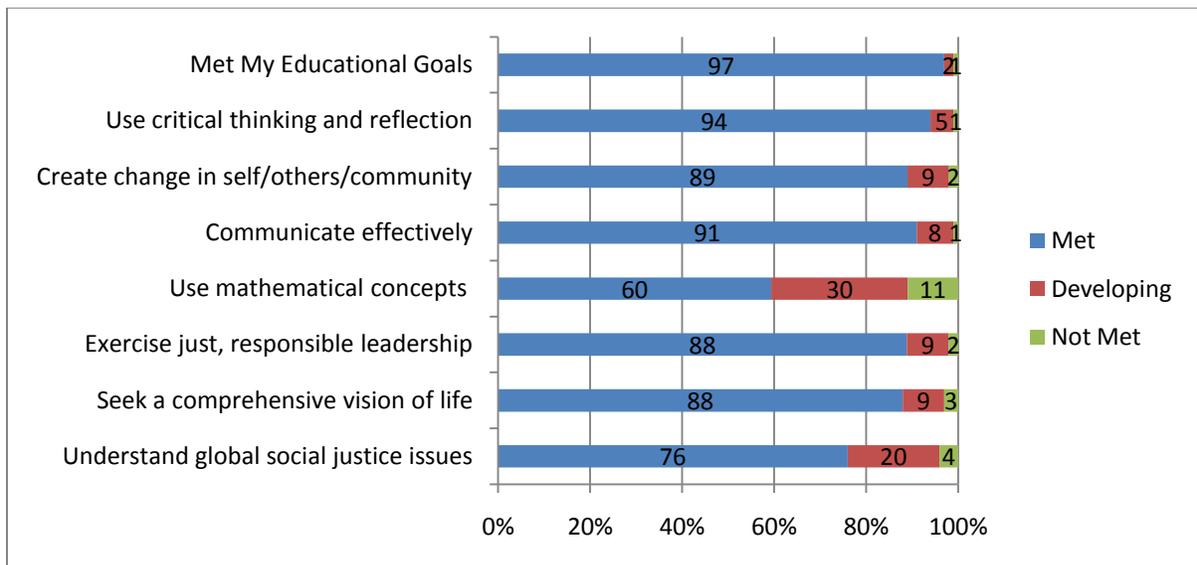


## Executive Summary for Board of Trustees Student Learning Outcomes AY 2008-2009

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**2009 Seniors:** Graduating senior outcomes were assessed at two levels: in their academic majors by a variety of performance measures (case studies, media projects, clinical practice, exams, etc.) to determine levels of achievement and at the institutional level with the 2009 Senior Survey. All seniors were invited via email to complete the graduating senior survey; 579 students responded, providing a response rate of 45%. Complete data tables by college can be found at <http://www.marquette.edu/oira/studentsurveys.shtml> Students were asked their level of achievement in respect to their educational goals and for each of the Marquette Undergraduate Learning Outcomes.

### Marquette Learning Outcomes Class of 2009



The percentage of students who rated themselves at each level on each learning outcome is reported in the table above. Similar to previous years, nearly all students (97%) report they achieved their educational goals at Marquette. Student ratings are displayed as *met*, *developing but not fully met*, and *not met*. The middle category “developing” represents those students who rated themselves as “somewhat” or “probably” able to perform the particular learning outcome. When the percentages of students who fall within this category are reported separately (previous years were included in met), a more differentiated understanding of the seniors’ abilities is obtained. While the ability to using critical thinking and reflection was reported by nearly all students, the abilities to understand global social justice issues and to use mathematical concepts and graphic representations were not. The percentage of students who reported they had met these two outcomes was 76 percent and 60 percent, respectively. Of particular note, based on these 2009 senior reports, is that approximately one-fourth of Marquette seniors are not fully meeting two key learning outcomes.

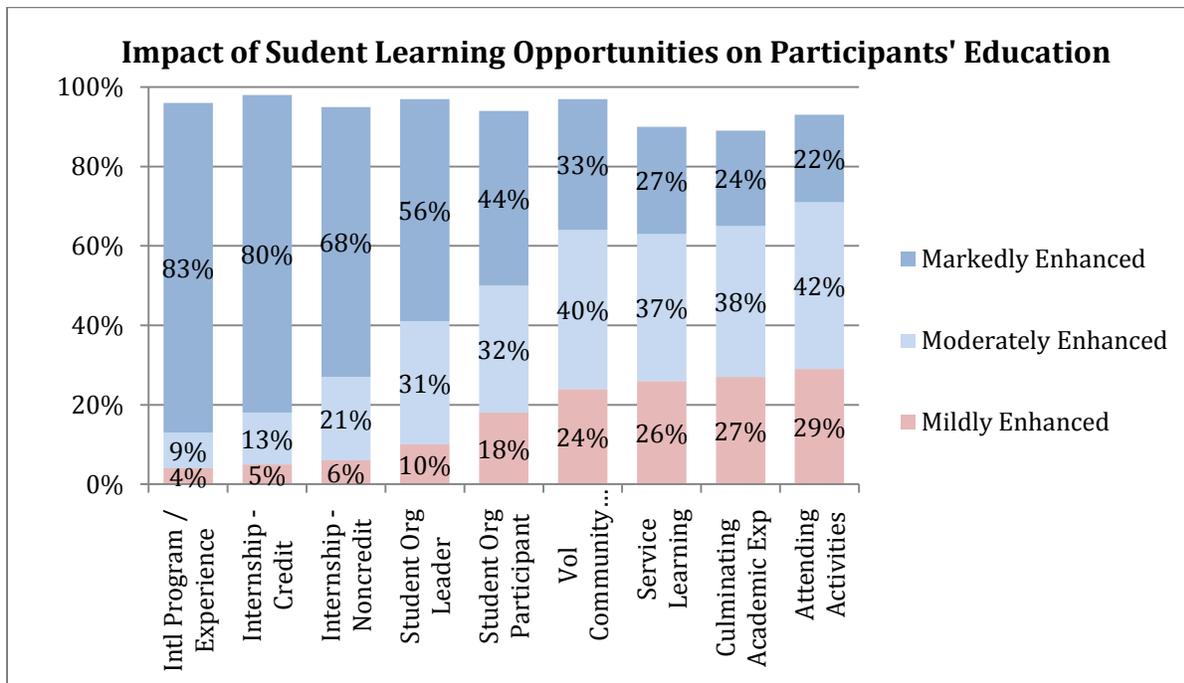
## Actions to Improve Classroom-Based Learning.

Previous assessments in 2007 and 2008 found a substantial portion of seniors, particularly non-math or science majors, reporting they could not use mathematical concepts. To improve student learning, a three- year, federal grant to support a math curriculum project, “Who Counts: Math Across the Curriculum” was obtained and began fall term 2008.. We anticipate that we will start to see improvements with the 2012 graduating class who entered Marquette in fall 2008 and would have taken the core courses that have been revised to include the use of mathematical concepts within the subject area.

This year the University Board of Undergraduates, the Office of International Education and the Council of Deans will discuss the senior results in respect to learning about global and global social justice issues with the goal of developing some specific actions to improve student learning. The NSSE will be administered to the 2010 seniors in February and the results should yield more information about where and how students are engaged in these issues.

## Co-curricular Learning

The same series of questions asked students to indicate the level of personal impact from the experience (marked, moderate, or mild). The following chart illustrates the magnitude of each activity’s impact on those students who participated.



Among the seniors who participated in a specific experience, international program experiences including study abroad and internship experiences are particularly high impact.