



Langston University
Student Assessment Plan
2023 - 2027

LU Student Assessment Plan

Overview

Purpose of Assessment

At Langston University, assessment is used to make judgments about student placement, course effectiveness, class content, and the quality of instruction and university life. In the classroom, assessment allows faculty to understand what students know prior to instruction, how well they comprehend what is being taught, and what they have learned. The University recognizes, however, that assessment can be used more effectively to strengthen the learning environment.

The purpose of this plan is to guide the assessment process (Appendix A). The Assessment Plan of Langston University is intended to be a fluid document. The beliefs supporting the plan are that: (a) assessment is a vital part of the learning process; and, (b) when used as instructional tools, assessment can improve the learning of students, thereby serving as one support which helps students move through the system towards graduation.

Oversight of Assessment

The assessment of student learning at Langston University is a shared responsibility of faculty and administration. As required by Oklahoma State Regents Policy, assessment results are evaluated at four levels to demonstrate public accountability and improve instruction as follows:

1. Entry-Level Assessment and Course Placement - to determine academic preparation and course placement.
2. General Education (Mid-Level) Assessment - to determine general education competencies in reading, writing, mathematics, and critical thinking.
3. Program Outcomes (Exit-Level) Assessment - to evaluate outcomes in the student's major.
4. Assessment of Student Satisfaction - to ascertain students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc.

The annual LU Assessment Plan outlines assessment practices relating to entry-level course placement, general education program assessment, academic program assessment and analysis, and institutional survey reporting.

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University-wide Assessment

Entry-Level Assessment and 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 are placed in a co-requisite course, depending on the course and subject. The ACT subject scores are used for placement. Course placement is based on established cut off scores. The Accuplacer is administered for both traditional and non-traditional students if they do not have ACT/SAT scores.

Students who score below 20 on the ACT subject exam are determined to need co-requisite support. To remediate basic academic skill deficiencies, available resources include tutoring, as well as math, reading, and writing labs.

General Education (Mid-Level) Assessment

Students who have earned between forty-five (45) and sixty (60) credit hours participate in mid-level assessments. The Accuplacer is used for mid-level assessment.

Learning Outcomes of 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.

Assessment of the general education curriculum will occur annually through a process that engages faculty and students beginning in the University College and extending to the major field of study. Assessment of student learning in the general education curriculum includes the following:

1. Multiple assessment measures are conducted within each course.
2. Mid-term and Final grade reports for students enrolled in the general education courses are evaluated by the VP for Academic Affairs, the Dean, Chairs, and faculty. Students with a grade below C at the midterm meet with the faculty and the advisor for tutoring and supplemental instruction.
3. At the completion of 45-60 college credits students will complete the mid-level examination for Math and English.

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Program Level Assessment

The evaluation of program assessment of student learning outcomes ensures that program goals are consistent with learning outcomes. The assessment of student learning is summative utilizing direct measures.

As part of the assessment process, departments are asked to answer the following questions in their annual assessment plans:

- Will you have new learning outcomes for the following year?
- What Exit Exam assessments are administered in your program?
- What were the analysis and findings from the program outcomes assessment?
- What changes were made, or will be made, to your program, based on the data you collected throughout the year?
- How is assessment data disseminated to faculty and other stakeholders?
- What co-curricular experiences have been assessed by your department and how were the students selected?
- Describe how you utilize retention, persistence, and completion data to make evidence-based improvements.

Many programs use entry or pre-entry examinations as a student begins his/her degree program; each degree program offers some form of an exit examination. At the time of graduation, some programs use standardized national examinations while others use self-generated exams, portfolios, or a combination of assessments. For example, in the Department of Business Administration the Peregrine Exam is used both as an entrance to the program (students complete the exam once they are accepted to the School of Business) and the same examination has an exit component to measure student growth. In programs such as Physical Therapy, Nursing, and Education, certification/licensure exams are used to measure successful program completion. Other departments use national exams or exams that have been constructed by the departments.

Programs will report on assessment data using the following direct measures: ETS, Peregrine, ACAT, ACS, PACAT, ATI, NCLEX, Portfolios, Capstone projects, Senior Exit Exam, Comprehensive Exam, and PEAT. Data is used by academic departments to make program and/or curriculum changes for continuous improvement. Additionally, the use of curriculum maps helps to inform faculty of gaps in student learning so that instructional modifications can be made to improve student success.

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LU Assessment Process for Continuous Improvement

The LU Assessment Process for Continuous Improvement includes a calendar to guide academic and non-academic units through the annual assessment cycle for planning and reporting (Appendix B). Annual assessment reports are updated by graduate and undergraduate program Chairs and submitted to the Associate Vice President for Assessment and Accreditation for review. Assessment plans outline program mission, goals, student learning outcomes and institutional learning outcome alignment, assessment measures, criteria, data analysis, and steps that will be or have been taken for improvement based on results. Each year, benchmarks are documented in the annual program assessments and evaluated to determine evidence of program mastery and changes needed to program curricula based on data results. Any anticipated changes to learning outcomes and goals for the next academic year are noted in the assessment plans. Feedback is provided to faculty for clarity and recommendations.

In fall 2019, the Assessment Committee adopted Demings' Plan-Do-Check-Act (PDCA) framework for continuous improvement (Appendix B). The PDCA framework is used to guide and inform the annual assessment process. As part of the "Planning" phase, faculty review their assessment plans at the beginning of the assessment cycle to plan for future changes to program goals, objectives, and student learning outcomes. The "Doing" phase of the cycle allows faculty to review and revise student learning outcomes (SLOs) as needed and alignment of SLOs with Langston University student learning outcomes. Data are collected for assessment of performance measures, performance criteria, and analyzed to determine recommended changes needed to programs. As a result of this process, discussions occur within departments and program chairs to determine recommendations for improvement to curricular and co-curricular programs during the "Checking" phase, followed by action steps recommended for improvement during the "Action" phase.

Student Engagement and Satisfaction

The National Survey of Student Engagement (NSSE) and Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) are used to assess student engagement and satisfaction. All students are invited to participate in the SSI and freshmen and seniors are invited to participate in NSSE. Student evaluation of instruction is conducted each semester using Anthology software (formally known as Campus Labs). All courses are assessed measuring quality of course instruction regardless of modality.

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Co-Curricular Assessment

Langston University (LU) students participate in co-curricular activities to supplement student learning outside of the classroom. As part of our ongoing assessment of student learning, all divisions/units that work with students must assess co-curricular activities by annually reporting on student learning assessment activities. This process is facilitated by the Langston University (LU) Assessment Committee which provides guidance and feedback on co-curricular assessment reporting in support of ongoing continuous improvement. The LU Co-curricular Assessment Guide (CAG) was developed to guide the data collection and analysis of co-curricular activities. Data collected on the co-Curricular activity form includes a description of student learning outcomes, strengths, weaknesses, and recommendations/action steps.

APPENDICES

APPENDIX A

Assessment Cycle



LU Student Assessment Plan

APPENDIX B

LU Assessment Process for Continuous Improvement Calendar

LU Assessment Process for Continuous Improvement

