Yes |
| 2:20 | Education | C&I | WSUD102 | Race and Ethnicity in Modern America | Aaron Rife | Yes |
| 2:40 | Education | HPS | WSUD102 | A lifetime of Fitness and Health | Michael Rogers | No |
| 2:30 | Engineering | Engineering | WSUE102 | Introduction to Technology and Innovation | Steven Skinner | Yes |
| 1:40 | Fine Arts | Music | WSUF102B | Music As My Key To Success | David Hunsicker & Elaine Bernstorf | Yes |
| 2:50 | Fine Arts | Music | WSUF102A | Music Really Does Make you Smarter | Tom Wine | Yes |
| 2:00 | Honors | Honors | WSUN102 | Election 2016 | Neal Allen | Yes |
| 12:30 | LAS | Sociology | WSUA102 | Through the Looking Glass: Exploring you Social World | Jodie Hertzog | Postpone |
| 12:50 | LAS | Communication | WSUA102 | Cross Cultural Communication | Beck Nordyke | Yes |
| 1:00 | LAS | MCLL | WSUA102 | World Cultures in Popular Media | Wilson Baldridge | Yes |
| 1:00 | LAS | MCLL | WSUA102 | Powerful Narratives: Storytelling and Social Justice in the Hispanic World | Rocio del Aguila | Yes |
| 1:10 | LAS | Pol. Science | WSUA102 | Solving Global Problems | Michael Hall | Yes |
| 1:20 | LAS | Criminal Justice | WSUA102 | Criminal Brains, Criminal Minds | Yumi Suzuki | Postpone |
| 2:00 | LAS | Social Work | WSUA101 | The Art of Dying Empty | Eveline Kalomo | No |
| 1:30 | LAS | Physics | WSUA102 | Energy Science and The Environment | Nick Solomey | Yes |
| 1:30 | LAS | Math | WSUA102 | Effective Adulting | Summer Steenberg | No |

| College | Dept. | Division | Course # | Course Title | Faculty Name | Meeting Time | CRN | Quota |
|---|---|---|---|---|---|---|---|---|
| Education | C&I | B2 | WSUD 102A | Superheroes Go to School | Daniel Bergman | | 15994 | |
| | | | | Includes examinations of common superhero attributes and narratives, specifically in school or educational settings. Content is applied to projects related to personal development, synergetic collaboration, service outreach, and strategic preparation for ongoing learning and growth | | 11:00 - 12:15<br>T/Th,<br>**Corbin 162** | | 25 |
| Education | C&I | B2 | WSUD 102B | Race and Ethnicity in Modern America | Aaron Rife | | 15995 | |
| | | | | Examines race as a fundamental part of American life and society. As will be discussed, "race" is a result of how people divided and categorized themselves and others based on physical differences, which then took on non-physical meanings (intelligence, worth, morality). Students will be asked to think and talk about how the concept of race has played a role in their own lives and formative years, as well as reflect upon scholarship on race and current debates/dilemmas. | | 10:30 -11:20<br>M/W/ F,<br>**DH 104** | | 25 |
| Engineering | Engineering | B2 | WSUE 102A | Introduction to Technology and Innovation | Steven Skinner & Samantha Corcoran | | 15996 | |
| | | | | Uses instruction and hands-on projects to guide freshman through the design thinking process to develop innovative and creative problem solving skills. The design thinking process is a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines and diverse backgrounds. Design thinking focuses on empathy as a way to understand the user and design to meet their needs. Students will work in multi-disciplinary teams throughout the course. In the final project students will apply design thinking to build a working prototype that addresses a specific identified need in the community, third world country, or society at large. | | 9:30-10:45 am<br>M/W,<br>**Henrion 126** | | 25 |
| Fine Arts | Music | A1 | WSUF 102B | Music As My Key To Success | David Hunsicker & Elaine Bernstorf | | 15998 | |
| | | | | Will combine performance in one of WSU's music ensembles (i.e., symphony orchestra, symphonic wind ensemble, concert band, jazz arts, concert chorale, a Capella choir, madrigal singers, or women's glee club) with a classroom component that will help you leverage your music experiences into future success in your chosen field. Freshmen will explore best practice and studying techniques; focus and time management; the connections between history and art; teamwork; stage presence; and developing your personal "brand." Students enrolled in WSUF 102B are also required to enroll in one of the following music performance ensembles for 0 credit hours:<br><br>MUSP211A Orchestra 12253 02:30 PM 04:20 PM TR DA C104 Laycock<br>MUSP211A Orchestra 12253 02:30 PM 03:20 PM F DA C104 Laycock<br>MUSP213B Concert Band 12265 03:30 PM 04:50 PM MW DA C104 TBD<br>MUSP213B Concert Band 12265 03:30 PM 04:30 PM F DA C104 TBD<br>MUSP210B Symphonic Wind Ensemble 12259 01:30 PM 02:20 PM F DA C104 TBD<br>MUSP210B Symphonic Wind Ensemble 12259 01:30 PM 03:20 PM MW DA C104 TBD<br>MUSP211T Jazz Arts Ensemble 1 12299 04:30 PM 05:20 PM F Deibel<br>MUSP211T Jazz Arts Ensemble 1 12299 05:00 PM 06:15 PM MW DA Deibel<br>MUSP212F A Cappella Ch (Men) 12271 12:30 PM 01:20 PM MTWR DA C107 Wine<br>MUSP212F A Cappella Ch (Wom) 13148 02:00 PM 03:15 PM MW DA C107 Hanawalt<br>MUSP213F Concert Chorale 12277 12:30 PM 01:20 PM MTWR WI Hanawalt<br>Vocalists: Women should enroll in MusP 212F, 13148, A Cappella Choir (Women's Glee Club) which does not require an audition. Men who want to participate in an ensemble, should enroll in Mus P 212F, 12271, A Capella Choir. Early auditions will be arranged for men. Both men and women may be moved up to a higher choir, including Concert Chorale, if recommended by the instructor.<br><br>All wind, brass, and percussion students should register for Concert Band - MUSP 210B, 12265 . They will subsequently audition for section placement, and in rare cases an advanced freshman may be moved up to Symphonic Wind Ensemble.<br><br>String players will register for Orchestra - MUSP 211A, 12253. They will subsequently have to audition for placement. In the rare event that a student does not meet the basic performing level for orchestra, he/she will be given the option of performing in one of the choirs or dropping the freshman seminar class. | | 4:30-6:30 pm<br>Tue **Duerksen B103** | | 25 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Fine Arts | Music | A1 | WSUF 102A | Music Really Does Make you Smarter | Tom Wine | 15997 | |
| | | | | Provides students with an opportunity to articulate a current music advocacy philosophy while developing leadership skills for a variety of music activities and scenarios. | | 9:30-10:45 T/Th, **Duerksen B103** | 25 |
| Honors | Honors | B2 | WSUN 102A | Election 2016 | Neal Allen | 15999 | |
| | | | | Examines the presidential election of 2016 as an example of democracy and citizen engagement. We will study the election from the perspective of political science scholarship, and from the perspective of citizen involvement. Students in this course will learn how the contemporary presidential election process functions, why it matters, and consider what the results of 2016 election means for the United States and the broader world. This topic will be the foundation for engagement with the learning environment of Wichita State University, the community in which we live and the journey toward graduation and personal development. Honors students only. | | 9:30-10:45 M/W, **DH 103** | 25 |
| LAS | Communication | A2 | WSUA 102D | Cross Cultural Communication | Becky Nordyke | 16000 | |
| | | | | Teaches you to appreciate the cultural diversity located on the Wichita State campus. You will meet people from other cultures to help you understand their world perspectives. In addition, you will learn speaking and writing skills to improve your own communication with people from other cultures. | | 9:30-10:45 M/W **EH 105** | 25 |
| LAS | MCLL | A2 | WSUA 102E | World Cultures in Popular Media | Wilson Baldridge | 16001 | |
| | | | | Examines ways in which various cultures are depicted in popular media and how stereotypical depictions may contrast with reality in areas such as East Asia, Africa, the Middle East, Latin America, and Europe. | | 9:30-10:45 M/W, **JH 314** | 25 |
| LAS | MCLL | A2 | WSUA 102C | Powerful Narratives: Storytelling and Social Justice in the Hispanic World | Rocio del Aguila | 16002 | |
| | | | | Fictional texts can generate awareness and empathy about contemporary problems. This course aims to analyze oppressive situations portrayed in literature, media, and the arts from Colonial times to present. | | TR 12:30-1:45, **CE 162** | 25 |
| LAS | Pol. Science | B2 | WSUA 102B | Solving Global Problems | Michael Hall | 16003 | |
| | | | | Students will investigate three problems of global concern involving security, the global economy, and the environment. Interactive activities in the course will teach students to search for solutions to the problems and consider how governments and other organizations form policies on these problems. | | 9:30-10:45 T/Th , **CE 162** | 25 |
| LAS | Physics | C2 | WSUA 102A | Energy Science and The Environment | Nick Solomey | 16004 | |
| | | | | Discusses the science of energy, its impact on the environment and long term climate change on our planet. We will study some basic science using simple calculations that are not more difficult than balancing a checking account, but simple ways to track energy usage, potential change in saving money and reducing the impact on the environment. We will study long term change from across the ages on the environment and what results we can expect from using these past experiences to predict future outcomes in 10, 50 or 100 years. | | 9:30 - 10:45 Mon/Wed, **Jabara 110** | 25 |

## General Education Writing Rubric Assessment, Spring and Fall 2015

Sample: 206 students in Aging 404 (n=121 in 3 class sections in Fall), Philosophy 144 (n=51 in 2 class sections in Spring) and Psychology 404 (n=34 in 1 class section in Fall) during regular Spring 2015 and Fall 2015 terms. No statistical difference in test scores across class times and days.

| | Mean Writing Rubric Score* | | Context of & Purpose for Writing | | Content Development | | Genre & Disciplinary Conventions | | Control of Syntax & Mechanics | |
|---|---|---|---|---|---|---|---|---|---|---|
| Scoring (4=high) | Pre test | Post Test | Pre test | Post Test | Pre test | Post Test | Pre test | Post Test | Pre test | Post Test |
| mean | 1.97a | 2.11a | 1.90a ^ | 2.13b | 1.92a ^ | 2.23b | 1.69a | 1.79a | 1.65a | 1.76a |
| std dev | 0.54 | 0.57 | 0.53 | 0.54 | 0.65 | 0.64 | 0.80 | 0.77 | 0.62 | 0.66 |

^ effect size is not significant.

Student counts by score level:

| Score levels | 116 | 100% | 90 | 100% | 116 | 100% | 90 | 100% | 116 | 100% | 90 | 100% | 116 | 100% | 90 | 100% | 116 | 100% | 90 | 100% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 0 | 0.0% | 1a | 1.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1a | 1.1% | 2a | 1.7% | 1a | 1.1% | 0 | 0.0% | 0 | 0.0% |
| 3 | 15a | 12.9% | 17a | 18.9% | 11a | 9.5% | 20b | 22.2% | 20a | 17.2% | 28b | 31.1% | 14a | 12.1% | 12a | 13.3% | 9a | 7.8% | 11a | 12.2% |
| 2 | 82a | 70.7% | 63a | 70.0% | 82a | 70.7% | 62a | 68.9% | 67a | 57.8% | 52a | 57.8% | 50a | 43.1% | 48a | 53.3% | 57a | 49.1% | 46a | 51.1% |
| 1 | 19a | 16.4% | 9a | 10.0% | 23a | 19.8% | 8b | 8.9% | 29a | 25.0% | 9b | 10.0% | 46a | 39.7% | 25a | 27.8% | 50a | 43.1% | 33a | 36.7% |
| 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4a | 3.4% | 4a | 4.4% | 0 | 0.0% | 0 | 0.0% |

* Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level.

**Summary**: Pre and Post test scores on Writing Rubric, Genre/Disciplinary Conventions and Syntax/Mechanics were not statistically different. While Post test scores on Context/Purpose for Writing and Content Development were statistically higher than pre-test scores, the difference was not meaningful.

WICHITA STATE UNIVERSITY

Legend n/a=not applicable; tbd=to be determined; FY=fiscal year (U-F-S); AY=academic year (F-S-U); CY=calendar year; Fall=Fall 20th day.

Stoplights: actual to target
- greater than -/+ 5%
- within -/+ 5%
- met or exceeded

# Wichita State University Foresight 2020* *Student Learning Performance*

| Foresight 2020 Strategic Goals: | yearly measure | base year 2010 | 2012 | 2013 | 2014 | 2015 | Target 2015 | Goal Status | Goal 2020 | desired goal direction |
|---|---|---|---|---|---|---|---|---|---|---|
| **II. Improve Economic Alignment (continued from Foresight 2020 Dashboard).** | | | | | | | | | | |
| *II.3 WSU Graduates are Scholars by demonstrating:* | | | | | | | | | | |
| ***Critical thinking and problem solving*** | | | | | | | | | | |
| Collegiate Learning Assessment (CLA) score1 for Seniors as percent of expected score | AY | 103% | 100% | 99.6% | 100.7% | 100% | 101.5% | | 100% | |
| Collegiate Learning Assessment (CLA) score1 for Seniors | AY | 1,296 | 1,181 | 1,174 | 1,151 | 1,147 | | | | |
| (expected score) | | 1,258 | 1,184 | 1,179 | 1,143 | 1,149 | | | | |
| Student's perception of level academic challenge from NSSE[2] for Freshmen (goal to exceed peers, scale 0-60) | AY | n/a | n/a | 32.1 | n/a | 34.7 | 36.5 | | 40.0 | |
| Student's perception of level academic challenge from NSSE for Seniors (goal to exceed peers, scale 0-60) | AY | n/a | n/a | 35.9 | n/a | 36.9 | 38.0 | | 40.0 | |
| Undergraduate perception of critical thinking competency exit survey[3] (scale 1 to 5-- percent 4 or higher shown) | AY | n/a | 90.3% | 92.8% | 90.9% | 91.8% | 88.2% | | 86.0% | |
| Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5-- percent 4 or higher shown) | AY | n/a | 74.2% | 77.0% | 75.2% | 76.3% | 78.1% | | 82.0% | |
| ***Effective communication*** | | | | | | | | | | |
| Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often) | AY | n/a | n/a | 2.1 | n/a | 2.1 | 2.2 | | 2.3 | |
| Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often) | AY | n/a | n/a | 2.5 | n/a | 2.5 | 2.7 | | 2.8 | |
| English 101 Post-test scores from the English pre- and post-test writing performance assessment | Fall | 3.45 | 3.52 | 3.27 | 3.35 | 3.43 | 3.73 | | 4.0 | |
| Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown) | AY | n/a | 87.8% | 90.0% | 88.7% | 89.3% | 88.9% | | 90.0% | |
| ***Preparation for lifelong learning*** | | | | | | | | | | |
| Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data) | AY | 29.3% | 25.9% | 26.7% | 28.2% | tbd | 28.2% | | 27% | |
| Percent enrolled in a 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs | AY | 22.2% | 32.0% | tbd | tbd | tbd | 28.6% | | 35.0% | |
| Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown) | AY | n/a | 65.9% | 69.2% | 68.3% | 68.1% | 69.0% | | 72.0% | |
| ***Preparation for career in their chosen field*** | | | | | | | | | | |
| Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey (scale 1 to 5) | AY | n/a | 87.6% | 91.8% | 87.2% | 87.8% | 88.8% | | 90.0% | |
| Percent undergraduates employed within 6 months of graduation -- alumni survey | AY | tbd | 80.0% | 82.1% | 81.2% | 83.9% | 85.0% | | 90.0% | |
| *II.4 WSU Graduates are Leaders by demonstrating:* | | | | | | | | | | |
| ***Global mindedness and forward thinking*** | | | | | | | | | | |
| Percent Freshmen participated in at least one High Impact Practice (NSSE, goal to exceed peers, scale 0-100) | AY | n/a | n/a | 37.0% | n/a | 36.1% | 38.5% | | 40.0% | |
| Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100) | AY | n/a | n/a | 50.0% | n/a | 51.1% | 55.0% | | 60.0% | |
| Percent of undergraduate students participating in study abroad from exit survey | AY | tbd | 6.6% | 7.1% | 8.1% | 8.5% | 10.8% | | 15.0% | |
| Undergraduate's perception of diversity/globalization competency exit survey (scale 1 to 5-- pct 4 or higher shown) | AY | n/a | 78.0% | 80.8% | 78.8% | 79.0% | 80.0% | | 90.0% | |
| ***Collaboration and service orientation*** | | | | | | | | | | |
| Undergraduate average weekly hours in community service reported by students from exit survey | AY | n/a | 5.7 | 5.7 | 5.1 | 5.1 | 7.9 | | 10 | |
| Percent of undergraduates who participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown) | AY | n/a | 26.1% | 28.9% | 29.3% | 29.8% | 26.1% | | 35.0% | |
| Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education | AY | 993 | 1,300 | 1,138 | 1,094 | 1,032 | 1,495 | | 1,690 | |
| Undergraduate's perception of team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown) | AY | n/a | 88.8% | 89.5% | 88.4% | 88.7% | 89.4% | | 90.0% | |

[1] Collegiate Learning Assessment (CLA) total score for critical thinking, analytical reasoning, problem solving and written communication. Information for Academic years 2010 and 2011 are from the College of Liberal Arts and Sciences only; [2] NSSE National Survey of Student Engagement; NSSE data collected in odd years post 2009; NSSE changed survey in 2013, no longer using benchmarks [3] Exit Survey is required of all undergraduate and graduate students upon degree completion.