

**School of Agriculture and
Applied Sciences
Annual Assessment Evaluations
2016-2017 Academic Year**

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Agriculture and Natural Resources

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

Our learning outcome and goals for the year have been effective but need updates in some areas.

New Learning Outcome for 2017-2018:

There will not be new learning outcomes but an enhancement of several existing outcomes. We will expand experiential learning for our students via more class time in our undergraduate learning laboratory (as appropriate) and more involvement in undergraduate research, presentation and publication.

There will be more emphasis placed on enhancing our students' communication skills through classroom oral and written presentations. Emphasis will be placed on training and use of Turn-it-in by faculty to ensure originality and honesty in student presentations.

New Assessment Goals for 2017-2018:

The Agriculture Comprehensive Assessment Test (ACAT) is used as our exit examination for graduating seniors. This exam will be re-evaluated based upon student performance and additional areas of acumen that students may be required to demonstrate in Graduate School or the professional workplace.

A Departmental Curriculum Committee is in charge of assessing exit exam effectiveness and implementing needed modifications.

II. **What does the data you have collected suggest about your program?**

Data has revealed the need to assign supplemental reading materials to students, enhance students' test taking skills and enhance students' critical thinking skills.

III. **What changes were made, or will be made to your program, based on the data you collected throughout the year?**

Outside class supplemental reading, as well as, reading textbook chapters will receive stronger emphasis. Examinations and classroom discussions will more often reflect knowledge gained from supplemental reading assignments.

IV. How is assessment data disseminated to faculty and other stakeholders?

Assessment data and findings are shared with faculty during meetings and via email. This information is also disseminated to former students and our Agriculture Alumni Association for input. Each year during Homecoming Week in October, the Agriculture Alumni Association meets on campus. Presentations and updates are made on our academic and professional internship programs. Their comments have resulted in revisions in our exit examination (ACAT).

V. Provide the data from Exit Exams and other Capstone Assessments.

For the current year, there was 100% pass rate on the exit exam. A passing score is a minimum score of 70% on the exam.

Senior Exit Exam data:

Year	#Tested	# Passing
2016-2017	9	9
2015-2016	7	5
2014-2015	6	6
2013-2014	7	5
2012-2013	6	4
2011-2012	16	10

VI. What co-curricular experiences have been assessed by your department?

The MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences) serves as our major source of co-curricular activities. This organization provides an opportunity for our students to engage in national career fairs, gain skills in interviewing for jobs, develop their speaking skills, establish linkages with professionals in industry and at other institutions of higher learning and participate in professional societies. MANRRS also promotes community involvement and service. We have not performed a formal assessment of this experience.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Family and Consumer Sciences

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

(1) Goal: Create an effective Family and Consumer Sciences learning environment.

Projected Outcome: Students who have an established base to make them career and/or Graduate School ready.

(2) Goal: Increase the understanding and appreciation of Family and Consumer Sciences by relating the program to the local community and state.

Projected Outcome: Students who are adept at relating classroom learning to real life situations, challenges and solutions.

(3) Goal: Develop critical thinking in our students.

Projected Outcome: Students adept at addressing Family and Consumer Sciences matters based upon Twenty-First Century analytics, research findings and challenges.

There have not been any changes to these two components in our assessment plan. There will not be new learning outcome for 2017-2018.

There will not be new assessment goals for 2017-2018. However, our student exit examination (Family and Consumer Sciences Achievement Test) will be re-evaluated and updated as needed to reflect additional areas of acumen that students may require to demonstrate Graduate School and/or career readiness.

II. **What does the data you have collected suggest about your program?**

Data suggests that graduates are career ready and they have a 100% success rate in securing employment. Graduates in Family and Consumer Sciences are needed in Oklahoma and across the nation. This trend is not expected to change in the near future.

III. **What changes were made, or will be made to your program, based on the data you collected throughout the year?**

Curriculum will be updated as needed; however, this will be based primarily on requirements and current research that drive the standards for the Family and Consumer Sciences program accreditation.

IV. How is assessment data disseminated to faculty and other stakeholders?

Assessment data and findings are shared with faculty during departmental meetings. Data is assessed and needed updates are implemented. Assessment data and program updates are shared with our accreditation agency and our Family and Consumer Sciences Alumni.

V. Provide the data from Exit Exams and other Capstone Assessments.

Family and Consumer Sciences uses a score of 80% or higher to determine the pass rate of students taking the exit exam.

Year	Assessment Measure	Number of Students Assessed	Pass Rate
2015-2016	Childhood Dev-FCSAT	5	5/5
2014-2015	Childhood Dev-FCSAT		
2013-2014	Childhood Dev-FCSAT	14	80% or higher
2012-2013	Childhood Dev-FCSAT	6	6/6
2011-2012	Childhood Dev-FCSAT	9	80% or higher
2010-2011	Childhood Dev-FCSAT	17	80% or higher
2009-2010	Childhood Dev-FCSAT	6	80% or higher

VI. What co-curricular experiences have been assessed by your department?

Students in Family and Consumer Sciences engage in co-curricular activities in Oklahoma City, Coyle, Guthrie and Langston, Oklahoma communities. Students volunteer to assist in activities for young children that provide growth opportunities beyond the formal classroom curriculum. At the Early Childhood Laboratory (Langston University Campus; Langston, Oklahoma) students present workshops and seminars for children and their families that go beyond the traditional classroom experiences.

Co-curricular experiences enhance our students' career and Graduate School readiness. These experiential opportunities supplement and strengthen the formal curriculum.

School of Arts and Sciences
Annual Assessment Evaluations
2016-2017 Academic Year

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Biology

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

Goals/ Objectives of the Biology Program:

The goals of the Biology Program are to:

1. To prepare scientifically literate citizens who have an understanding and appreciation for both nature and scientific investigation.
2. To prepare research trainees for graduate studies in the biological sciences and related areas.
3. To prepare students able to compete successfully for admission to science, technology, engineering, and mathematics (STEM) graduate programs; professional schools of medicine, dentistry, veterinary medicine, law, pharmacy, medical technology/ clinical laboratory sciences; and related fields.
4. To prepare highly qualified biology teachers for positions in public and private secondary schools.
5. To prepare students for employment positions in conservation, natural resource management, industrial biology, agriculture, technology and other fields.

The objectives of the Biology Program are to:

1. To provide a curriculum in basic science and biology that will advance the student ability to be a competent graduate of the Biology program.
2. To provide enriched educational experiences in addition to traditional course base teaching. Enriched educational experiences include on campus and off campus research, and student classroom projects in laboratory sessions.
3. To inculcate, as an integral part of each course and departmental philosophy, the contributions that women and various nationalities and races have made in science.

Learning Outcomes of the Biology Program:

- a. Demonstrate the use of the scientific method in problem solving and scientific investigation.
- b. Demonstrate a basic command of skills, including ability to comprehend, follow directions, scrutinize, write, communicate, listen, summarize, draw conclusions, report information, and collaborate.

- c. Handle data, in collection, recording, and statistical analyses.
- d. Handle equipment and materials safely and follow protocols.
- e. Show technology efficiency through use of diverse computer programs.
- f. Exercise scientific creativity and curiosity.

There are no anticipated changes to these components for the 2017-2018 school year.

II. What does the data you have collected suggest about your program?

- A. 73% of the graduating Biology majors scored above the cutoff on the 2016-2017 ETS Exit Exam. This data suggest continued improvement in student standardized testing skill development is needed throughout all of the major courses offered in the department. The Biology department seminar course BI 4091, allows a review of standardized testing format for students and has led to improved student performance on the ETS Exam.
- B. Student graduate school admissions data show two graduating seniors were accepted in to graduate programs. The Biology program will continue to work to develop partnerships with graduate programs to give students early exposure to the graduate admissions process.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The Biology Seminar Course will include additional standardized test questions in Biology to help students with the style of standardize test. This will help to reinforce important concepts in Biology and increase student's familiarity and confidence in standardized style test questions.

IV. How is assessment data disseminated to faculty and other stakeholders?

Assessment data gets disseminated to faculty during department meetings and through the school of Arts and Sciences. We are in the process of developing a full website for the Biology Department and when needed assessment data will be available to other stakeholders.

V. Provide the data from Exit Exams and other Capstone Assessments.

A. ETS Biology Exit Exam Data: 2016-2017. Eleven Biology major seniors took the ETS Biology Exit Exam. The average score for this cohort of students is 143.18. Eight of the students (73%) were above 140 cutoff score.

B. One of the graduating seniors was accepted into Oklahoma State University College of Osteopathic Medicine and another graduating senior was accepted into the Langston University Department of Physical Therapy Doctoral program.

VI. What co-curricular experiences have been assessed by your department?

Students in the Biology Department participate in co-curricular experiences like the Biology Club where students take the lead in organizing co-curricular campus events and trips. We are currently in the process of developing a formal assessment for co-curricular experiences for Biology majors.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Chemistry

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

Goals/ Objectives of the Chemistry Program:

The goals of the Chemistry Program are to:

1. To prepare successful, scientifically literate professionals who have an understanding and appreciation for scientific investigation, social responsibility and service learning.
2. To prepare students who are capable of competing successfully for admission to and who will succeed in graduate school; professional schools for medicine, dentistry, pharmacy, veterinary medicine, nursing, allied health, and other biomedical programs.
3. To prepare students for entry level positions in conservation, natural resource management, industrial chemistry, agriculture, technology and other fields.
4. To provide a sound fundamental knowledge of chemistry, mathematics and physics for all chemistry majors.
5. To provide hands-on laboratory experiences with special emphases on chemical and laboratory safety and hazardous waste management.
6. To provide opportunities for professional growth through participation in research and industry internships as well as attendance and participation in professional organizations and meetings.

The objectives of the Chemistry Program are to:

1. To provide a basic curriculum in science and mathematics that will enable the student to be a competent secondary school science teacher.
2. To provide teaching experiences in addition to the conventional supervised course in student teaching. This will include activities such as assisting or tutoring in our introductory courses in the department, teaching laboratory logistics and how to locate and develop experiments suitable for short laboratory periods.

3. To inculcate, as an integral part of each course and departmental philosophy, the contributions that women and various nationalities and races have made in science.

Learning Outcomes of the Chemistry Program:

- Apply mathematics in problem solving and scientific investigation.
- Demonstrate a thorough knowledge in the chemistry core areas of inorganic, organic, analytical, biochemistry, and physical chemistry.
- Design, conduct and report investigations within the chemistry discipline.
- Demonstrate an ability to make written and oral presentations of various chemical topics and problems.
- Demonstrate an awareness of instrumentation and methods of chemistry investigation and data analysis.
- **Graduates in the major field of Chemistry Education will be able to perform tasks outlined in items C.1.a-e above, as well as successfully pass licensing tests required to teach in the state of Oklahoma.**

There are no anticipated changes to these components for the 2017-2018 school year.

II. What does the data you have collected suggest about your program?

- A. Data from the 2016-2017 National ETS Exit Examination showed that 3 of the 4 graduating seniors took the exam, and passed within the margin of error. The data suggests that we should expand students' participation in Test Preparedness course CH 3001 so that more time can be spent on elements of the ETS exam. We are moving forward with this plan.
- B. While the American Chemical Society (ACS) Exams for General Chemistry I and II, Organic Chemistry II, Analytical Chemistry, Biochemistry, and Physical Chemistry exams are administered, data from them are not unilaterally documented. Students understand that their test

performance will not impact their grades, and concentrate on activity that, in their opinion, “counts”. However, our staff continue to impress the value of these exams, particularly during our CH 3001 Test Preparedness class. Our staff also use the ACS standardized Mid-level exams to assist in identifying academic weaknesses and strengths of the student during mid-level matriculation. Students can then be directed toward remedial studies, assigned special projects and specialized computerized tutorials, or assigned tutors to strengthen their academic base. These standardized exams help students understand the importance of performing well on standardized exams early-on in the learning process. The test preparation course, CH 3001 is listed in the LU Catalog, and is a required course. Course CH 3001 - Test Preparedness - is team-taught by instructors of general, organic, analytical, biochemistry and physical chemistry courses. Heavy emphasis is on the subject content of the GRE and ETS comprehensive exams and on strategies for taking comprehensive tests, including ACS exams. Senior students enroll in this course during the first semester of their senior year.

- C. Data show that 100% of graduating chemistry majors successfully completed an Undergraduate Research Project and Oral Presentation. Each presented and defended their findings at Langston University’s annual Research Day.
- D. The Noyce STEM Teacher Candidate intake assessment (success readiness assessment) permits us to construct appropriate interventions at the beginning, and throughout, the program. Data show that program participants are successfully navigating the program academics, and are on target to successfully complete the program.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

A new assessment tool, Competency Performance Recording for Learning (CPR-L), will be incorporated in our Physical Science class during the Fall 2017 term. CPR-L will serve as a teaching and assessment tool. During past pilot tests, the tool has been instrumental in improving students’ grasp and retention of core course concepts and grades. Its process delivers a recording of students’ homework that enable the instructor to determine, with great precision, the student’s grasp of

concepts and ability to use those concepts to solve problems. This expanded data will be instrumental in establishing targeted intervention that will enhance students' capabilities in critical thinking and problem solving beyond the Physical Science course.

IV. How is assessment data disseminated to faculty and other stakeholders?

Assessment data is routinely disseminated to all Chemistry faculty, and disseminated more broadly through the school of Arts and Sciences. Where appropriate, it is shared on the Internet at www.stemdigitalvillage.com.

V. Provide the data from Exit Exams and other Capstone Assessments.

- a. Senior Exit Exam data: 2016-2017. 3 of the 4 graduating seniors took the exam; each scored within the margin of error which is a + and – 5 points; however, they did not meet the cut score set by the University of 140.
- b. 100% of graduating chemistry majors successfully completed an Undergraduate Research Project and Oral Presentation. Three of the four presented and defended their findings at Langston University's annual Research Day.
- c. One graduate has been accepted into Tulane Medical School; New Orleans, La; one has been accepted into Oklahoma State University, Stillwater, OK Graduate School; one has joined the military and one has decided to obtain teacher certification during the coming year through LU's Noyce-TSP Program.

VI. What co-curricular experiences have been assessed by your department?

Although many co-curricular experiences were available to our students, a formal assessments of the co-curricular events were not administered. This will change during the 2017-2018 academic year.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Communication

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

The goals of the curriculum for the Department of Communication are:

1. To provide a broad spectrum of courses in radio, television, journalism, theatre arts, and speech which will prepare students for employment in the electronic and print media, theatre, and related areas in industry in urban settings and for admission to graduate school;
2. To develop effective oral and written communication skills by requiring writing labs and English and speech courses beyond General Education requirements;
3. To undergird coursework with experiential training in the TV studio, KALU-FM Radio Station, photography lab, Interactive TV, public relations office, News Bureau, Dust Bowl Theatre, Pollard Theatre, Langston Gazette office, Langston Lion office and through required 8- or 14-week internships in urban areas.

The goals in the upcoming academic year will be changes to reflect the dissolution of the theatre component of the department. They will read as follows:

1. To provide a broad spectrum of courses in radio, television, journalism, and speech which will prepare students for employment in the electronic and print media, theatre, and related areas in industry in urban settings and for admission to graduate school;
2. To develop effective oral and written communication skills by requiring writing labs and English and speech courses beyond General Education requirements;
3. To undergird coursework with experiential training in the TV studio, KALU-FM Radio Station, photography lab, Interactive TV, public relations office, Langston Gazette office, Langston Lion office and through required 8- or 14-week internships in urban areas.

II. What does the data you have collected suggest about your program?

The Communication department utilizes three types of assessment data to inform us about the needs of our students: Entry level, mid-level, and exit level.

Entry level

Assessments measures:

As an entry level assessment, our department uses the university's standardized entry exam by Accuplacer. The exam results are reported as numerical scores. Students who score below the cutoff score in sentence skills are asked to complete remedial coursework. Students who score at or above the cutoff score are considered for placement in entry level major requirements. Students who are considered borderline may be placed in entry level coursework; however, they will be given extra attention by faculty to ensure adequate progression. As a department, we also pay close attention to our students' performance in their general education English Composition classes.

Results/Description:

At the entry level, our department's primary concern is where our students are in terms of their writing skills. The Accuplacer entry exam clearly indicates that many of our students have some degree of deficiency with their reading and writing skills. However, the university-wide assessment for entry level students does not provide our department with what we need to know in order to effectively diagnose specific problem areas. At the entry level, this is primarily treated as a general education issue. As such, there are entities on campus to where we direct our students.

Mid-level

Assessments measures:

The department utilizes the university's standardized mid-level assessment tool via Accuplacer. Each student is assigned a numerical score in our department's area of concern (i.e. sentence skills). Based on preliminary and informal observations, we have noted that our majors tend to outperform other majors in *sentence skills*. (This is expected due to the fact that our majors have had an average of six to nine hours more of writing-intensive coursework by the time of mid-level assessment.) Once we have accumulated an adequate amount of data, we will analyze it and determine whether or not the cutoff score for the Communication department should be set higher than the standard score of 75 which is the university's established cutoff score for each area of the exam. Once our baseline score is established, we will set a reasonable cutoff score for our majors. Upon establishing our mid-level cutoff score, we will be able to analyze future performance and implement interventions if scores fall below expectation.

Results/Description:

At the point of mid-level assessment, we are primarily interested in how much our students are improving with their writing skills. Until recently, we have been focusing on participation rates in order to get as many students as possible to be assessed. With low participation levels, it's difficult to get a good indication of how our overall population (majors) is doing. For the past five years, our participation rate has been at 85% or higher, which is a step in right direction for collecting meaningful measures. In addition, we are also tracking performance scores on the exam. Current indicators show that our students tend to perform better than most departments in the area of Sentence Skills.

Exit level**Assessments measures:**

Three exit level assessments are used: exit level exam, portfolios, and internships. The **exit exam** is a cognitive assessment of a prospective graduate's knowledge of key concepts and principles of the field. The exam is divided into three parts. Each student is given a numerical score in each part, as well as an overall score. If our students do not perform at or above the cutoff level, departmental faculty will discuss the results and determine a plan of action to address and ideally correct the deficiency.

The **portfolios** are a digitized accumulation of a student's work which display the skills that they have acquired throughout their coursework. Students are required to have product to demonstrate competence in three different areas of the major. In addition, students are given a set of criteria that is used to evaluate their performance level. Each student is evaluated by each faculty member (and sometimes external evaluators are incorporated) and ultimately assigned a numerical both overall and for each area. If students do not perform at or above the cutoff level, departmental faculty will discuss and determine a plan of action that will address, and ideally correct, the deficiency.

Internships are also used as an exit level assessment tool. Internships are a way of providing an external form of validation for our department. This ensures that our students are able to meet industry expectations as a result of progressing through our program's coursework. Interns are given guidelines and are evaluated on a variety of criteria. If overall internship performance is not at or above the performance standard, departmental faculty review the process and procedures for internships and make interventions as necessary.

Results/Description:

Internships:

Performance Standard: At least seventy (70) percent of graduating seniors will receive a grade of “C” or better.

Results: Six of six (Summer 2016), one of two (Fall 2016), and three of four (Spring 2017) received a grade of “C” or better for their internships. Overall, this is ten of twelve students (83%) which met the desired performance standard.

Senior Portfolio Presentations:

Performance Standard: At least ninety (**90**) percent of graduating seniors will have completed data portfolios by the second semester of their senior year. All graduating seniors will present their final portfolios (see “Results” below.)

Results: During the Spring of 2017, thirteen of fourteen students (93%) of our graduating seniors presented Senior Portfolio Presentations to a panel of faculty and guests, updated works that demonstrated the skills that were acquired through class assignments, participation on the LU Gazette, KALU-FM radio station and KALU-TV/Channel 97, and various internships.

Exit Exams:

Performance Standard: At least seventy (70) percent of graduating seniors will receive a grade of “C” or better.

Results: During the Spring 2017 semester, nine of fourteen students (64%) received a grade of “C” or better on the Exit Exam.

Based on the data provided, there is evidence to indicate that although our students may begin with deficiencies in writing, the program effectively develops students into graduates who are prepared for the media industry and other related field, or graduate school.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The Communication faculty reviewed the overall assessment instruments that are used to gauge success at the programmatic level. After analyzing the

problem and their root causes at various faculty meetings and consultation with other peer programs, we decided to make the following changes.

Entry Level

The department will focus on ways to better track levels of preparation for our newly declared majors. This will incorporate a place on the plan of study that will make note of any deficient areas that need to be addressed.

Mid-Level

The department will focus on tracking mid-level data. And, create a meaning standard of comparison. We will also continue to discuss appropriate types of intervention for students who do not meet performance standards.

Exit Level

Exit Exams. Exit exams have been incorporated into a capstone class. Preparation for the exam is a part of the coursework. In addition, exam results are used as a measure of student performance in the class. Thus, students are prepared for the exam, and they have motivation to do well. This seems to be working well; thus, no changes will occur.

However, data analysis indicates that there were some students who were close to reaching the performance standard, but did not. This indicates that the students most likely have the ability, but lack motivation. To provide more motivation, the departmental chair will disseminate letters to the graduating seniors to indicate the significance of these exams and also provide motivation to do well.

Portfolios. Portfolios have also been incorporated into a capstone class. Preparation for them is a part of the coursework. The criteria were changed so as to reward recent work. The hope was that this would provide students with incentive to have updated portfolios that would make them more appealing to prospective employers. We have also changed the format to a digital platform to match current industry standards. These practices will remain as data indicates that they are effective.

However, we are now considering a performance standard that not only indicates participation, but also the level of the quality of work that is presented. Currently, we are establishing reliability in our measuring instrument. After reliability is established, we will analyze trends and determine a reasonable standard of performance in terms of quality, in addition to participation.

Internships. The internship program met its performance standard; therefore, no significant changes are needed. However, we are looking for ways to continue improving. First, criteria have been recently changed so that students are now required to go off-campus for internships. This ensures that our students are given opportunity to work on the most updated industry software before seeking employment. This is one way to compensate at some level for a limited budget for equipment. Second, the monitoring process for interns has been recently changed. Currently, there are more points of contact throughout the semester for an intern. This enables us to detect and deal with any obstacles early in the process. Thus, interns are given a greater opportunity to be successful. We will continue to monitor these changes to see the impact that they are having on the program.

IV. How is assessment data disseminated to faculty and other stakeholders?

For administrators: Formal reports and private consultations with administrators are used to convey information about assessment. This enables our department to be able to make evidence-based and reasonable suggestions for the resources that are needed to meet the needs of our students.

For faculty: Departmental faculty meetings are used to discuss assessment data, analyze trends, and develop methods of responding to the needs of our students.

For students: As a department, we consistently meet with our majors. Specifically, we have a general majors meeting, a Seniors meeting, and an Interns meeting. At these meetings, we will share information about the respective assessment measures as needed (i.e., to encourage discussion on seeking help in problem, providing encouragement via success stories, etc.).

Improvements needed: What we need to do next is (1) develop a way to provide our alumni with a data-based picture of what the department is doing as a way to engage and connect with prospective supporters of the program, and (2) identify a way to disclose more performance-based data to our majors as a way to foster a healthy sense of competition.

V. Provide the data from Exit Exams and other Capstone Assessments.

Internships: Six of six (Summer 2016), one of two (Fall 2016), and three of four (Spring 2017) received a grade of “C” or better for their internships. Overall, this is ten of twelve students (83%) which met the desired performance standard.

Senior Portfolio Presentations: During the Spring of 2017, thirteen of fourteen students (93%) of our graduating seniors presented Senior Portfolio Presentations to a panel of faculty and guests, updated works that demonstrated the skills that were acquired through class assignments, participation on the LU Gazette, KALU-FM radio station and KALU-TV/Channel 97, and various internships.

Exit Exams: During the Spring 2017 semester, nine of fourteen students (64%) received a grade of “C” or better on the Exit Exam.

VI. What co-curricular experiences have been assessed by your department?

The department does well at finding a variety of activities that give our students an opportunity to develop their skills in different settings. Collaborations with other entities on campus (e.g., recording events, live interviews, news coverage of campus activities, etc.), hosting campus-wide speaking events, student conferences, fellowships, and off-site internships are many of the activities that our department has been able to use to engage students.

Currently, our assessments in these areas have been somewhat rudimentary. During the spring performance of Snippets of Black History, a simple survey was administered to attendees. The department also has conducted informal interviews and focus groups. The information collected indicates that students do benefit from such activities. The activities keep them engaged, and they also provide them with motivation to continue improving their skill sets. In addition, the co-curricular activities give them opportunities to interact with other professionals and to develop a network.

Our next step is to develop a more formal instrument for measuring the success of these activities. After having done the informal interviews and focus groups, we now have a good idea of what variables need to be included in such an instrument.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Corrections

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

The continued learning outcomes and goals for the Bachelors of Science in Corrections are to ensure through extensive course work and application students have : 1. Comprehensive knowledge of the field of corrections. 2. Been prepared for future graduate and professional study. 3. Prepare students for a variety of potential careers in corrections and related fields. 4. Enable students to become critical thinkers able to communicate effectively in both oral and written form. 5. Encourage students to become committed to the principles of social equality, including tolerance of and respect for the dignity and worth of all people. 6. Enable students to understand the importance of ethics and leadership skills in the field of corrections.

II. What does the data you have collected suggest about your program?

Standard data collected in the corrections program continues to be course test, and a variety of writing assessments. In addition, all Corrections majors are administered the ACAT exam to assess content knowledge and retention at the completion of their major field of study. ACAT scores range from 200-800 with an average score of 500 and a standard deviation of 100. Langston University uses the cut score of 400 since nationally 68% of the scores in any given year falls between 400 and 600.

The outcome of previously collected data suggests that there should be some program curriculum modifications to areas where students appear to score lower on the exam. Initiating this work will be a departmental goal for 2017-2018.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Although not entirely based on this year's assessment data, the Department of Social Sciences is currently in the process of making curriculum modifications to the Corrections program to ensure current trends and best practices are represented in instruction and assessment. (Proposed modifications were submitted to Academic Policies & Curriculum Committee in May).

IV. How is assessment data disseminated to faculty and other stakeholders?

The department of Social Sciences realizes that assessment and planning is an ongoing process to seek new ways to present and enhance student learning. The Corrections program will continue to monitor the assessment outcomes and utilize the results as a key tool in course syllabi development, selection of instructional materials, objectives and strategies to enhance student learning and achievement.

Assessment data is routinely disseminated to all faculty, administration and students on a regular basis through formal reporting, faculty and student meetings.

V. Provide the data from Exit Exams and other Capstone Assessments.

400 is the established cut score for the Department of Corrections on the ACAT exam. 7 of 13 (54%) students achieved a passing score on the spring ACAT.

Student	Corrections Processes	CJ Systems	Criminal Law	Criminology	Juvenile Justice	CJ Theory	Overall Score
1	508	613	496	418	594	434	490
2	402	364	502	360	396	330	326
3	467	430	347	411	528	502	407
4	485	405	435	316	436	456	368
5	393	536	308	481	523	412	398
6	393	384	365	519	467	481	391
7	504	360	405	319	348	376	317
8	467	430	465	418	594	429	431
9	531	583	393	365	645	340	442
10	573	567	266	392	563	502	447
11	476	456	322	494	336	455	373
12	360	513	387	432	411	615	417
13	393	481	435	457	513	452	417

VI. What co-curricular experiences have been assessed by your department?

Corrections majors complete an internship relevant to course of study consisting of 240 hours at a corrections or equivalent government agency. Students compose eight (8) reaction papers on varied topics related to the internship experience throughout the semester. These writing assignments assess student 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. For this spring semester, 10 corrections seniors interned with the following agencies: Logan County Drug Court, Syd-Lyfe Counseling (Tulsa), Oklahoma County Juvenile Bureau, Payne County Sheriff's Office, Guthrie Job Corps, Probation & Parole Offices (Guthrie, OKC). Each student participated in co-curricular assessment.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: English

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

No. Learning outcomes for English majors will remain the same in 2017 – 2018. Students who graduate as English majors will be able to:

- write clearly and effectively in a variety of formats;
- conduct research and cite sources according to academic standards;
- demonstrate knowledge of English grammar and syntax;
- analyze and interpret a diverse range of literary works from a variety of critical perspectives;
- demonstrate knowledge of historically significant authors, works, eras, and themes in American, British and world literature;
- demonstrate knowledge of the historical development of the English language, including origins, descriptive features and influences

II. **What does the data you have collected suggest about your program?**

Based on the data, assessment will focus on two areas in 2017 – 2018:

1) We will collect data on developmental students in our composition sequence. In spring 2017, the department implemented a program in which students who tested into EG0123 Basic English, based on Accuplacer scores, were enrolled in co-requisite sections of EG1113 Composition I. Students in the co-requisite sections will receive regularly scheduled tutorial assistance in support of their work in class. We expect that the individual attention for co-requisite students will enable them to earn college-level credits earlier and improve Langston University's retention statistics. Results from the spring semester were not positive; only 30% of students enrolled in co-requisite sections passed the course. The co-requisite "experiment" provides a rich opportunity for research and professional development.

2) Members of the department will continue to develop an exit exam for our graduating seniors that will enable them to demonstrate the learning needed by English majors. Our experience with the Major Field Test in Literature, sponsored by Educational Testing Service, has not provided sufficient feedback. The department will develop an instrument that places more emphasis on writing

and research than is possible on a multiple-choice exam such as the MFT. We have researched the exit-level practices of our sister Board of Regents schools, none of whom uses a standardized exit exam. We will work to develop an exit process in which students can demonstrate their skills and aptitudes.

A majority of entering students test into EG0123 Basic English and RD1111 Reading Improvement every year. Elimination of developmental courses will require a more intensive approach to producing and consuming texts. Students need time to talk through the writing process, which explains our reliance on peer review. Our increasing emphasis on peer tutorials will improve performance by developmental students and tutors. Entry-level students learn by working with texts; tutors (and we will insure that English majors fill these positions) gain insight about their own writing by reading the work of their peers.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The co-requisite initiative in Composition mandates faculty discussion during 2017 – 2018 to focus on developing a department-wide approach to assignments, feedback, and grading practices to lead students through the writing process; incorporating peer review, and the Writing Center, into classroom practice; developing, a network of concerned staff (Campus Labs and other University counseling services) working to retain students. Our concern for how students exit the Department of English and Foreign Languages will lead to discussions focused on elements of successful matriculation, including academic and career advising, portfolio development, capstone courses, and student evaluations of and reflections on their experience.

IV. How is assessment data disseminated to faculty and other stakeholders?

Classes in the Department of English and Foreign Languages at Langston University enroll more students than any other department (with the possible exception of Mathematics). Our instructors have frequent opportunities to report on assessments and classroom experiences, because discussions at departmental meetings, School of Arts and Sciences meetings, LU faculty meetings, and state-wide meetings such as those related to the Co-Requisite Initiative often focus on the question, “why students can’t write?” Because writing is fundamental to all disciplines, demand for writing assessment, from students, colleagues, administrators, alumni, the Board of Regents, and other stakeholders is constant.

V. Provide the data from Exit Exams and other Capstone Assessments.

The Department of English has set its cut score on the ETS exam at 130. Scaled scores range from 120-200. The three students completing the exam in April achieved the cut score.

Student	Scaled Score	Percentile Rank
Student 1	144	30%
Student 2	131	10%
Student 3	141	23%

VI. What co-curricular experiences have been assessed by your department?

Although multiple co-curricular events occur through the speech and debate club, these events have not been assessed. Assessment of co-curricular events will occur beginning in the 2017-2018 academic year.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Mathematics

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

The department will include students' summer research experiences in the assessment goals (see goal #4).

Each graduate in mathematics will demonstrate:

- 1) knowledge of diverse areas in mathematics such as algebra, analysis, and statistics;
- 2) the ability to use the methods of mathematics in problem solving;
- 3) a thorough understanding of calculus, including its computational aspects, applications, and theoretical foundations;
- 4) participation in summer research experience opportunities;
- 5) readiness for future study and research in mathematics; and
- 6) an ability to make written and oral presentations on various mathematical topics and problems.

Objectives/Goals remain the same:

- 1) Provide the basic skills and understanding for dealing with numbers and form.
- 2) Communicate thought through symbolic expressions and graphs.
- 3) Prepare students to become effective decision makers and teachers of mathematics.
- 4) Prepare students for future study and research in mathematics.
- 5) Develop cultural advancement through understanding the significance of mathematics in its relation to the total physical and social structure.
- 6) Provide an understanding of mathematics as a logical system of ordered ideas.

II. What does the data you have collected suggest about your program?

Despite our majors' grades indicating success in coursework, this success has not translated into success on the exit exam. This seems to indicate either a misalignment between what the students are learning in their major classes and the objectives that are measured on the exit exam or the students' lack of preparedness for the exam.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The department will continue to use the ETS exit exam, but will reinstitute the exit exam preparation sessions, led by relevant faculty. The math seminar time will be dedicated to this activity.

A written assessment of students' summer research activities has been added to our program assessment plan.

IV. How is assessment data disseminated to faculty and other stakeholders?

Numerous reports are submitted to the administration regarding assessment results. Grade reports, exam results, and activity reports provide information regarding program progress.

Department meetings provide a forum in which faculty can discuss assessment data for our majors as well as for our general education classes. Relevant faculty can meet to address strengths and challenges.

Assessment tools (exit exam, presentation, portfolio) are shared with our majors in meetings with them. We also visit with them individually to discuss progress, challenges, and needs.

V. Provide the data from Exit Exams and other Capstone Assessments.

The cut score set by the Math Department on the ETS exam was 150.

Two graduating seniors took the ETS exit exam (120 – 200 score range):

- Scaled score of 120 (percentile: 1%)
- Scaled score of 148 (percentile: 32%)

VI. What co-curricular experiences have been assessed by your department?

- The department has reactivated the Math Club.
- Mathematics majors have been more aggressive in searching for and participating in summer research opportunities.
- Mathematics majors have responded to professors' encouragement to make professional presentations outside of the department (LU Research Day, MAA section meeting).

What are the findings of these assessments?

- The Math Club was active in a couple of projects and the faculty advisor is planning for the club to be more visible in the upcoming academic year.
- Two mathematics majors participated in summer research opportunities (each submitted a written report on her experience):
- One student participated in a summer REU at the NASA Ames Research Center in Moffett Field, CA.
- One student participated in an internship with the Boeing Company - Boeing Defense, Space and Security (BDS) Internship. This experience resulted in a job being offered to and accepted by the student
- Three students presented at LU Research Day and two of these students presented at MAA section meeting.

No formal co-curricular assessment data was collected.

Starting in the 2017-2018 academic year, co-curricular assessment data will be collected.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Music

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

The three assessment goals were created in Summer 2016 and will remain in place for the 2017-2018 academic year.

II. What does the data you have collected suggest about your program?

Data received from the Skills Inventory Tool, which is given to all music majors in the first and second year, suggests that students will need to improve writing and time management skills to be successful in the music program.

Data received from the Essential Skills Assessments, which is given to all music majors in the third and fourth year, suggests that students will need to improve on ear training.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Based on data received from the Skills Inventory Tool, assignments designed to improve writing and time management skills will be implemented. Based on data received from the Essential Skills Assessment, assignments addressing ear training at a higher level will be implemented throughout the third and fourth year.

IV. How is assessment data disseminated to faculty and other stakeholders?

Data received from the various music assessments will be disseminated to faculty during the music departmental meeting at the beginning of each semester. Music data will be also placed within the Arts and Sciences section of the Langston University website.

V. Provide the data from Exit Exams and other Capstone Assessments.

There were no Music Exit Exams given during the 2016-2017 academic year.

VI. What co-curricular experiences have been assessed by your department?

Although the department is participating in many community outreach events and performances, no formal assessment of these events has occurred. It is the department's plan to begin these assessments.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Sociology

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

No. The continued learning outcomes and goals for the Sociology program are as follows: 1. Introduce students to a broad spectrum of sociological knowledge, including its perspective, its history and its uses; 2. Enable students to develop critical thinking skills, comparative analysis, and competence in oral, written and interpersonal communication; 3. Enable students to understand their own culture and to learn to appreciate other diverse cultures; 4. Aid students in acquiring the educational foundation required for graduate study and for a wide variety of careers; 5. Provide students with practical experience in applied settings to enhance skills and develop contacts with potential employers; 6. Contribute to building a community of lifelong learners responsive to the needs of a continuously changing society.

II. What does the data you have collected suggest about your program?

Standard data collected in the sociology program continues to be course tests, and a variety of writing assessments. In addition, all Sociology majors are administered the ETS major field test to assess content knowledge and retention at the completion of their major field of study. ETS reports total scores on a scale of 120-200 and sub-scores on a scale of 20-100. The total cut score for LU students was set at 140.

Based on the assessment data outcomes it would suggest that there Needs to be some revision to course syllabi, supplemental teaching materials and the development of assignments that will further enhance student engagement and learning.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Based on previous and current assessment data the department of social sciences will begin revising course syllabi to include diverse reading and writing assignments; construct test questions that require students to demonstrate application of theories and concepts; provide departmental seminars on test taking and writing skills appropriate to the discipline.

IV. How is assessment data disseminated to faculty and other stakeholders?

The faculty maintain records of student course progress and report grades through the university student portal. In addition, faculty and department administration meet and discuss student progress and program development.

Assessment data is routinely disseminated to all faculty, administration and students on a regular basis through formal reporting, faculty and student meetings.

V. Provide the data from Exit Exams and other Capstone Assessments.

Three of the Eight (38%) students who took the Exit Exam received a score above the cut score set by the department.

	Student	Total Score	Subscore 1 Core Sociology	Subscore 2 Critical Thinking
	1	139	34	39
	2	132	38	33
	3	160	55	62
	4	145	43	43
	5	138	43	35
	6	131	26	35
	7	126	20	29
	8	143	36	44

VI. What co-curricular experiences have been assessed by your department?

In addition to regular course work, internships and tests, efforts are made to engage students in research activity and community activities. This allows students to make connection in what they are learning in a classroom to real life perspectives. Currently, no assessment of these community activities took place, but a plan is in place to begin assessment in the fall of 2017.

School of Business

Annual Assessment Evaluations

2016-2017 Academic Year

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Financial Planning

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

Based on the results of 2016-2017 direct assessment, students in the Associates in Financial Planning will have four (4) new learning outcomes during the 2017-2018 school year. Students in this program are required to complete an assessment designed by Peregrine Academic Services (PAS). This assessment serves to benchmark student performance against specific aggregate pools. The following table identifies the comparison schools in Region 6, Langston University's region:

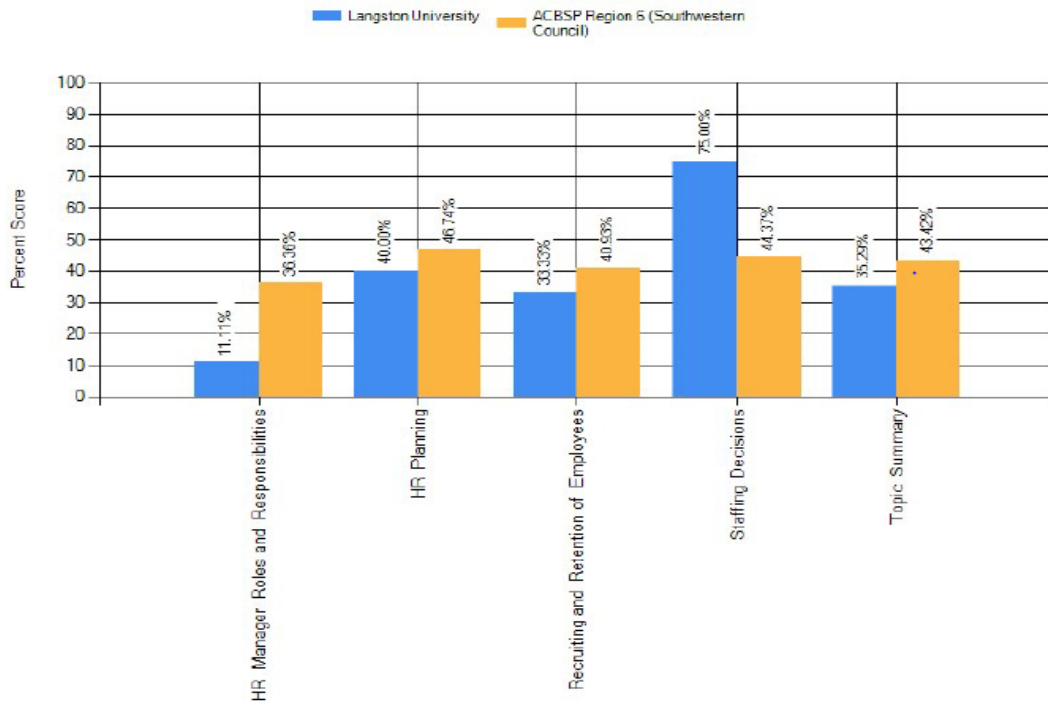
ACBSP Region 6 (Southwestern Council)

Cameron University
East Central University
Harding University
Langston University
Northwestern Oklahoma State University
St. Gregory's University
Texas A&M University - Central Texas
University of Central Oklahoma
Western New Mexico University
Xavier University of Louisiana

A total of 11 students completed the Inbound Peregrine Assessment in the spring of 2017. In all but two of the Common Professional Core (CPC) areas identified on this chart -- *Human Resources Management* and *Marketing* – students scored higher than all of the other comparison schools in Region 6. As a result of this analysis and in class assessments, the LUSOB will implement the following four (4) new learning outcomes and monitor student progress closely to ensure measured and steady academic growth:

New Learning Outcome #1 – Students will be able to identify and describe 5 key areas of Human Resources Management.

Management: Human Resource Management Subject Score Comparison *Inbound Exam*

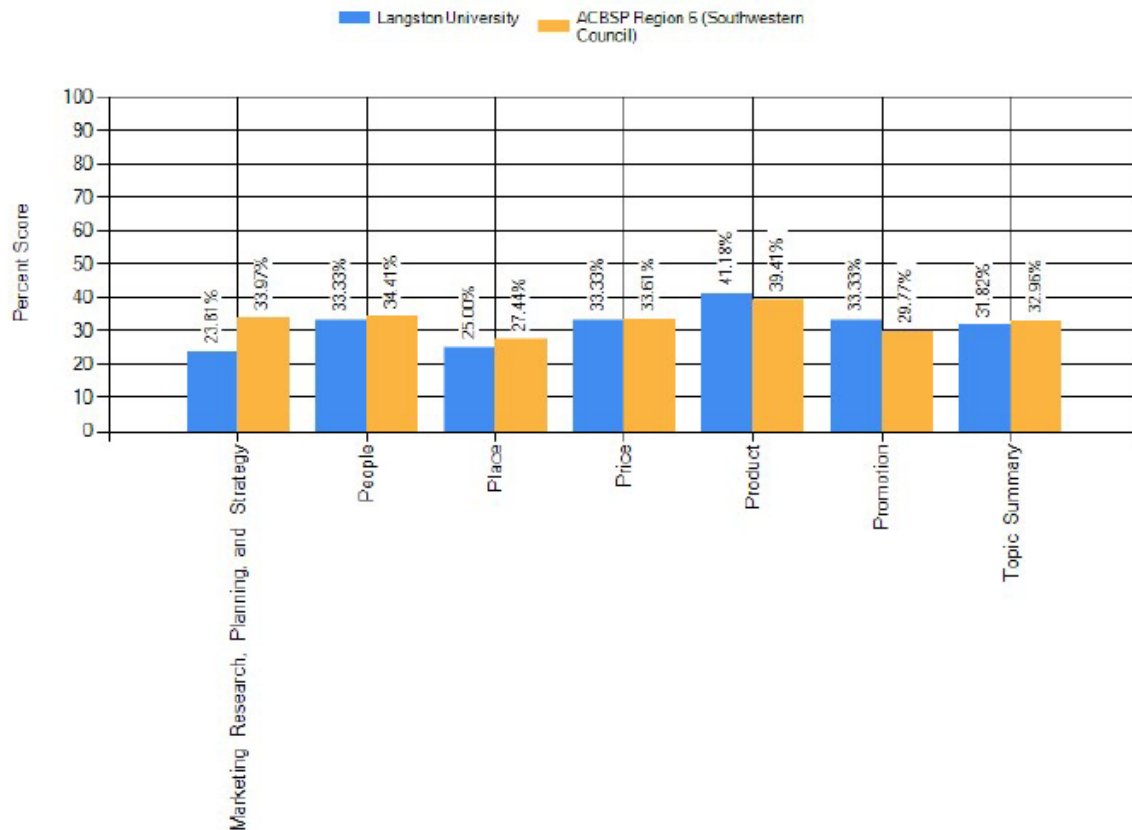


This assessment tool allows us to further explore academic performance by drilling down to sub topic areas. This figure represents the sub topical areas covered in Human Resources Management. An area with some deficiency is the role of the Human Resource Manager and his/her associated responsibilities.

To address this particular deficiency, in the fall of 2017 faculty teaching Human Resources Management will utilize Peregrine's Course Leveling Service in this area to assist and accelerate student learning in this area.

New Learning Outcome #2 – Students will be able to explain key factors influencing marketing management.

Marketing Subject Score Comparison *Inbound Exam*



This figure identifies and sub topical areas addressed in the marketing section of the examination. Areas of deficiency include (1) marketing research and (2) people selection. In the fall of 2017, faculty will devote more class time to the coverage of the steps and key elements of the marketing research process. This new learning outcome will be supported by creative homework assignments and short projects. The people selection concept will be addressed by analyzing the consumer behavior and purchase decision-making processes. Additionally, we will utilize Peregrine's Course Leveling Service in this area to assist and accelerate student learning in this area.

New Learning Outcome #3 – Students will demonstrate an understanding and competency in: The key concepts of family financial planning, including: time value of money, insurance, tax planning, investments, retirement, estate planning, and the ethical practice of personal financial planning.

New Learning Outcome #4 - Students will demonstrate oral communication by presenting a professional, comprehensive financial plan.

III. What does the data you have collected suggest about your program?

The data we have collected from direct assessment demonstrates that the Associates in Financial Planning students are on par with or exceed the performance of all others students in our region in 10 out of 12 common professional core categories

IV. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The current plan of study requires the completion of **68 hours**. Sixty (60) hours are required to complete an associate's degree. We are proposing the following changes to the plan of study:

Current	Proposed Change	Result
Combining FN2353 Fundamentals of Retirement Planning and FN2373 Fundamentals of Investment into one course	Creation of a new combined course: "Fundamentals of Retirement and Investments"	Elimination of 3 credit hours
Reinstate BA2603 Introduction to Business and rename the course to "Principles of Business"	Creation of a new course "Principles of Business"	Students will have access to an overview of the business curriculum earlier in the program.
MG2703 Legal Environment of Business	Remove MG2703 Legal Environment of Business	Elimination of 3 credit hours. Students must take Business Law during their 5 th or 6 th semester – this course is redundant.
AC2203 Principles of Accounting II	Remove AC2203 Principles of Accounting II	Students completing a BBA will have to take this course. This course is redundant.

We anticipate the recommended changes will substantially increase the number of graduates from this critical program. The following table highlights the anticipated enrollment and subsequent graduates.

	Enrollment	Graduates
2012-2013	102	2
2013-2014	63	1
2014-2015	45	0
2015-2016	55	0
2016-2017	45	1
2017-2018 (Projected)	50	1
2018-2019 (Projected)	50	5
2020-2021 (Projected)	50	10
2021-2022 (Projected)	50	10

V. How is assessment data disseminated to faculty and other stakeholders?

Results of assessments for the Associates in Financial Planning program are disseminated and available to current and potential students, staff, faculty, administrators, community stakeholders, and all other interested organizations/parties. Dissemination of information is channeled through direct contact via committee and faculty meetings, the school of business website, social media outlets, the school newspaper and community outreach efforts.

VI. Provide the data from Exit Exams and other Capstone Assessments.

There is no exit exam or capstone course for the Associates in Financial Planning. As students leave the program, they take the Peregrine Academic Services (PAS) Inbound Examination in the spring of their last year.

VII. What co-curricular experiences have been assessed by your department?

Students in the Associates in Financial Planning program are involved/engaged in a number of co-curricular activities:

- Business related clubs and organizations
- Service learning related courses and activities
- Study abroad programs

- Honor Societies
- Games and Recreation
- Multicultural Greek Organizations (i.e. sororities and fraternities)
- School of Business planning committees
- University wide planning committees
- School Ambassadors and Resident Assistants
- Planning committees for university wide functions
- Sports related clubs and organizations
- Resident Assistants
- Music Department

Response: Although the LUSOB views student co-curricular activities as an important component of university life, currently there is no effective mechanism for tracking or promoting these activities. During the 2017-2018 school year, the school will In the 2016-2017 school year, for the first time we delivered a co-curricular survey. Faculty will ensure the co-curricular survey is administered in a minimum of 1 financial planning course. The survey questions were limited to a certain number of key activities.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Accountancy

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

Based on in-class assessments and results from the Peregrine Academic Services (PAS) exit examination, there are three (3) new learning outcomes for the BS in Accountancy for the 2017-2018 school year.

- Recognize and describe ethical issues related to the accounting profession.
- Recognize and detail preventative internal control measures for fraud.
- The student will experience real-world learning and application of skills and evaluate internships in writing.

There are no new assessment goals for 2017-2018

II. What does the data you have collected suggest about your program?

Data collected from PAS Exit exam, grades from the business capstone course, responses from employer's surveys and faculty evaluations suggests the LUSOB provides a sound foundation of business knowledge, skill, and value and that a degree from the school provides students with an opportunity to compete in an ever more challenging working environment.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Developed LUSOB curriculum and assessment committees to propose new courses, change existing courses in addition to assessing curricular initiatives to enhance the student learning experience.

Created a BBA assessment plan with benchmarks, responsibilities and timelines.

Tightened the relationship between BBA program course outcomes and overall program outcomes through the development of curriculum maps for this program including all seven (7) emphases. This allows us to better track individual achievements in the courses. Each course now has specific outcomes that are

directly correlated to overall program outcomes and the Langston University mission statement.

Instituted course assessment instruments to better match specific course and program outcomes. Chief among these instruments are new, shared rubrics for many courses which are now available to all LUSOB faculty on D2L; our learning management system.

Launched the LUSOB Webpage which disseminates program assessment results. This webpage highlights exit exam scores, graduation/ completion rates and the results of employer/intern surveys.

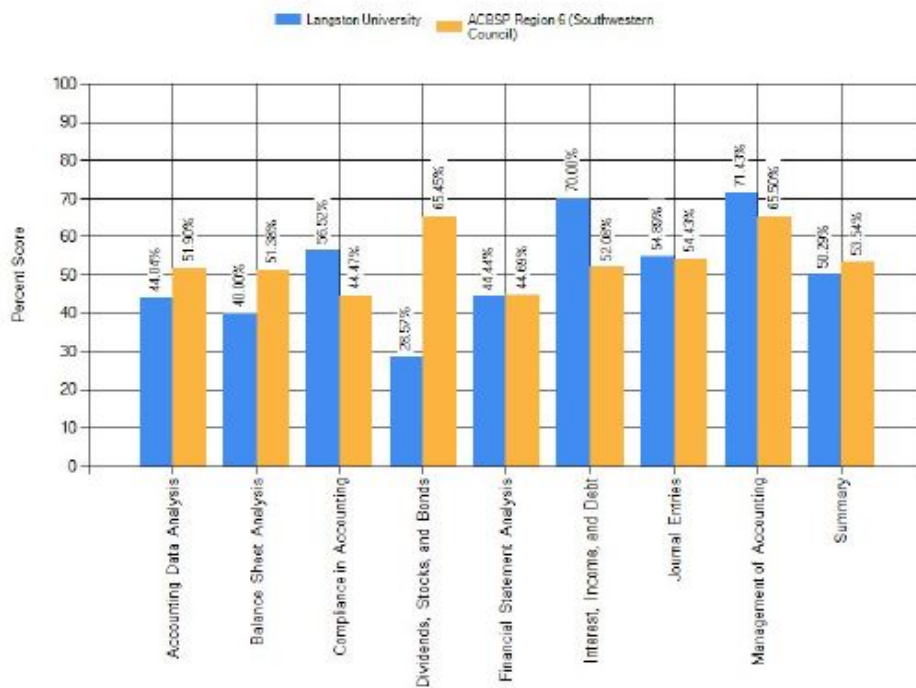
IV. How is assessment data disseminated to faculty and other stakeholders?

Results of assessments for the Bachelor of Science in Accountancy are disseminated and available to current and potential students, staff, faculty, administrators, community stakeholders, and other interested organizations/parties. Dissemination of information is channeled through direct contact via committee and faculty meetings, the school of business website, social media outlets, the school newspaper and community outreach efforts.

V. Provide the data from Exit Exams and other Capstone Assessments.

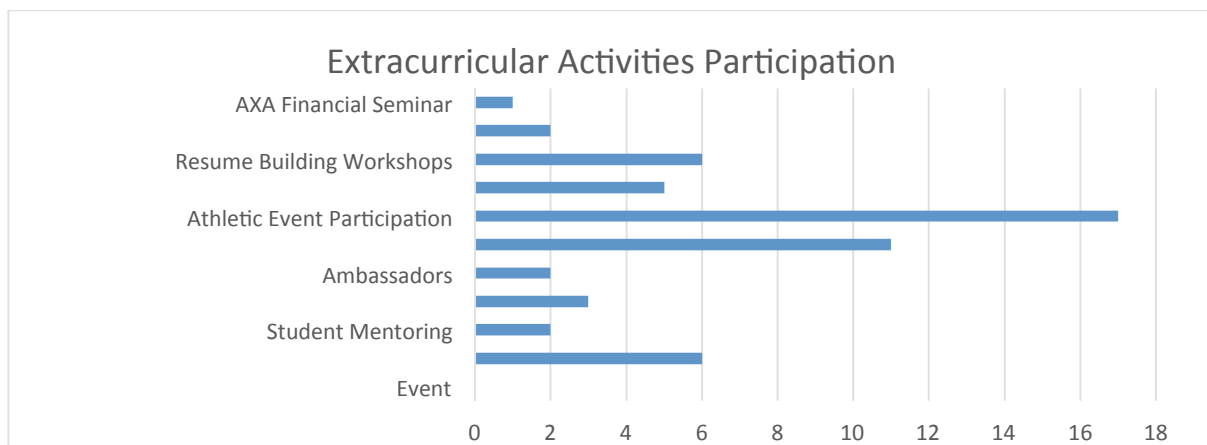
Results from the exit exam for graduating BS in Accountancy students reflect opportunities for an increased focus in accounting data analysis, balance sheet analysis, dividends/stocks and bonds and journal entries. Accounting faculty will create specialized learning modules to address these critical areas of accounting.

Accounting Subject Score Comparison Outbound Exam



VI. What co-curricular experiences have been assessed by your department?

Although the LUSOB views student co-curricular activities as an important component of university life, currently there is no effective mechanism for tracking or promoting these activities. In the 2016-2017 school year, for the first time we delivered a co-curricular survey in one class. The survey questions assessed student participation in co-curricular events. Results were as follows:



Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Business Administration

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

At this time, there are no new learning outcomes for the Bachelor of Business Administration.

II. What does the data you have collected suggest about your program?

Data collected from PAS Exit examinations, grades from the business capstone course, responses from employer surveys and faculty evaluations suggests the LUSOB provides a sound foundation of business knowledge, skill, and value and that a degree from the school provides students with an opportunity to compete in an ever more challenging working environment

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

In preparation for our ACBSP site visit in fall 2016, there were intensive discussions concerning the need for the creation of a solid assessment plan for each area that would also tie into the University mission statement. The LUSOB has created comprehensive assessment plans for each program.

The LUSOB created curriculum maps for each of the five (5) disciplinary concentrations:

Accounting

Economics

Finance

Financial Economics

Management

During faculty meetings, there were several discussions concerning the fact that while we have a computer-based tool for assessing our students (the Peregrine exams that are given yearly), we had not been using all the available features of that tool to our advantage. There was a software training session with the Peregrine representatives with the key features of the Peregrine assessment instrument discussed and demonstrated.

There were discussions of opportunities to implement additional levels of assessment from students who are coming into the School of Business. Beginning the latter part of spring 2017, the inbound assessment portal was created on D2L so that students in lower level courses (2000 level) could take the assessment exam as part of their class assignments. So far, 14 students have completed the inbound exam which is a higher number in one semester than we've experienced previously.

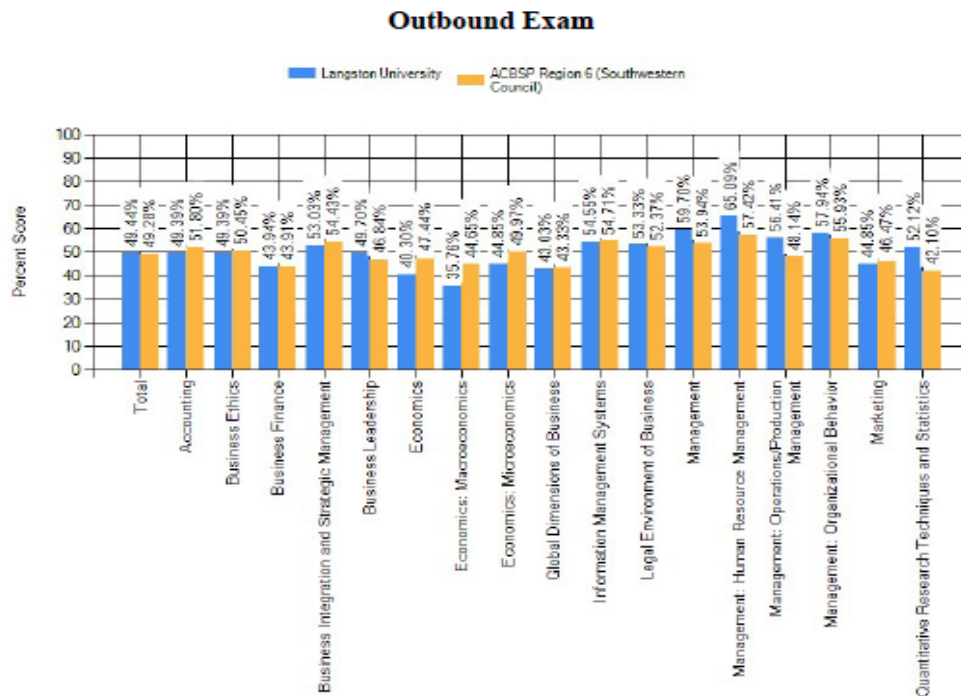
Created a faculty accessible drop box in D2L where faculty can upload progress reports of curriculum changes to their courses on a continual basis.

IV. How is assessment data disseminated to faculty and other stakeholders?

Through faculty meetings and shared data folders. Additionally, the formation of an Assessment/Curriculum Development Committee to review and discuss Peregrine assessment results and potential curriculum changes for the next academic year has occurred.

V. Provide the data from Exit Exams and other Capstone Assessments.

2016-2017 Outbound Peregrine Examination: A total of 34 students completed the Outbound Peregrine Assessment in spring of 2017.



The above figure reflects LUSOB students' performance relative to all Region 6 schools. Overall LUSOB exit exam scores are commensurate with scores from other Region 6 universities. In many instances, students scored **on par or higher** than other students in the region (e.g. Human Resource Management and Quantitative Research Statistics). Although, the LUSOB identified some challenges with the *inbound* Human Resource section of the examination, the *outbound* students scored higher in this area than the aggregate group in Region 6.

VI. What co-curricular experiences have been assessed by your department?

Although the LUSOB views student co-curricular activities as an important component of university life, currently there is no effective mechanism for tracking or promoting these activities. In the 2016-2017 school year, for the first time we delivered a co-curricular survey in one class. The survey measured student participation in co-curricular events, not the knowledge gained from the events.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Computer Science

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

Yes. The following changes will be implemented for the 2017-2018 academic year:

New learning outcome #1 – Students will be able to formulate basic algorithms, discrete structures and object-oriented programming.

New learning outcome #2 – Students will be able to describe web computing and security.

New assessment goal #1 – Students will demonstrate an understanding of basic algorithms, discrete structures and object-oriented programming through successful completion of additional homework exercises and be able to translate theory into a hypothetical situation.

New assessment goal #2 – Students will demonstrate an understanding of web computing and security through successful completion of additional homework exercises and verbal presentations.

II. **What does the data you have collected suggest about your program?**

Data collected throughout the 2016-2017 year, suggests minor course and curriculum adjustments to reflect current literature, new employment practices, and the development of an even stronger and more meaningful relationships with alumni and potential employers.

III. **What changes were made, or will be made to your program, based on the data you collected throughout the year?**

The two new learning outcomes are a direct result of scores from the ETS exit in exam in Computer Science. Review of the subtopic areas reflect minor deficiencies basic algorithms and web computing.

IV. How is assessment data disseminated to faculty and other stakeholders?

Results of assessments for the BS in Computer Science are disseminated and available to current and potential students, staff, faculty, administrators, community stakeholders, and other interested organizations/parties.

V. Provide the data from Exit Exams and other Capstone Assessments.

During the 2016-2017 school year, a total of 6 students completed the ETS exit exam.

Test: Computer Science
Form Code: 4LMF
Institution: Langston University
Cohort: Combined
Closed on: Combined

STUDENT NAME	TOTAL SCORE
Student 1	126
Student 2	120
Student 3	128
Student 4	120
Student 5	129
Student 6	131

Number of students tested: 6

The scale range for the total score is 120-200. The cut score established by the Department of Computer Sciences is 125, giving the department a 66% pass rate. The standard error of measurement, an index of the variation in all test scores due to the imperfect precision of the measurement process, should be considered when interpreting individual test results.

VI. What co-curricular experiences have been assessed by your department?

No co-curricular assessments were conducted. Plans are underway to begin collecting this data in 2017-2018.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Entrepreneurship

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

There are no new learning outcome or assessment goals for the upcoming year.

II. What does the data you have collected suggest about your program?

Data will be collected consistently beginning in the 2017-2018 academic year.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The program will perform degree audits, develop assessment instruments, update curriculum and learning modules, and establish business support networks and strategic partnerships in Tulsa.

IV. How is assessment data disseminated to faculty and other stakeholders?

V. Provide the data from Exit Exams and other Capstone Assessments.

Completion of a Comprehensive Examination. Students in the MES program are required to complete a comprehensive oral/written examination. This exam shall be passed by all candidates for the master's degree. The nature of the examination and its administration are the responsibility of the Director of Graduate Program. The time and place of the comprehensive examinations are determined by the student's advisors or by the Director. To date 100% of the students have satisfactorily passed the examination. In the event that the student does not pass the exam, the examination may be taken a second time. Additional course work, directed study, or research will also be required of a student after the first failure of the comprehensive examination; the second failure of a comprehensive examination will result in automatic suspension from the Graduate Program.

VI. What co-curricular experiences have been assessed by your department?

Students in the program are nontraditional students with fulltime careers. Limited co-curricular events have occurred and to date no assessment has been done.

**School of Education and
Behavioral Sciences
Annual Assessment Evaluations
2016-2017 Academic Year**

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Bachelor of Arts and Liberal Education

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

There will be no new learning outcomes or assessment goals for the upcoming year.

II. What does the data you have collected suggest about your program?

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

No changes will be made to the program.

IV. How is assessment data disseminated to faculty and other stakeholders?

V. Provide the data from Exit Exams and other Capstone Assessments.

During the 2016 -17 year, seven BALE graduates had the Capstone course ED4003. This is a research course in which BALE students review their research topic of choice. The research topic is based on their previous BALE courses. Student(s) present their research before the classmates and are scored from the BALE rubric given in the course syllabus. The average for the students was 3.1. Scores were as follows

Student	4 Points	3 Points	2 Points	1 Points
1	X			
2		X		
3	X			
4	X			
5			X	
6		X	X	
7	X			
xxxx	12	6	4	
Total Average	3.1			
	The "3" response reflects a general knowledge and understanding of the subject matter.			

VI. What co-curricular experiences have been assessed by your department?

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Elementary, Special, and Master's Degrees in Education

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

Elementary and Special Education

The learning outcomes will remain the same for the academic year 2017-2018.

Master of Education

In April of 2017 the Department of Education and Professional Programs submitted a plan to reorganize the curriculum and instruction of the Master of Education, Urban Education program to focus more on the community rather than the art of teaching. We have not had the official decision approving the changes so currently our learning outcomes will remain the same for the academic year 2017-2018.

Will you have new assessment goals for 2017-2018?

Elementary and Special Education

The assessment goals will remain the same for the 2017-2018 academic year. Elementary and Special Education candidates are required by law to take the Oklahoma General Education Test (OGET), Oklahoma Specialty Area Test (OSAT), Oklahoma Professional Teaching Exam (OPTE) and the Oklahoma Reading Test (ORT) for certification.

Master of Education

The assessment goals for the Urban Education program will change for the 2017-2018 academic year. We have realigned the content of three courses Educational Research and Evaluation, Practicum in Urban Education and the Capstone Seminar To include training for the completion of an Action Research project in lieu of a comprehensive exam beginning this Fall 2017. As of now the electronic portfolio will remain in place, but will be updated in terms of the types of artifacts collected.

II. What does the data you have collected suggest about your program?

Data is collected in a systematic way across the department for all programs. We have implemented several new processes to collect data and regularly assess the data to make program decisions.

Elementary and Special Education

Based on data we collected about enrollment trends over the past six years we have found a decrease in enrollment each year. There are quite a few shortages in our state schools, which have led to the opening of various pathways in to the teaching profession. This in a sense hurts our traditional programs because of the length of time candidates are required to spend in school. Additional data analyzed for the program includes midterm grade checks, types of contact with students, co-curricular evaluations, student evaluations, and fall enrollment data from Institutional Research, Planning, and Assessment.

Overall, we have found that our students seem to be having trouble in the undergraduate courses beginning in the spring semester. Most of the freshmen seem to experience a significant drop in their GPA at the end of the spring semester. The GPA for most of these students cannot be raised to the required 3.0 within two or three semesters and they are ineligible to be admitted in the Professional Education program. About 29% percent of the students in our program need to do a change of major to either the Bachelor of Arts of Liberal Education to remain in education or another major. The majority of these students are freshmen. The others are students who do not meet the requirements for admission and have more than 70 hours.

Master of Education

Based on data we collected about enrollment trends over the past three years of the program we found ebbs and flows of increases, but mostly decreasing enrollment over time. Student satisfaction was also assessed through course evaluations and informal conversations during the Capstone portfolio defenses. There also seemed to be a general dissatisfaction with the amount of transparency students felt was present from the faculty to the students. Another point of general dissatisfaction was the number of courses and understanding of the plans of study. Students felt as if they could not tell what courses they needed to take to complete the degree successfully.

Overall, we found general decreases in enrollment beginning in the third or fourth week of the semester, a significant number of AW or permanent "I" marks, incomplete degrees and below standard GPA's.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Elementary and Special Education

As a result of the data we have analyzed for the department, we have put several changes into place and will be continuously monitoring our programs for further improvement.

By integrating our elementary education program with special education courses we would be offering a unique opportunity that is not available in any of the areas currently served by Langston or other public universities. Increasing special education content in the elementary education program will provide candidates the opportunity to take the certification tests in both areas, elementary and special education. Without dual certification, special education certification qualifies individuals to teach in grades K-12, but does not allow for those who do not have another area of certification such as early childhood, elementary, or secondary to instruct as the teacher of record. A dual certification program would allow our candidates the flexibility to move through the profession in two certification areas. Additionally, if our candidates selected to work in elementary education only, they would have knowledge above and beyond the scope of general education teachers and be fully prepared for today's classrooms where teaching students with exceptionalities is common practice. Also, in case of a budget crisis, the flexibility provided by dual certification in the area of special education would likely guarantee employment as special education is an area experiencing a severe shortage. The preparation would be much more in demand, from building administrators, than many of the emergency programs available through the state.

We have put a tracking system into place that allow us to utilize the majors report from Institutional Advancement beginning in the fall semester to monitor students who have declared elementary or special education as their major. This year we contacted advisors for the students and requested to co-advise. For the students who we were able to meet with, we saw either maintenance or an increase in their GPA. For students we were not able to meet with we saw a sharp decline in their GPA. Those who had a sharp decline returned GPAs that were too low for admission into Professional Education in two to three semesters. At the end of each semester we run retention reports that help us to see how many students were retained across each semester.

Master of Education

In the summer of 2016 we completely revised the operations of the Master of Education program.

1. Three of the programs in the Master of Education (Elementary Education, Bilingual/Multicultural Education, English as a Second Language) were placed on moratorium due to low or no enrollment.
2. All students who were currently enrolled in the programs were early enough in the program where they had taken only a few courses in the major and were counseled into Urban Education, by choice, through advisement.
3. Students who exhibited unacceptable GPA's (below 3.00) were placed on probation. If they could obtain a 3.00 within two semesters, they were placed

on an improvement plan. If students could not obtain a 3.00 in two semesters or more and had been previously placed on probation they were suspended from the program.

4. We streamlined a new plan of study with 36 hours and provided it to all students through the website, program handbook, and orientation.
5. All courses were placed into a summer, fall, and spring rotation.
6. We created a new handbook detailing all of the policies and procedures of the graduate program including many of the Langston University policies.
7. We provided students with matriculation outlines on their plans of study so that they would know what courses they would take each semester.
8. We redesigned our electronic portfolio system, adding new signature assessments and rubrics to help assess all students across the program from admission to capstone.
9. We provided training to each professor over the course of the semester to use the electronic portfolio system and provided tutorial videos to each course on D2L.
10. As a faculty we looked randomly at candidate information to ensure that instructors were accurately using the system.
11. We discussed all policies related to program operations to determine that each faculty member was aware of and could state the policies.

IV. How is assessment data disseminated to faculty and other stakeholders?

All departmental faculty are involved in the analyzing of data. Data is kept in the electronic portfolio system and in the school drive. Access to the data is not restricted in any way to faculty. Faculty are required to use the information to help inform and improve their instruction each semester. We engage in one to two professional learning community meetings around our data each semester. Instructors are required to provide de-identified case examples to be analyzed and used to help make decisions. Other stakeholders are provided with the opportunity to participate in our Teacher Education Advisory Council. This council is comprised of members of the community, teachers, administrators, and leaders who evaluate our programs and provide feedback. We are in the process of reinstating these groups for comment on our undergraduate and graduate program changes.

V. Provide the data from Exit Exams and other Capstone Assessments.

Elementary and Special Education

OPTE – (2 Attempted) (1 Passed)

ORT – (2 Attempted) (2 Passed)

Master of Education

Capstone (4 Attempted) (4 Passed)

VI. What co-curricular experiences have been assessed by your department?

1. Oklahoma Transition Institute
2. Division of Career Development and Transition (Legislative Summit)
3. Muskogee Recruitment Day
4. Ira D. and Rubye Hibler Hall Endowed Lecture Series
5. Calling all Teachers: A Day in the Life of a Langston Lion
6. 5th and 6th Grade Day

Overall, students and faculty seem to really enjoy participating in the experiences. All participants who complete the evaluations do so fully and completely. For the most part, students and faculty tend to rate the events as very useful in helping to achieve many of the learning outcomes for the university. Qualitative data suggests that there may be minor issues with each program, but overall the experiences are meaningful.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: HPER

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

No. Our learning outcomes and goals will remain the same:

- 1) demonstrate competency in general education, the teaching specialty area and the professional dimensions of education;
- 2) demonstrate the ability to create and deliver a lesson or lessons;
- 3) demonstrate the acquired knowledge, skills, and dispositions needed to function in the classroom and wellness facility successfully;
- 4) identify elements of operation that are significant in a physical education and fitness environment;
- 5) demonstrate the capacity to communicate the essentials of wellness and fitness effectively in a variety of ways;
- 6) demonstrate the capacity to enable student learning;
- 7) demonstrate the ability to assess baseline physiological measurements on a battery of physical components;
- 8) communicate information effectively in a variety of media (print, oral, and electronic); and
- 9) demonstrate sensitivity to human physical and mental exceptionalities.

HPER will have new assessment goals.

The HPER department will assess all co-curricular events that HPER majors participate in this coming year. This past year students attend co-curricular events, but our department did not collect any data. We will use the data collection instrument for our school.

The HPER department is going to do a pilot study with our Fitness gram test. We are going to take two classes and have our majors in those two classes participate in fitness activities one time a week for 14 weeks and see if these students score higher than their peers that do not have an extra workout each week. This is an action research event that will produce additional assessment data on the HPER program.

II. What does the data you have collected suggest about your program?

The data shows that our department has improved in the last two years.

Our HPER exit exam in spring 2016 had a 50% pass rate and this year a 91% pass rate.

Data: In the spring 41 juniors took the fitness gram test. HPER faculty wanted to see if our HPER junior majors can pass at least 3 out of 5 tests. All 41 students passed 3 out of 5 tests. 9 students need improvement in pacer test, 1 student needs improvement in curl-ups, 1 student needs improvement in the Push-up test, and 4 students need improvement in the sit-n-reach test. Last year 2 students did not pass 3 out of 5 tests so improvement was made this year.

The HPER department assesses lesson plans that our students write in our Elementary PE and Secondary PE Methods courses. In the last two years we have seen scores go from Needs Improvement to Acceptable this year we had 4-6 students at the acceptable level and last semester we had 2-5 at the acceptable level.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

The HPER department reviewed Exit test and made changes, removing questions from classes that were not required. The remaining questions on the exam were reviewed by each HPER faculty member to make sure it was written correctly.

IV. How is assessment data disseminated to faculty and other stakeholders?

All HPER members will be given assessment information at a fall faculty meeting where each member will be allowed to comment on the results and help to make suggestions for improvements. Dr. Jackson and Dr. Montgomery will also be sent a copy of all information.

V. Provide the data from Exit Exams and other Capstone Assessments.

21 of 23 (91%) passed the exit exam in HPER.

VI. What co-curricular experiences have been assessed by your department?

Our HPER department did not formally assess our co-curricular experiences this year; a goal for 2017-2018 is to assess all co-curricular experiences.

School of Nursing and Health Professions

Annual Assessment Evaluations

2016-2017 Academic Year

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Psychology

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

The learning outcomes will remain the same for the academic year 2017-2018. At the next publication of the LU Catalog update the program goals to include a sixth goal: *Ethical and Social Responsibility in a Diverse World*. The courses within the program clearly address this key objective and faculty believe it needs to be stated. The Curriculum Plan for the psychology department now reflects the additional goal.

In 2016-17, the Psychology Department conducted a review of the curriculum plan comparing the LU curriculum with the American Psychological Association (APA) guidelines for undergraduate psychology major. The curriculum plan was updated and each course syllabus was reviewed. Recommendations were made to improve the course objectives. The updated curriculum plan was presented to Academic Policies and Curriculum Committee.

The Department will have new assessment goals.

Assessment Goal: Build knowledge base and foundation in psychology

Assessment Goal: Demonstrate methodological skills and awareness of professional ethics

Assessment Goal: Apply & synthesize knowledge, skills, and dispositions; evaluate progress; and career preparation

II. **What does the data you have collected suggest about your program?**

Data collected via the ETS Major Field Test for Psychology suggests significant gaps in student knowledge and perhaps instruction. However, it should be noted there is no incentive for students to pass the MFT. Anecdotal information from students suggests they are not taking the test seriously and put forth little effort. Conversations around these issues have resulted in the desire of the department to expand program assessments to include course-based assessments.

III. **What changes were made, or will be made to your program, based on the data you collected throughout the year?**

Primary changes during the last few years have been primarily instructional, e.g., more emphasis on delivery of instruction and providing more review during courses.

The Psychology Department faculty are not satisfied with the ETS Major Field Test for Psychology as the primary assessment instrument for the program. As such, they agreed to expand the assessment goals by evaluating student learning at three levels via specific courses:

Assessment Level 1: Introduction to Psychology

Benchmark: Students should receive a 'C' or above in course

Assessment Level 2: Psychological Testing

Benchmark: Students should receive a 'C' or above in course

Assessment Level 3: Experimental Psychology and Practicum

Benchmark: Students should receive a 'C' or above in course

IV. How is assessment data disseminated to faculty and other stakeholders?

Results are shared with faculty and discussed in department meetings.

V. Provide the data from Exit Exams and other Capstone Assessments.

Total scores for the ETS Major Field Test for Psychology are reported on a scaled score range of 120–200. Psychology Department faculty established 65% (i.e., 130) as the cut score.

n=31

Range: 123-160

Mean score: 129

Results: 20/31 met the established cut score of 65%

If this were equated to letter grades, this would be the equivalent of 1 person scoring a grade of B (at 80%); 5 people scoring a grade of C (between 70-79%), and 14 people scoring a grade of D (between 65-69%).

The ETS Major Field Test for Psychology reports scores in four subareas: 1) Learning, Cognition, Memory; 2) Perception, Sensation, Physiology; 3) Clinical, Abnormal, Personality; and 4) Developmental and Social. The scaled score range each is 20-100. Using the same cut score of 65% (i.e. a score of 65), these were the results for each subarea:

Subscore 1: Learning, Cognition, Memory
Range: 22-59
Mean score: 38
Met cut score: 0/31
Note: No one met the cut score in subarea one.

Subscore 2: Perception, Sensation, Physiology
Range: 22-56
Mean score: 38
Met cut score: 0/31
Note: No one met the cut score in subarea two.

Subscore 3: Clinical, Abnormal, Personality
Range: 20-64
Mean score: 32
Met cut score: 0/31
Note: No one met the cut score in subarea three.

Subscore 4: Developmental and Social
Range: 22-66
Mean score: 35
Met cut score: 1/31
Note: Only one person met the cut score in subarea four. And, that was only 66%.

VI. What co-curricular experiences have been assessed by your department?

To date, co-curricular experiences have not been assessed by the department. Plans are being made to plan discipline specific experiences and utilize the co-curricular assessment instrument used in other programs within the School of Education and Behavioral Sciences.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Rehabilitation Counseling

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

Whereas the learning outcomes and assessment goals are consistent with standards set forth by the Council on Rehabilitation Education (CORE), a specialized organization through which the Department of Rehabilitation Counseling and Disability Studies (DRCDS) maintains its accreditation, there will be no such changes to either components of this assessment plan.

II. What does the data you have collected suggest about your program?

An annual student satisfaction survey was conducted as of our last reporting cycle. Students were asked to respond with either “excellent” (code 5), “good” (code 4), “average” (code 3), “below average” (code 2), “poor/low” (code 1) to six questions. Students were also asked to comment on each question in order to capture qualitative data regarding overall student satisfaction with Graduate Program in Rehabilitation Counseling and Graduate Program in Visual Services. Students were asked to rate the following items using the scale of 1 to 5:

- 1) The resources of the Rehabilitation Counseling Program
- 2) The adequacy of academic advisement provided by Rehabilitation Counseling Faculty
- 3) The availability of Rehabilitation Counseling Faculty
- 4) Overall quality of teaching by Rehabilitation Faculty
- 5) Relevance of Rehabilitation Counseling Courses
- 6) Overall satisfaction with the Rehabilitation Counseling Program

The results are as follows:

Quantitative

Forty-five (45) students participated in the evaluation. Descriptive analysis revealed that students perceived most areas to be slightly above average. Students rated program resources (mean = 3.35), rated as average. Adequacy of academic advisement (mean = 3.84), faculty availability (mean = 3.93), quality of teaching (mean = 3.68), course relevance (mean = 4.11), which is rated as good, and overall programs satisfaction (mean = 3.86).

Qualitative and Qualitative (Mixed Methods)

Overall students rated the relevance of the Rehabilitation Counseling courses as good (mean = 4.11). Student respondent # 7 stated “All courses are assigned to meet CORE requirements”. In addition, student respondent #36 added the following comment, “courses are helpful”. The Rehabilitation Counseling Faculty was rated the second highest among all other evaluated areas (mean = 3.93). Student respondent #2 stated, “The office hours are always posted and there is a lot of them here regularly”. Student respondent # 18 added “All faculty were easy to contact.”

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Information gathered from these surveys reveals that there is a need for additional program resources.

In addition, even though the program scored a mean average, which was significantly above average on all evaluation areas, we recognize there is always room for improvement. Based on these results, the following actions are recommended:

The availability of resources continues to be an area needed for improvement by the Department, the Langston University Rehabilitation Research and Training Center (LU-RRTC), which is housed within the Department of Rehabilitation Counseling and Disability Studies (DRCDS) is committed to continue to provide technology equipment, software, supplies and rehabilitation related materials to the Langston University Oklahoma City campus library to meet their research and capacity building objectives. Any graduate student enrolled in degree programs within the Department of Rehabilitation Counseling and Disability Studies (DRCDS) will benefit from library resources as well as the resources provided by the RRTC.

IV. How is assessment data disseminated to faculty and other stakeholders?

On an annual basis, the Department conducts a thorough assessment of its graduate programs. This data is shared with those faculty members who hold membership to the Department’s Assessment Committee. Additionally, the

assessment data is shared with various stakeholders within the field of rehabilitation counseling who are appointed to the Department's Graduate Advisory Council for formal review and feedback. The Council meets annually in January.

V. Provide the data from Exit Exams and other Capstone Assessments.

As of our last reporting cycle, at least 90% of the graduating candidates earned a score of 80% or higher on the Comprehensive Written Examination on the first attempt. Forty-two candidates were assessed.

VI. What co-curricular experiences have been assessed by your department?

School of Nursing and Health Professions

Annual Assessment Evaluations

2016-2017 Academic Year

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Health Care Administration

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

- Apply the standards of practice for ethical human interaction in the field of healthcare administration.
- Integrate core knowledge in the fundamental theory and practice of healthcare administration.
- Demonstrate critical thinking for health related issues across various healthcare delivery models.
- Utilize efficient and effective organizational skills for program planning in healthcare administration.
- Demonstrate effective communication skills in writing and speaking.
- Evaluate evidence-based resources for determining best practice in healthcare administration.

It is not necessary for the goals to change but it is essential to strengthen the courses to align with best practices. This change will require the hiring of a director and additional full-time faculty.

The assessment goals will not change at this time.

- Review and collect data for program decision making - a review and evaluation was done by a consultant in November 2014.
- Identify strategies to improve instruction
- Evaluate to what extent program utilizes appropriate available internship opportunities – will determine additional appropriate internships for spring 2018
- Evaluate how well graduates are prepared to secure employment in the field of healthcare administration

II. What does the data you have collected suggest about your program?

That the proposed curriculum change, which has been written, needs to be submitted, approved, and implemented.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

- Changes to the program will allow for the building of essential partnerships within the healthcare industry.(this doesn't tell us changes)
Are you assessing the recommendations made by your consultant?

IV. How is assessment data disseminated to faculty and other stakeholders?

Currently, there is no standardized data collection in this program. One of the program goals for the year is to identify a standardized exam for use as an exit examination. Is the correct answer that no data is collected or disseminated?

V. Provide the data from Exit Exams and other Capstone Assessments.

None at this time.

VI. What co-curricular experiences have been assessed by your department?

The students participated in community service projects that included the assessment of the needs of the population they were serving. They did not assess the quality of the co-curricular experiences being. This will change for the upcoming year.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Nursing

I. **Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?**

- In spring 2017, the SON made updates to the program learning outcomes to align with best practices and goals that will result in best learning outcomes.

END OF PROGRAM LEARNING OUTCOMES

- Provide patient-centered care which represents the patient's preferences, values, and needs within the context of their families, communities, and health care system.
- Use information management and patient care technology in the delivery of health care.
- Collaborate with other inter-professional health care team members for health promotion and disease and injury prevention across the lifespan.
- Utilize nursing judgment substantiated by current evidence in the holistic care of diverse individuals within the context of their families, communities, and health care systems.
- Integrate ethical values and respect for all populations with a focus on minority groups within healthcare organizations and the community.
- Apply leadership and management of care concepts to provide high-quality nursing care.
- Demonstrate professional responsibility and accountability for nursing practice.

The SON made changes to the end of program learning outcomes in spring 2017 and will not make any additional changes during the 2017-2018 academic year.

Will you have new assessment goals for 2017-2018?

Assessment Goals:

- Review integration of American Association of Colleges of Nursing: The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Verification of courses alignment with NCLEX-RN® test plan. –ongoing
- Curriculum mapping to NCLEX-RN® Test Plan. –ongoing
- Implement additional strategies that can increase retention rates.
- Reorganize SON plan of study.
Implement additional courses and make needed changes to existing courses.

- Provide and evaluate faculty education in writing NCLEX-RN® style test questions according to the current National Council of State Boards of Nursing (NCSBN) Test Plan. – ongoing
- Provide needed support for faculty to improve teaching strategies and test writing skills. – ongoing
- Evaluation of current courses and textbooks. – ongoing
- Re-evaluate the admission criteria.
- Evaluation of Assessments Technology Institute® (ATI®) Content Mastery Series. – ongoing
- Evaluation of clinical evaluation tool implemented in fall 2017
- Evaluation of factors that may lead to low NCLEX-RN® pass rates, i.e., low reading comprehension skills and provide academic support.- ongoing
- Continue to collect and analyze data to make program decisions.

II. What does the data you have collected suggest about your program?

Prior to fall 2016, the Nursing Department contracted with Kaplan® for content mastery and NCLEX-RN® prep. Due to data analysis of NCLEX-RN® success, the decision was made to contract with ATI®. Since the SON will not have a graduating class who have used ATI® from admission to graduation, the data analysis is based on Kaplan® scores.

Additional correlations were calculated on the other admissions criterion exams, and on the critical thinking and predictor exams that are given throughout the program. While the admission and critical thinking correlations were positive, they had no practical significance. The predictor exam had a negative relationship to a student's passing rate on the NCLEX-RN®.

- Additional correlations were calculated on the other admissions criterion exams, and on the Kaplan® critical thinking and Kaplan® predictor exams that are given throughout the program. While the admission and critical thinking correlations were positive, they had no practical significance. The Kaplan® predictor exam had a negative relationship to a student's passing rate on the NCLEX-RN®.
- A statistical analysis has been conducted and determined a relationship between the student's ability to read and their GPA in nursing coursework affects their outcomes on the NCLEX-RN®. Preadmission GPA and scores earned on the Kaplan® NCLEX-RN® predictors did not significantly affect student outcomes on the NCLEX-RN®.

- The graph below illustrates the relationship between students who passed the NCLEX-RN® the first time in comparison to their nursing course work GPA. This shows that those who perform better and have higher grades in nursing courses are more successful on the NCLEX-RN®.

The SON began using ATI® Content Mastery Series in fall 2016. The SON will use ATI® as a part of our assessment goals. The ATI® assessment exams provide the needed data for the students and faculty regarding the mastery of the course concepts specific to the course content. The benchmark for each exam is set at a level two cut score. According to ATI®, the student meeting this level demonstrates knowledge that supports academic readiness in the content area. If the student does not meet a level two benchmark, remediation is required. The remediation consists of a minimum two hours of review of each topic missed, complete an active learning template and/or identify three critical points to remember.

The SON is making efforts to improve the pass rates on the NCLEX –RN® for graduates. In an attempt to determine what issues impact the pass rate of LU students, correlations were calculated to determine possible relationships between student scores on admissions and content examinations to the pass rate on the NCLEX-RN®. One correlation was of significant importance: there is a 64% ($r = .8074$) chance that a student passing the Admissions Reading Test will also pass the NCLEX-RN®.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Based on data collected and analyzed, Nursing made the following changes in the spring of 2017:

- Updated the Program Learning Outcomes (PLO) to align with best practices for graduates of a BSN program. We also aligned the Course Objectives (CO) with the PLOs.
- Program Learning Outcomes
- Provide patient-centered care which represents the patient's preferences, values, and needs within the context of their families, communities, and health care system.
- Use information management and patient care technology in the delivery of health care.
- Collaborate with other inter-professional health care team members for

- health promotion and disease and injury prevention across the lifespan.
- Utilize nursing judgment substantiated by current evidence in the holistic care of diverse individuals within the context of their families, communities, and health care systems.
 - Integrate ethical values and respect for all populations with a focus on minority groups within healthcare organizations and the community.
 - Apply leadership and management of care concepts to provide high-quality nursing care.
 - Demonstrate professional responsibility and accountability for nursing practice.
 - Reviewed the NCLEX-RN® test plan and aligned the unit objectives to follow the NCLEX-RN® test plan. We focused on the following categories:
 - Management of Care – 20%
 - Physiological Adaptation – 14%
 - Pharmacological and Parenteral Therapies – 15%
 - Reduction of Risk Potential – 12%
 - Safety and Infection Control – 12%
 - Basic Care and Comfort – 9%
 - Psychological Integrity – 9%
 - Health Promotion and Maintenance – 9%
 - Exams are reviewed by the SON Test Writing Committee to assure alignment with NCLEX-RN® style questions.
 - Based on data collected and analyzed spring 2017, the SON is working with the School of Arts and Sciences to implement a Reading Comprehension course for nursing students fall 2017.

IV. How is assessment data disseminated to faculty and other stakeholders?

- The SON faculty meet jointly face-to-face monthly and by phone, Adobe Connect and emails as needed.
- Since faculty have been involved with data collection and analysis throughout the process, they are fully aware of the outcomes of the analysis and are involved in the changes needed, made and ongoing updates for better program outcomes.

V. Provide the data from Exit Exams and other Capstone Assessments.

Langston campus ATI© Exit Exam (NCLEX-RN© Success Predictor)		Tulsa campus ATI© Exit Exam (NCLEX-RN© Success Predictor)	
Student	Score	Student	Score
#2	77.3	#2	81.3
#7	71.3	#9	79.3
#10	71.3	#4	76
#14	71.3	#5	75.3
#4	70.7	#6	74.7
#8	66.7	#3	70.7
#15	65.3	#7	66
#3	64.7	#1	62
#1	62.7	#8	62
#5	62	X	X
#13	57.3	X	X
#6	56	X	X
#12	54.7	X	X
#11	52	X	X
#9	47.3	X	X

All students were required to take the ATI© NCLEX-RN© live review. The students were given individualized study plan during the ATI© NCLEX-RN© live review on how to remediate content areas based on individual scores. The study plan can assist the students in increasing the knowledge needed that supports academic readiness in the content area. In addition, students are taking additional NCLEX-RN ©review courses such as UWorld©, Hurst©, Kaplan©, National Council for State Boards of Nursing, and Saunders©.

VI. What co-curricular experiences have been assessed by your department?

The senior nursing students, Tulsa campus, are involved in planning and implementing the Cultural Diversity Day Forum in the fall at the Tulsa campus and senior nursing students, Langston campus, plan and implement the Minority Health Forum in the spring at the Langston or OKC campus. All nursing students are required to attend both forums. This allows for interaction of all nursing students from both campuses.

- The nursing students and healthcare administration students were involved in community service learning projects as part of the Issues in Minority Health course.
- The nursing students and the public health students worked together on the DKMS bone marrow donor drive.

Annual Assessment Evaluation for 2016-2017 Academic Year

Department: Public Health

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

There will be no new learning outcomes or goals for 2017-2018.

II. What does the data you have collected suggest about your program?

The PUH program collects data from students and faculty to assess program strengths and weaknesses.

- *Academic Excellence: The response rates for surveys once students leave the University suggest that the program needs to be proactive in maintaining contact with students immediately upon degree completion, and at periodic times thereafter. Students have been successful in completing meaningful internship experiences and networking opportunities, as reported by site preceptors. The program needs to maintain active engagement with internship sites to enhance opportunities for future students.*

- *Student Development: The data collected suggests that students are engaged in the classroom and have experiences outside of the classroom that undergird the classroom experience. The exit exam scores suggest that we re-examine the curriculum map and exam preparation process in order to better serve students. Students are not adhering to the academic improvement sessions offered by the Academic Advisor, and are using the sessions for enrollment advice. The program needs to re-examine and reinforce the progression policy to ensure compliance.*

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Based upon the 2016-2017 data, the program plans to review and revise the curriculum map to assure alignment with program and learning outcomes. The

curriculum alignment should reinforce content; thereby reinforcing learning which should lead to improved exit exam scores. The program will also develop a series of learning sessions in preparation for the exit exam, and implement a process for student preparation.

IV. How is assessment data disseminated to faculty and other stakeholders?

Through quarterly reports

V. Provide the data from Exit Exams and other Capstone Assessments.

Exit Exams: 9 students completed the exit exam; average score: 57.33%

- Internships: 8 students completed the internship course successfully; internship sites:
 - Oklahoma State Department of Health
 - Thick Descriptions, Inc.
 - Wings of Hope
 - Langston University Athletic Department
 - Sequoyah Homes
 - ROARS

VI. What co-curricular experiences have been assessed by your department?

School of Physical Therapy
Annual Assessment Evaluations
2016-2017 Academic Year

Annual Assessment Evaluation for 2016-2017 Academic Year

School: Physical Therapy

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

The faculty reviewed the program goals and expected outcomes during the Spring Assessment committee meeting. There are no planned changes, either additions or deletions, to either the Program Goals or the Expected Outcomes for 2017-18. A re-evaluation of assessment goals/thresholds will be completed during the annual Fall Assessment Committee meeting.

II. What does the data you have collected suggest about your program?

Based upon the compilation of data from all three class cohorts in the DPT program there are no significant curriculum issues. Students tended to provide suggestions for additional consideration with the expectation that no suggestion should add cost or time to the program. Compilation of data from graduates and employers of graduates indicates that program is meeting the expectations of the clinical practitioners.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Assessment Plan change:

1. Initiated assessment of co-curricular activities.
2. Streamlined Year End Survey for all three year cohorts.
3. The Focus Groups will be eliminated from the Assessment plan as information from the focus groups is collected in other assessment activities and thus is an unnecessary duplication.

Program Changes:

1. Changed the 9 day onsite National Physical Therapy Exam (NPTE) review to a 3 month online review course.
2. Added a two day NPTE review course at end of Year III.
3. Strategically moved the Practice Exam Administration Tool (PEAT) to occur prior to the two day NPTE review course and the second PEAT to be completed after the NPTE 2 day review course.

IV. How is assessment data disseminated to faculty and other stakeholders? Faculty discuss assessment data during Assessment Committee meetings which all faculty are required to attend.

Clinical stakeholders (clinical instructors and employers) are provided assessment results at the yearly Clinical Instructors meeting and the bi-yearly clinical advisory board meeting.

V. Provide the data from Exit Exams and other Capstone Assessments.

Exit Exam: PEAT: 100% students met the threshold criteria.

Other Capstone Assessments for Class 2017:

Exit Interviews: All students reported that Program Expected Outcomes are well covered by the curriculum and faculty. The students did not identify voids in their planned curricular activities.

Perceived Level of Preparation Survey: 100% of skills met the program threshold. No deficiencies in skill preparation were identified by the students.

Portfolio Review: 100% of student portfolio presentations met program the program threshold.

Year End Survey: Students reported average of 99% completion of both the Program Goal and the Expected Outcomes.

VI. What co-curricular experiences have been assessed by your department?

Service-learning projects; Community service activities; attendance at professional educational meetings

Service learning projects: regarded as superb learning experiences by the students.

Community service activities: Student reflections indicated these were excellent learning experiences and provided hands-on learning experiences with a client population.

Attendance at professional education meetings: Students reported these provided excellent opportunity to network with other students, meet national

professional leadership, and gain exposure to innovative physical therapy practices.

Annual Assessment Evaluation for 2016-2017 Academic Year

School: School of Physical Therapy

I. Following a review of your 2016-2017 learning outcomes and goals, will you have new outcomes or goals for 2017-2018?

The faculty reviewed the program goals and expected outcomes during the Spring Assessment committee meeting. There are no planned changes, either additions or deletions, to either the Program Goals or the Expected Outcomes for 2017-18. A re-evaluation of assessment goals/thresholds will be completed during the annual Fall Assessment Committee meeting.

II. What does the data you have collected suggest about your program?

Based upon the compilation of data from all three class cohorts in the DPT program there are no significant curriculum issues. Students tended to provide suggestions for additional consideration with the expectation that no suggestion should add cost or time to the program.

Compilation of data from graduates and employers of graduates indicates that program is meeting the expectations of the clinical practitioners.

III. What changes were made, or will be made to your program, based on the data you collected throughout the year?

Assessment Plan change:

1. Initiated assessment of co-curricular activities.
2. Streamlined Year End Survey for all three year cohorts.
3. The Focus Groups will be eliminated from the Assessment plan as information from the focus groups is collected in other assessment activities and thus is an unnecessary duplication

Program Changes:

1. Changed the 9 day onsite National Physical Therapy Exam (NPTE) review to a 3 month online review course.
2. Added a two day NPTE review course at end of Year III.
3. Strategically moved the Practice Exam Administration Tool (PEAT) to occur prior to the two day NPTE review course and the second PEAT to be completed after the NPTE 2 day review course.

IV. How is assessment data disseminated to faculty and other stakeholders?

Faculty discuss assessment data during Assessment Committee meetings which all faculty are required to attend.

Clinical stakeholders (clinical instructors and employers) are provided assessment results at the yearly Clinical Instructors meeting and the bi-yearly clinical advisory board meeting.

V. Provide the data from Exit Exams and other Capstone Assessments.

Exit Exam: PEAT: 100% students met the threshold criteria.

Other Capstone Assessments for Class 2017:

Exit Interviews: All students reported that Program Expected Outcomes are well covered by the curriculum and faculty. The students did not identify voids in their planned curricular activities.

Perceived Level of Preparation Survey: 100% of skills met the program threshold. No deficiencies in skill preparation were identified by the students.

Portfolio Review: 100% of student portfolio presentations met program the program threshold.

Year End Survey: Students reported average of 99% completion of both the Program Goal and the Expected Outcomes.

VI. What co-curricular experiences have been assessed by your department?

Service-learning projects; Community service activities; attendance at professional educational meetings

Service learning projects: regarded as superb learning experiences by the students.

Community service activities: Student reflections indicated these were excellent learning experiences and provided hands-on learning experiences with a client population.

Attendance at professional education meetings: Students reported these provided excellent opportunity to network with other students, meet national

professional leadership, and gain exposure to innovative physical therapy practices.