



LANGSTON
UNIVERSITY

Annual Student Assessment Report
Submitted to the
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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?

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 must take the Accuplacer Placement Test. Students who do not earn a 75 or higher on the Accuplacer are placed in either a co-requisite or remedial course depending on the course and subject.

In mathematics, students scoring between a 50-75 on the Accuplacer will be placed in a co-requisite course. In Sentence Skills, any student earning a score below a 75 is placed in the co-requisite. In science, a score below 75 places a student in a zero-level science course and a low reading score places the student in a one hour reading course.

I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)? The ACT and the Accuplacer are used for placement.

I-3. How were students determined to need remediation deficiencies (e.g., cut scores, multiple measure metrics, or advising process)? Multiple measure metrics are used based on cut scores established for the ACT and the Accuplacer.

I-4. What options were available for students to remediate basic academic skill deficiencies? Co-requisite courses in math and English, remedial courses in math and science, reading class for one-hour credit, tutoring, and math, reading, and writing labs.

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite and college-level courses (include enrollment counts, grade distribution and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings. 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 two remedial courses remain at Langston—Natural Science and Elementary Algebra (for students scoring below a 45 on the Accuplacer).

In English, a total of 544 students were enrolled in English Composition fall of 2018 (264 in English Composition and 280 in Co-requisite English Composition).

In the spring 2019 semester, 180 students were enrolled in English Composition (151 in traditional English Composition and 29 in Co-requisite English).

Pass rates in the respective courses were as follows:

<u>Course</u>	<u>Pass Rate</u>
Fall English Comp	69%
Fall English Co-req.	66%
Spring English Comp	68%
Spring English Co-requisite	66%

In mathematics, comparisons were made in college algebra. All sections of contemporary math were initially co-requisite classes.

<u>Course</u>	<u>Pass Rate</u>
Fall College Algebra	60%
Fall College Algebra Co-Requisite	64%
Spring College Algebra	56%
Spring College Algebra Co-requisite	73%

Section II –General Education Assessment Administering Assessment

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

The outcomes for general education are as follows:

- *Critical thinking skills through academic problem-solving*
- *Effective communication skills*
- *Knowledge of challenges faced by rural and urban communities, both global and domestic*
- *Knowledge of current technology*
- *Positive leadership skills*
- *Use of quality methods for conducting research or inquiry*
- *Respect for diversity in its many forms*
- *Commitment to responsible citizenship*
- *Competence in their chosen field*

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 Administering Assessment

III-1. List, assessment measures and number of individuals assessed for each degree program.

Field of Study	Assessment Measure	Number of Students Assessed	# and % of Students Passing
Agriculture Science	Comprehensive Assessment Test	9	8/89%
BALE	End of Instruction Exam	16	16/100%
Biology	ETS Biology Test	11	6/55%
Business Admin	Peregrine Assessment	29	27/93%
Communication	Sr. Exit Exam	9	7/78%
Computer Science	ETS Exam	5	4/80%
Corrections	PACAT	17	14/82%
Education	CEOE & Practice Tests	6	2/33%
Master of Education	Capstone Research Project	7	7/100%
English	ETS English Test	1	1/100%
Family & Consumer Science	Portfolio Assessment	9	9/100%
Health Admin	Capstone Project	9	9/100%
Health, P.E. & Rec.	Sr. Exit Exam	34	34/100%
Mathematics	ETS Math Exam	1	1/100%
Music Education	OPTE	1	1/100%
Nursing	ATI NCLEX-RN Predictor Exam	36	14/39%
Physical Therapy	National PT Exam	13	13/100%
Public Health	Exit Exam	6	2/33%
Rehabilitation Couns.	Comprehensive Exam	30	30/94%
Sociology	ETS Major Field Test	5	5/100%
Technology	Sr Exit Exams	4	2/50%

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.

The Elementary and Special Education program outcomes assessment findings show that candidates are deficient in reading and comprehension, writing, and math skills. The program was realigned to include a minor in education for students who are not on the traditional education track.

The HPER program findings show that student math mid-level scores are low. HPER faculty plan to collaborate with faculty in the math department about suggestions that will improve math scores.

The department of Public Health findings show higher scores on the Exit Exam for students who participate in the course review compared to students who do not attend the course review. Findings are shared during faculty meetings, through Title III reports, and in the Public Health Annual Program Review to discuss strategies to improve exam scores.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment? Changes are being made to individual programs based on the findings. For example, in HPER the faculty recognized that some reading and writing competencies were not being covered as thoroughly as others and modified the curriculum. As a result, faculty included writing and reading assignments in all HPER courses, which resulted in improvement scores on the mid-level Accuplacer exam.

As a result of an analysis of assessment data, a minor in Education was implemented to decrease the number of candidates who are not on the traditional education track but can enroll in specific elementary and special education content area courses. As a result, content courses are limited to majors with individualized attention given to increase student achievement on the OSAT exam.

Faculty in the Psychology department are identifying core subjects, content evaluations, course offering timelines, and the possible implementation of a capstone course to better prepare students for the Exit exam.

The department of Rehabilitation and Disability Studies are planning to develop a formal recruitment plan to routinely address enrollment numbers.

Section IV – Student Engagement and Satisfaction Administration of Assessment

IV-1. What assessments were used and how were the students selected? Co-curricular events were assessed throughout the year, whether they be social or academic oriented. Selection occurred based on participation. For example, the HPER students participated in the Oklahoma Association for Health, Physical Education, Recreation and Dance conference.

The healthcare administration, nursing, and public health students participate in community service-learning projects. For example, the department of Public Health students engage as Peer Educators to students on campus to promote better health and wellness practices. The students in the School of Nursing and Health Professions participate in health fairs that include basic health screenings for the community. This activity complements the required curriculum activities. In addition, the senior nursing students plan the Cultural Diversity Day and Minority Health Forum activities that include the selection of a speaker and presentations by the students.

The department of Rehabilitation and Disability Studies host an annual Social Justice Symposium for students to emphasize the concepts of fair and just relations in society.

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

The 2018 National Survey of Student Engagement (NSSE) was administered to Langston University first-year (n=142) and senior (n=100) students in the fall 2017 semester to assess the level of engagement on learning activities. Each student responded to survey items surrounding four themes: Academics, Experiences with Faculty, Learning with Peers, and Campus Environment.

Findings from the 2018 National Survey of Student Engagement (NSSE) show that our first-year and senior students connect their learning to societal problems and knowledge of prior experiences to their courses (see charts below). The average “Quantitative Reasoning” scores for Langston University (LU) senior students are above the mean ($\mu=31.2$) for the top 50% of NSSE institutions ($\mu=30.7$).

Analysis from the data show LU seniors use numerical information to examine real-world problems “very often”. First-year students collaborate well with their peers in mastering complex material ($\mu=38.9$) compared to the top 50% of the NSSE institutions ($\mu=35.1$), whereas 75% of seniors “frequently” work with their peers on course projects and assignments. 54% of first-year and 65% of seniors “frequently” discuss their career plans with faculty.

Langston University students participate in rich educational experiences through internships or field experiences. 61% of seniors participated in internships or clinical placements by their spring semester, whereas 58% of first-year students stated “at least some” of their courses included a service-learning project.

First-Year Students			
Theme	Engagement Indicator	LU Mean	NSSE Top 50% Mean
Academic Challenge	Reflective and Integrative Learning	36.8	36.5
	Learning Strategies	39.8	39.5
Learning with Peers	Collaborative Learning	38.9	35.1 **
Experiences with Faculty	Student-Faculty Interaction	30.8	24.2 ***
	Effective Teaching Practices	35.6	40.3 **
Campus Environment	Quality of Interactions	38.6	43.9 ***
<i>*p<.05, **p<.01, ***p<.001 (2-tailed)</i>			

Seniors			
Theme	Engagement Indicator	LU Mean	NSSE Top 50% Mean
Academic Challenge	Reflective and Integrative Learning	41.3	39.6
	Learning Strategies	43.2	40.2 *
	Quantitative Reasoning	31.2	30.7
Learning with Peers	Collaborative Learning	38.5	35.7 *
	Discussions with Diverse Others	42.5	41.9
Experiences with Faculty	Student-Faculty Interaction	34.2	29.2 **
	Effective Teaching Practices	38.9	41.1
Campus Environment	Quality of Interactions	41.6	44.4
<i>*p<.05, **p<.01, ***p<.001 (2-tailed)</i>			

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

Results are shared with faculty and administrators to provide insights on how to improve student learning at Langston University by understanding student priorities, challenges, and educational experiences. Findings from the 2018 NSSE will enhance administrative efforts to use assessment of student engagement and satisfaction to target needed changes for quality faculty interactions and effective teaching practices toward continuous improvement.

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 2018-19:

Assessment Fees and Expenditures for 2018-2019	
Assessment Salaries	\$0.00
Assessment Fees for ACT Residuals (students are charged \$50 for the residual ACT exam)	\$555.00
Operational Costs:	
Accuplacer Exams	\$9,657.95
Mid-Level Testing (Accuplacer)	\$457.00
Distributed to Other Departments	\$18,170.50
Total Operating Costs	\$28,285.45
Total Expenditures	\$28,840.45
ACT Residuals: (\$50 per person)	
Fall 2018 (9 students)	\$405.00
Spring 2019 (3 students)	\$150.00