



LANGSTON
UNIVERSITY

Annual Student Assessment Report
Submitted to the
Oklahoma State Regents
for
Higher Education
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ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY
for
Langston University

Section I – Entry Level Assessment and Course Placement Activities

- I-1. What information was used to determine college-level course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores)?**

The ACT or SAT score is the starting point to determine course placement. A student must earn a 20 or above in each section of the ACT (an equivalency chart is used for the SAT). Students who score below 20 on a section of the ACT are placed in either a co-requisite or remedial course, depending on the course and subject.

- I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?**

The ACT subject scores are used for placement. The Accuplacer is used as a tool for mid-level assessment. Students who scored below 20 on the ACT subject exam were determined to need remediation.

- I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours? Co-requisite courses are available in math, English, and Natural Science. Additionally, one credit remedial courses are available in math and reading. To remediate basic academic skill deficiencies, available resources include tutoring, as well as math, reading, and writing labs.**

- I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores)?** Students who scored below 20 on the ACT subject exam were determined to need remediation.

- I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.** As with traditionally aged students, if a non-traditional (i.e., adult) student does not have an ACT/SAT scores, the Accuplacer is administered. Course placement in is based on established cut off scores.

Analyses and Findings

- I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.**

In an effort to collect data on various Complete College America (CCA) initiatives, please complete the additional questions addressing developmental and co-requisite placement.

Co-requisite classes were piloted in mathematics in the spring of 2017. English corequisites were added in the fall of 2017. Upon their implementation, only Elementary Algebra remain as a remedial course at Langston for students scoring below a 20 on the ACT subject exam.

In English, a total of 589 students were enrolled in English Composition during the fall 2019 semester (255 in English Composition and 334 in Co-requisite English). In the spring 2020 semester, 145 students were enrolled in English Composition (93 in traditional English Composition and 52 in Co-requisite English).

Pass rates in the respective courses were as follows:

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2019 English Comp I	58%	255
Fall 2019 English Co-req. I	52%	334
Spring 2020 English Comp I	67%	93
Spring 2020 English Co-requisite I	81%	52

In mathematics, a total of 497 students were enrolled in College Algebra during the fall 2019 semester (92 in traditional College Algebra and 405 in Co-requisite College Algebra). In the spring 2020 semester, 12 and 139 students were enrolled in traditional and co-requisite College Algebra, respectively. The Contemporary Math course is used as the pathway for non-STEM majors. In the fall 2019, 65 and 26 students were enrolled in traditional and co-requisite Contemporary Math, respectively. Additionally, 26 and 19 students were enrolled in traditional and co-requisite Contemporary Math in spring 2020.

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2019 College Algebra	55%	92
Fall 2019 College Algebra Co-Requisite	59%	405
Spring 2020 College Algebra	83%	12
Spring 2020 College Algebra Co-requisite	48%	139

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2019 Contemporary Math	86%	65
Fall 2019 Contemporary Math Co-requisite	65%	26
Spring 2020 Contemporary Math	62%	26
Spring 2020 Contemporary Math Co-requisite	26%	19

Section II –General Education Assessment Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

The learning outcomes for general education: Students will demonstrate the ability to:

- Discuss the intricacies of diverse cultures and heritages;
- Explain multiple modes of inquiry, reason, and critical thinking;
- Communicate effectively using a variety of tools;
- Discuss the importance of creativity for the human experience;
- Explain the relationship between nature and science;
- Discuss the role of responsible, ethical, and engaged citizens;
- Value life-long learning, wellness, and personal enrichment; and
- Adapt to a constantly changing global society.

Each course identifies competencies that are measured in the course based on assignments/assessments. They are evaluated through assessments during the class and through the mid-level assessment given to students who have completed 45-60 hours.

II-2. Describe how the assessments were administered and how students were selected.

Assessments are administered as part of regular course work to all students enrolled in general education courses. Additionally, students who have completed between 45-60 hours of course work are asked to participate in a mid-level assessment that measures progress toward general education competencies.

II-3. Describe strategies used to motivate students to substantively participate in the assessment. Course grades are impacted by participation in in-class assessments. Students are encouraged by their academic departments to participate in the mid-level assessment.

II-4. What instructional changes occurred or are planned in response to general education assessment results? Beginning spring 2019, the University used ACT scores as the entry-level placement test. For the mid-level, assessments are continually reviewed to accurately reflect course content.

Analyses and Findings

II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans. Langston currently does not include an analysis of sub-groups on assessments. Because over 75% of entering freshmen are not college ready, emphasis is on this group of students and the need to move them forward in their academic progress.

II-6. How is student performance tracked into subsequent semesters and what were the findings? Multiple reports are used to track student performance. Retention and graduation rates are used to determine overall progress of students. A Comparison of Hours report is completed that shows the number of hours students enrolled and trends for graduation hours (this is part of our Complete College America work). The numbers of students on academic probation (or appeal as freshmen) is monitored, as well as mid-term grades and a DFW Report produced for Academic Affairs.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation. As of the spring 2019 semester, the ACT exam was used for entry-level placement and the Accuplacer exam was used as the mid-level assessment method. Teaching professional development is a constant point of focus at Langston. Multiple opportunities for online staff development are available.

Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

Administering Assessment

III-1. List, in a table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

Field of Study	Assessment Measure	# Students Assessed	# and % of Students Passing
Agriculture Science	ACAT Exit Exam	11	9/82%
Biology	ETS Biology Test	5	4/80%
Broadcast Journalism (COMM Dept)	Sr. Exit Exam	14	14/100%
Business Admin	Peregrine Assessment	29	27/93%

Chemistry	ETS Exam	1	0/0%
Computer Science	ETS Exam	3	3/100%
Corrections	PACAT (Spring 2019)	17	14/82%
Education	OGET	7	4/60%
	OSAT	2	2/100%
Family & Consumer Science	Portfolio Assessment	2	2/100%
Health Admin	Special Topics (Healthcare Leadership)	10	2/20%
Nursing	ATI NCLEX-RN Predictor Exam: Spring 2020 – LU Campus	12	4/33.3%
	Spring 2020 – Tulsa Campus	20	6/30%
	Fall 2019 – Tulsa Campus	15	2/13.3%
Physical Therapy	National PT Exam – Fall 2019	13	13/100%
Public Health	Senior Exit Exam (Spring 2020)	4	4/100%
	Senior Exit Exam (Fall 2019)	6	2/33%
Rehabilitation Couns.	Comprehensive Exam	32	31/96.8%
Sociology	ETS Major Field Test	1	0/0%
Technology	Sr Exit Exams	5	3/60%

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?

Programs with low pass rates are discussed with the Vice President of Academic Affairs and their respective Deans about curriculum modifications and classroom instruction training. Assessment data is also shared with faculty to address low pass rates for continued program improvement.

Of the 17 Agricultural Science graduating seniors, only 11 students (i.e. 65%) took the ACAT. Nine of the 11 scored above the 75% pass score for an 82% pass rate. In general, the students performed better in the core subject area and not as well in subject-specific areas such as Natural Resources Management. Because there was no incentive for taking the test, not all the students paid much attention to the preparation, study and outcome of

the tests.

English majors consistently tested below the national average. Of the 19 students tested over a period of four years, only 37% of students passed the exit exam. Students need more focused classes on multiple periods/eras of American and British literature.

Annually, the Department of Rehabilitation and Disability Studies (DRDS) conducts an assessment to evaluate the performance and productivity of its academic program. Recent results of this assessment indicate that the Department continues to graduate students who have successfully completed their exit exam with an 80% or higher; 99% of the Department's graduates have successfully completed their practicum/internship experiences; and at least 50% of the graduates sitting for certification or licensure passed their exam on the first attempt.

Data analysis show that Teacher Education students would be better served by taking the Oklahoma Subject Area Test (OSAT) following their student teaching experiences. Therefore, the EPPC voted to increase the GPA average for entry to the Teacher Education program and student teaching opportunities. However, the requirement that teacher candidates pass OSAT prior to student teaching has been removed.

According to the final grades earned by Health Administration students, there is a need for a formative assessment that can evaluate the student's comprehension, learning needs, and academic progress in the courses. There is also a need for a comprehension and learning needs assessment prior to beginning healthcare administration courses. A more useful graduation survey tool will need to be developed that can give feedback on the students' future as well as their thoughts on their curriculum experiences, which will be part of our program quality improvement.

The Nursing ATI predictor exam did not align with the actual NCLEX scores for the Langston campus. The actual NCLEX-RN score for first-time testers for the Langston campus was 66.66%. Advanced Adult Health, Fundamentals, Childbearing, and Psychosocial are strong predictor courses for passing the NCLEX-RN Exam. High-performing students are more likely to pass the NCLEX-RN than lower-performing students. While reading scores were important predictors for success in the Fundamentals course, it was not ultimately a predictor of success on NCLEX. Student problem-solving skills or critical thinking skills are more highly developed in Advanced Adult Health, Fundamentals, Childbearing, and Psychosocial courses. It can be concluded through the data analysis presented here that increasing critical thinking skills in the other nursing courses through case studies, simulation, and the problem-solving application would be beneficial in ultimately increasing the NCLEX-RN pass rates.

Students in the business administration program completed a total of 115 direct assessments during the academic year. Of these, 29 assessments were administered and directly focused on evaluating program outcomes (i.e., outbound assessment). All graduating seniors participated in the outbound assessment via the capstone business course and the Peregrine Academic Services (PAS) platform. The PAS outbound assessment is a nationally normed assessment tool with a fair and effective approach to

evaluating student learning of basic and core business concepts. The PAS interpretation of student competency identifies scores on the assessment between 40% and 59% as average. Based on this metric and historical performance, the business administration program utilizes a score of 40 as one baseline measure for evaluating success relative to program outcomes. Of the 29 outbound assessments, 93% of students exceeded the baseline score with an average score of 73.79%. By external comparison, this average score exceeded all of our peer comparison groups (PAS identifies these groups as Region 6 Universities and Historically Black Colleges). By internal comparison, the average outbound assessment score was 50% in 2018 and 57.3% in 2019.

Based upon the compilation and analysis of data from all three cohorts in the Doctor of Physical Therapy program (graduates, clinicians, and employees), the program is meeting the expected outcomes and accreditation standards for graduation, retention, and employment. Assessment of the application and admissions process revealed that the paper application process as not the most user-preferred or efficient method.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment? Instructional changes to individual programs are described below.

The Agriculture Science program modified the core and subject tests to reflect more basic principles and concepts in general agriculture and focused more on hands-on experiential learning outcomes. Faculty in subject options were encouraged to assist students in reviewing and preparing for the tests.

Faculty within the Child Development and Early Childhood Education program plan to incorporate more writing assignments in the coursework. Additionally, more discussions and activities will be incorporated to make connections between theory, research, and teaching practice.

The English department plan to revise their curriculum to include more eras in British and American literature.

The department of Social Sciences will begin revising the course syllabi to include diverse reading and writing assignments. Additionally, test questions will be modified requiring students to demonstrate application of theories and concepts. A program modification was approved to update curriculum and course offerings consistent with discipline trends.

Rehabilitation Counseling faculty will be encouraged to align course objectives with recently adopted accreditation standards.

The Teacher Education program will implement pre- and post-assessment into classes to strengthen content knowledge in preparation for teacher certification tests. Additionally, there will be a realignment of course objectives, standards, and the levels of Bloom's Taxonomy used within courses as indicated by course syllabi.

The Health Administration program plan to submit curriculum updates to the University Academic Policies and Curriculum in spring 2021 to better align with nationwide curriculums. These curriculum updates will expose students to business, finance, communication, and writing skills that are necessary to be competitive in the healthcare industry job market.

The Nursing program will ensure that exams align with NCLEX-RN test plans and will move to a different NCLEX-Prep exam to improve proctored exam scores.

The Public Health program will review highly missed questions on the Senior Exit to improve clarity and instruction. Additionally, faculty will increase the selection of internship sites to increase the likelihood of employment offers after graduation.

Based on the outbound assessment and an analysis of its subject-score comparison data, the business administration program will adopt five new course-level learning objectives in the next academic year, including: (1) Macroeconomics: upon completion of the course, students will explain how the inflation rate is calculated and define marginal analysis; (2) Accounting: upon completion of the courses, students will evaluate, integrate and apply appropriate information for compliance in accounting; (3) Business Policy (Capstone): upon completion of the course, students will demonstrate an understanding of business level strategy as it relates to competitive advantage and its sources; (4) Management Information Systems: upon completion of the courses, students will demonstrate knowledge of acquisition mechanisms and inference mechanisms; and (5) Business Law: upon completion of the course, students will be able to describe the relationship between US legal system and business liability. These course-level learning objectives will be added into course syllabi and assessed through midpoint and outbound assessments.

In fall 2019, the DPT program began using the Physical Therapy Centralized Application Service (PTCAS) instead of paper applications. PTCAS is a free service of the American Physical Therapy Association that allows applicants to submit one application and supplementary materials to apply to multiple PT programs.

Section IV – Student Engagement and Satisfaction

(Student Assessment and Remediation 3.20.7)

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

Noel-Levitz Student Satisfaction Inventory (SSI)

The Noel-Levitz SSI was administered during the fall 2020 term to assess levels of satisfaction of campus resources. All currently enrolled students were invited to participate from the Langston, Tulsa, and Ardmore locations.

Co-Curricular Activities

Langston University students participate in co-curricular activities to supplement student learning outside of the classroom. Samples of co-curricular activities are provided below.

During the fall and spring semesters of 2019-2020 academic year, the Agricultural Science department hired 32 and 37 student researchers by Principal Investigator to gain hands-on experience by applying their classroom knowledge to their research interests. Many of them completed their research projects and presented their research findings in regional and national research symposiums. Furthermore, several of them placed 1st, 2nd or 3rd in oral and poster presentation competitions at the Oklahoma State University Research Symposium and the USDA Association of Research Directors (ARD) research conference.

English majors with a 3.5 GPA are eligible to join the Sigma Tau Delta English Honor society after general education English courses are completed. These students are also eligible to present with English faculty on a variety of topics during the English Department Webinar Series held every semester.

Sociology majors complete an internship relevant to course of study consisting of 120 hours at a Social institution or equivalent government agency. Students compose three (3) reaction papers on varied topics related to the internship experience throughout the semester. These writing assignments assess students' ability to incorporate classroom abstract theories and learned examples concrete with real life work situations consistent with future employment prospects. Time logs are also submitted as designated signed by both student and placement (agency) supervisor. During the spring 2020 semester, 4 sociology seniors interned with the following agencies: Logan County Drug Court, Department of Human Services in Oklahoma County, Wings of Hope Stillwater, and the YMCA of Oklahoma County. Each student participated in co-curricular assessment.

Students majoring in Teacher Education are encouraged to participate in the L.E.A.D.S. program, which is a combination of the following organizations: Professional Oklahoma Educators, Council of Exceptional Children, Oklahoma Aspiring Educators, and Kappa Delta Phi. Students with a 2.75 or higher GPA or who are in the top 75% of their class are invited to participate in the Kappa Delta Phi honor society.

Rehabilitation Counseling majors are encouraged to attend the annual Social Justice Symposium designed to create conversation around awareness, advocacy and activism. The training components meet the criteria set forth by the Commission on Rehabilitation Counselor Certification (CRCC) for continuing education requirements for professionals who maintain the CRC designation or professionals requiring professional development credit to maintain their positions within the field.

The Health Administration program had 15 students participate in the Healthcare

All Public Health graduating seniors complete a 120-hour fieldwork/internship experience during their final semester. The Public Health Student Association is open to all program majors and minors.

Nursing students are encouraged to attend the cultural diversity and minority health forums as well as participate in the Student Nursing Association.

Based on stakeholder data and feedback focused on needed improvements to learning outcomes in the areas of "critical thinking and problem-solving skills" for all students, the computer science program entered into an annual partnership with industry to participate in a computer coding and programming competition that requires team-based solutions to real-world business problems paired with real-time feedback from the industry partners and future employers.

The Doctor of Physical Therapy program acculturates students to the profession of physical therapy and enhance their awareness of their professional social responsibility by offering opportunities for co-curricular activities, such as attendance at professional conferences. These experiences contribute to the students' overall professional development as well as their academic aptitude and have proven to be effective in retaining students as evidenced by the graduation rates and conference surveys.

IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?

The Noel-Levitz Student Satisfaction Inventory was scheduled for administration during the spring 2020; however, this survey was postponed due to COVID-19 challenges. We resumed with the administration of this satisfaction assessment to all of our students during the fall 2020 term with a December 15, 2020 end date.

IV-3. What changes occurred or are planned in response to student engagement and satisfaction assessment?

Results from student engagement and satisfaction surveys are shared with faculty and administrators at Langston University to provide insights on how to improve student learning and target needed changes for quality faculty interactions toward continuous improvement.

Section V - Assessment Budgets

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (*Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions*).

Provide the following information regarding assessment fees and expenditures for 2019-2020:

Assessment Fees and Expenditures for 2019-2020	
Assessment Salaries	\$0.00
Assessment Fees for ACT Residuals (students are charged \$50 for the residual ACT exam)	\$1,050.00
Operational Costs (\$2.15 per unit - 3 units per student):	
Accuplacer Exams (631 students)	\$4,069.95
Mid-Level Testing (Accuplacer)	\$0.00
Distributed to Other Departments (ETS, ACAT, Peregrine)	\$8,649.00
Total Operating Costs	\$12,718.95
Total Expenditures	\$13,768.95
ACT Residuals: (\$50 per person)	
Fall 2019 (16 students)	\$800.00
Spring 2020 (5 students)	\$250.00