



LANGSTON
UNIVERSITY

**Annual Student Assessment Report
Submitted to the
Oklahoma State Regents
for
Higher Education
December 2, 2022**

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Annual Student Assessment Report of 2021-22 Activity

This template is to assist institutions in compiling the Annual Student Assessment Report. Institutions' response/rationale should follow each criteria of the policy (*Student Assessment and Remediation 3.20*).

Please follow these submittal instructions:

1. Prepare a transmittal letter from your institutional president to Chancellor Allison D. Garrett indicating that your Annual Student Assessment Report of 2021-22 Activity is complete and will be emailed to Dr. Rachel Bates, and email the letter to: academicaffairsrequests@osrhe.edu.
2. Submit all information by email to Dr. Rachel Bates at rbates@osrhe.edu.
3. Do not send any paper documents to the OSRHE offices.

Please submit by **December 2, 2022**.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

(*Student Assessment and Remediation 3.20.4*)

Activities

- I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2021-2022 (e.g., high school GPA and CPT cut scores)?**

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

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

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

- I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?**

Co-requisite courses are available in math, English, and Natural Science. Additionally, one credit remedial courses are available in math and reading. To remediate basic academic skill deficiencies, available resources include tutoring, as well as math, reading, and writing labs.

I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2021-2022 (e.g., high school GPA and CPT cut scores).

Students who scored below 20 on the ACT subject exam were determined to need co-requisite support.

I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

As with traditionally aged students, if a non-traditional (i.e., adult) student does not have an ACT/SAT scores, the Accuplacer is administered. Course placement is based on established cut off scores.

Analyses and Findings

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

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

Complete the Online Reporting Form: <https://forms.gle/4WHJdGw3RSb2L3hu7>

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

In English, a total of 429 students were enrolled in English Composition during the fall 2021 semester (143 in English Composition and 286 in Co-requisite English). In the spring 2022 semester, 103 students were enrolled in English Composition (44 in traditional English Composition and 59 in Co-requisite English).

| <u>Course</u> | <u>Pass Rate</u> | <u>Total Enrolled</u> |
|-----------------------------------|------------------|-----------------------|
| Fall 2021 English Comp I | 50% (71) | 143 |
| Fall 2021 English Comp I Co-req. | 59% (168) | 286 |
| Spring 2022 English Comp I | 59% (26) | 44 |
| Spring 2022 English Comp I Co-req | 51% (30) | 59 |

In mathematics, a total of 308 students were enrolled in College Algebra during the fall 2021 semester (85 in traditional College Algebra and 223 in Co-requisite College Algebra). In the spring 2022 semester, 17 and 65 students were enrolled in traditional and co-requisite College Algebra, respectively.

| <u>Course</u> | <u>Pass Rate</u> | <u>Total Enrolled</u> |
|--|------------------|-----------------------|
| Fall 2021 College Algebra | 31% (26) | 85 |
| Fall 2021 College Algebra Co-requisite | 65% (145) | 223 |
| Spring 2022 College Algebra | 59% (10) | 17 |
| Spring 2022 College Algebra Co-requisite | 60% (39) | 65 |

Section II –General Education Assessment

(Student Assessment and Remediation 3.20.5)

Administering Assessment

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

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

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

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

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

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

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

Course grades are impacted by participation in in-class assessments. Students are encouraged by their academic departments to participate in the mid-level assessment.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

Beginning spring 2019, the University used ACT scores as the entry-level placement test. For the mid-level, assessments are continually reviewed to accurately reflect course content.

Analyses and Findings

II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

Langston currently does not include an analysis of sub-groups on assessments. Because over 75% of entering freshmen are not college ready, emphasis is on this group of students and the need to move them forward in their academic progress.

II-6. How is student performance tracked into subsequent semesters and what were the findings?

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

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

As of the spring 2019 semester, the ACT exam was used for entry-level placement and the Accuplacer exam was used as the mid-level assessment method. Teaching professional development is a constant point of focus at Langston. Multiple opportunities for online staff development are available.

Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

Administering Assessment

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

| Field of Study | Assessment Measure | # Students Assessed | # and % of Students Passing |
|--|--|---------------------|-----------------------------|
| Biology | ETS Biology Test | 10 | 7/70% |
| Business Admin | Peregrine Assessment | 33 | 21/64% |
| Chemistry | ACS Standardized Exam-General | 1 | 1/100% |
| | ACS Standardized Exam-Organic | 1 | 1/100% |
| Communication | Portfolio | 10 | 9/90% |
| Corrections | PACAT | 8 | 5/62.5% |
| Education | OSAT (FA21) | 2 | 2/100% |
| | OSAT (SP22) | 5 | 2/40% |
| | PPAT (FA21) | 1 | 1/100% |
| | PPAT (SP22) | 2 | 1/50% |
| Family & Consumer Science (Child Development) | Reflective Essay Assessment | 3 | 3/100% |
| Healthcare Admin | Special Topics (Healthcare Leadership)-2022 | 4 | 4/100% |
| HPER | Senior Exit Exam | 25 | 8/32% |
| Liberal Education | Capstone Project | 7 | 6/85.7% |
| Music Education | Exit Exam | 1 | 1/100% |
| Nursing | ATI NCLEX-RN Predictor Exam: Fall 2021 – Ardmore Campus | 9 | 3/33% |
| | Spring 2022 – LU Campus | 21 | 9/43% |
| | Spring 2022 – Tulsa Campus | 24 | 12/50% |
| Physical Therapy | PEAT Exam | 14 | 13/92% |
| Psychology | Senior Practicum Portfolio | 27 | 18/67% |
| Public Health | Senior Exit Exam | 4 | 3/75% |
| Rehabilitation Counseling | Comprehensive Exam | 20 | 18/90% |
| Technology | Sr Exit Exams | 3 | 2/66.7% |

Analyses and Findings

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

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

School of Education and Behavioral Sciences

The OSAT data are also viewed on a regular basis by the Educator Preparation Program Committee (EPPC) twice or more each semester for continuous program improvement. Student assessment outcome analysis from the Education program indicated that students would be better served taking the Oklahoma Subject Area Test (OSAT) after they were in student teaching. Additionally, our analysis concluded that students would be better served by having more direct instruction for passing the OSAT and PPAT.

More than 70% of psychology students pass some assessment criteria at each level. Some assessments were not passed at the 70% mark. As a result, instructors for those courses have made modifications to address course content and student achievement.

Annually, the Department of Rehabilitation and Disability Studies (DRDS) conducts an assessment to evaluate the performance and productivity of its academic program. Recent results of the most current assessment(s) indicates that the Department continues to graduate students who have successfully completed their exit exam with an 80% or higher. Additionally, 95% of the Department's graduates have successfully completed their practicum/internship experiences.

The pass rate of our HPER majors declined from previous years. Additionally, our mean score of 64% was lower than previous years. These findings are based on three assumptions: 1) From fall 2019 to Fall 2022, four adjuncts and two newly appointed faculty members have taught within our department. This has affected the continuity of instruction in terms of content alignment; 2) Students' engagement levels were continued to be impacted by the global pandemic. The secondary instruction modality, hybrid (Zoom), was mildly accepted by the students as they preferred in-person instruction and experienced many issues with Wi-Fi connectivity. The inconsistency of course delivery among the HPER faculty seemed to not benefit students due to a lack of continuity. 3) We changed the test preparation method. More HPER majors are enrolling in public health and psychology courses for electives. This is increasing their awareness of potential career opportunities, while strengthening their overall knowledge of health promotion.

School of Arts and Sciences

An analysis of Biology assessment findings indicates that most of the students were able to pass the exit exam. However, the remaining students need additional help retaining information learned from earlier courses. Increased laboratory hands-on activities will be used to assist students with retention of fundamental concepts.

The Chemistry department elected to administer the ACS standardized exams. One senior met standards, and the other will take the exam this year, as she has elected to extend her studies an additional year in order to earn a double major. Other indicators suggest favorable outcomes with regard to graduates' readiness for success in the STEM marketplace, as well as preparedness for advanced study, as evidenced by our graduate's pursuit of an advanced STEM degree at a major university.

The Department of Engineering Technology found that students tend to forget material learned during the early year of their study, therefore impacting the testing score on the topic and material.

After reviewing the Essential Skills assessment for Music students, it was determined that the juniors and seniors scored below 2.7 in the following areas:

- Ability to respond to the interpretive elements of the composition to express the emotional character of the music.
- Ability to conceptualize and transfer musical ideas.

Internship data reflect that Broadcast Journalism students are able to perform targeted skill sets in a professional environment in a way that meets the demands of the industry. However, anecdotal data sometimes suggest that some of our students need improvement in the soft skills that are necessary for excelling in various professional environments.

School of Agriculture and Applied Sciences

The majority of the Family and Consumer Sciences Child Development students (2) passed the performance criteria and scored 100% on their work sample portfolio. However, one student scored a 69% on the work sample. The student who scored lower was enrolled in the course F20 but did not complete the program until F21. The student also completed her work sample while in her home state. It is possible that the distance created a lack of support in finishing the final portfolio.

School of Nursing and Health Professions

Based on final grades earned by the Healthcare Administration students, program outcome goals were very effective, exceeding the 80% benchmark. With the changing environment of teaching/learning, we will continue to look for ways to improve outcomes data. As part of quality improvement, faculty will develop a useful graduation survey tool which can provide feedback on the students' futures and their thoughts on their curriculum experiences.

Public Health students have a firm grasp of public health concepts and can apply what they have learned in a real-world setting. Faculty intend to improve the selection of internship sites to increase the likelihood of employment offers after graduation.

Analyses and findings from the nursing program outcomes show that predictor scores do not correlate with the overall NCLEX-RN scores. The students follow the remediation plan suggested by ATI or Kaplan respectively but have not embraced the benefits of remediation. The scores do not predict passage of the NCLEX-RN on the first attempt. Beginning Spring 2023, we will offer weekly tutoring to the students at the Langston and Tulsa campuses and the Ardmore site. The sessions will include test-taking strategies, study skills, time management, comprehensive reading strategies, etc.

School of Physical Therapy

Based upon the compilation and analysis of data from all three cohorts in the DPT program, graduates, clinicians, and employees, the program is meeting the expected outcomes, and the accreditation standards for graduation, retention, and employment.

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

School of Education and Behavioral Sciences

As a result of the OSAT data, the Department of Education redesigned their reading courses to include working on related sample test questions. The faculty team have constructed writing response questions and incorporated this information into specific course assignments and recommended that candidates take Subtest 2 closer to the completion of their general education coursework.

The Psychology department plan to monitor outcomes and review major concepts, events, and theories in a proposed required course to be taken the senior year.

Students in the Rehabilitation Counseling and Disability Studies program continue to meet the performance criteria regarding the program's comprehensive exit examination and the practicum/internship experiences. However, regarding the data which evaluated students' success on certification and licensure examinations, the program faculty members will be asked to address and cover the knowledge domains as outlined by the most recently adopted accreditation standards. Faculty will continue to be encouraged to develop their course objectives so that they align with said standards.

School of Business

The following changes will be made to the Department of Business Administration in the 2022/2023 Academic Year:

- Some courses will be streamlined and moved to 8-week traditional face-to-face courses
- There will be five new learning outcomes based on the 2021/2022 Assessment data. There will continue to be an increased focus on professional/soft skills and data analytic techniques across the curriculum.

School of Arts and Sciences

The mathematics program has designated two major classes to emphasize research and project development. This effort will help bring about more in-depth knowledge and conceptual understanding of traditionally difficult topics. Additionally, mathematics majors are advised to enroll in one interdisciplinary course. This effort will widen the major's purview of how mathematics, sciences, and business are connected and relevant to each other.

Based on previous 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; and provide departmental seminars on test taking and writing skills appropriate to the discipline.

The Music department will implement exercises, assignments, and discussions in the first semester of the freshman year to improve their understanding of stylistic characteristics of all music studied and performed. Additionally, assignments and exercises focusing on ear training will be added to music theory and orchestration/arrangement courses to improve students' ability to understand and notate musical ideas.

The Communication department is planning to address ways to enhance students' soft skills by increasing opportunities for virtual and in-person internships. Additionally, faculty plan to include the "job-placement" variable in their assessment tools to triangulate current data collection efforts.

School of Agriculture and Applied Sciences

Faculty in the Family and Consumer Sciences Child Development option plan to increase support to students by dividing the portfolio project into several sections that allow students to receive guidance prior to the due date.

School of Nursing and Health Professions

The Nursing faculty have identified strategies to strengthen proctored exam and NCLEX-RN scores as follows:

1. Make sure exams align with the NCLEX-RN test plan.
2. Exams will be reviewed by the test committee.
3. Move to a different NCLEX-Prep. Kaplan was implemented in the Fall of 2019. The class that graduated in Spring of 2022 used Kaplan for three semesters. The first graduating class to use Kaplan throughout the program will graduate in Spring 2023.

The Healthcare Administration faculty are currently working on curriculum update approvals that will align with nationwide curriculums. The new curriculum will expose students to business, finance, communication, and writing skills necessary to compete in the healthcare industry job market.

The Public Health faculty plan to increase the number and types of available internship sites. Additionally, questions that were highly missed on the senior exit exam are reviewed for clarity and consistency.

Section IV – Student Engagement and Satisfaction

(Student Assessment and Remediation 3.20.7)

Administration of Assessment

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

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) was administered to Langston University first-year and senior students in the spring 2022 semester to assess the level of engagement on learning activities. All currently enrolled first year and senior students were invited to participate from all campus locations.

Co-Curricular Activities

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

School of Education and Behavioral Sciences

The department of Education established the L.E.A.D.S. program which is a combination of all the professional organizations in Teacher Education, including Professional Oklahoma Educators, Council of Exceptional Children, Oklahoma Aspiring Educators, and Kappa Delta Phi.

The Psychology Department received a grant from the American Psychological Association (APA) that allowed for the support and inclusion of student researchers under the mentorship of faculty. Additionally, two McCabe scholars completed and presented thesis projects during the school year.

Students in the Rehabilitation Counseling program participate in the annual Vocational Rehabilitation consumer with prosthetic maintenance seminar. Both RCP and DPT students come together and work on case studies from actual Oklahoma Department of Rehabilitation Services (ODRS) clients with direction from ODRS, vocational rehabilitation counselors, Sabolich Prosthetics engineer, RCP faculty and DPT faculty.

School of Business

In 2021/2022, the School of Business looked more intentionally and captured how co-curricular involvement (a) affected our students and their learning experiences. A new co-curricular survey was implemented to align student learning outcomes with all co-curricular activities. The survey asks for leadership development, social responsibility, communication skills, multicultural competency, personal goals, etc. Additionally, the survey asks the students to identify one learning outcome associated with this program event and one potential area of improvement.

Overall, students found the program events contributed to their personal/educational development; however, they also noted an opportunity to enhance the multicultural aspects of co-curricular activities.

School of Arts and Sciences

A new partnership with Oklahoma Medical Research Foundation (OMRF) was established where students from LU are now able to perform research during the summer term at the OMRF research facility. Biology students are selected by committees for opportunities to participate in summer research programs.

Sociology majors complete an internship relevant to course of study consisting of 120 hours at a social institution or equivalent government agency. For the spring 2022, summer 2022, and fall 2022 semesters, 9 sociology seniors interned with the following agencies: Guthrie Job Corp, Logan County Drug Court, Department of Human Services in Oklahoma County, Wings of Hope Stillwater, and the YMCA of Oklahoma County.

Broadcast Journalism majors attend a seminar that is hosted by the Oklahoma Educational Television Authority (OETA) and the Oklahoma Broadcast Educators Association in collaboration with the Oklahoma Association of Broadcasters (OAB). This seminar is designed to facilitate the exchange of knowledge between students and local professionals in the industry. It also encourages the mastery of production skills by hosting an annual competition among students. Students are chosen based on enrollment in Broadcast Journalism coursework.

School of Agriculture and Applied Sciences

Due to the unique nature of agricultural sciences, many courses in our department require students to take field trips to beef, dairy and research farms, food processing plants, horticulture and crop demonstration sites as supplemental co-curriculum activities. We provide transportations and invite industrial leaders and professionals to share the real-world technologies, management plans, and problem-solving skills with our students. Braum's Dairy Farm and Processing Plant, Express Ranch (Beef Cattle Breeding Center), LU Goat research farms, OSU dairy, beef and sheep farms, botanical gardens, local cash-crop farms are our routine destinations.

The Family and Consumer Sciences (FCS) Early Childhood Education majors engaged in a variety of seminars and participated in a tour of quality early childhood education programs. Students are encouraged to participate in the FCS club as well.

School of Nursing and Health Professions

Healthcare Administration majors participate in the Healthcare Administration club. Students are selected by their declared major and program/course enrollment. The Public Health Student Association is open to all program majors and minors. The student association has been active in university health fairs and is planning a number of outreach events for the Spring semester. Nursing students participate in several of the following co-curricular experiences: Student Nursing Association, Cultural Diversity Forum, and Minority Health Forum.

School of Physical Therapy

The physical therapy students attend the American Physical Therapy Association's Combined Section Meeting (CSM). CSM is the premier physical therapy conference in the United States. Any student enrolled in the DPT program can attend the conference. After the conference, a survey is sent to the students. The data collected is used to determine if the co-curricular activity contributed to the students' professional development.

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

The 2022 National Survey of Student Engagement (NSSE) was administered to Langston University first-year (n=76) and senior (n=60) students in the spring 2022 semester to assess the level of engagement on learning activities. Ten engagement indicators are based on three to eight survey questions organized into the following four themes: Academic Challenge, Experiences with Faculty, Learning with Peers, and Campus Environment. All currently enrolled first year and senior students were invited to participate.

Findings from the 2022 NSSE show that first year students engage in higher-order learning by connecting new knowledge to solve complex problems and make predictions. Although the mean scores for LU first year students ($\mu=34.5$) are somewhat lower than the top 50% of NSSE institutions ($\mu=39.2$) for this indicator, 59% stated that their coursework emphasized theories, applying facts, or methods to practical problems. Most first-year students responded that they "very often" or "often" review notes after class (62%) and identify key information from reading assignments (59%) as learning strategies. Additional results show a higher percentage of LU first year students (58%) who collaborate with other students to understand course material when compared to the Public Southwest (43%) and Public HBCU (49%) comparison groups. Additionally, most students (64%) responded that they "very often" or "often" had discussions with people from political views other than their own. Lastly, our first-year students often interact with faculty to discuss career plans and course topics outside of class.

First Year Students

| Higher-Order Learning (percentage responding "very much" or "quite a bit" about how much coursework emphasized ...) | Langston University | Public Southwest | Public HBCUs |
|---|---------------------|------------------|--------------|
| 4.b. Applying facts, theories, or methods to practical problems or new situations. | 59% | 65% | 65% |
| Collaborative Learning (students "very often" or "often ...") | | | |
| 1.b. Asked another student to help you understand course material. | 58% | 43% | 49% |
| 1.d. Prepared for exams by discussing or working through course material with other students. | 42% | 34% | 39.6%** |
| Discussions with Diverse Others (students responded that they "very often" or "often" had discussions with ...) | | | |
| 8.a. People from an economic background other than your own. | 64% | 61% | 54% |
| 8.d. People with political views other than your own. | 54% | 51% | 42% |
| Student-Faculty Interaction (percentage of students who responded that they "very often" or "often ...") | | | |
| 3.a. Talked about career plans with a faculty member. | 48% | 38% | 44% |
| 3.c. Discussed course topics, ideas, or concepts with a faculty member outside of class. | 39% | 27% | 32% |

Findings from the 2022 NSSE show that senior students engage in higher-order learning by integrating new knowledge with existing information to seek answers to complex issues. The average higher-order learning scores for senior students are above the mean ($\mu=42.4.7$) for the top 50% of NSSE institutions ($\mu=41.9$). Results from quantitative reasoning for LU seniors show scores above the mean ($\mu=42.4.7$) for the top 50% of NSSE institutions ($\mu=41.9$), indicating that LU seniors have a deep understanding of the use of quantitative data with the ability to reason mathematically. Additionally, our seniors collaborate well with peers on group projects ($\mu=35.4$) and interact well with faculty ($\mu=30.6$).

Senior Students

| Theme | Engagement Indicator | LU Mean | NSSE Top 50% Mean |
|--------------------------|-----------------------------|---------|-------------------|
| Academic Challenge | Higher-Order Learning | 42.4 | 41.9 |
| | Quantitative Reasoning | 32.9 | 32.4 |
| | Learning Strategies | 41.1 | 41.1 |
| Learning with Peers | Collaborative Learning | 35.4 | 34.0 |
| Experiences with Faculty | Student-Faculty Interaction | 30.6 | 28.8 |

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

Results are shared with faculty and administrators to provide insights on how to improve student learning at Langston University by understanding student priorities, challenges, and educational experiences. Findings from the 2022 NSSE will enhance administrative efforts to use assessment of student engagement and satisfaction to target needed changes for quality faculty interactions and effective teaching practices toward continuous improvement.

Section V – Assessment Budgets

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

Provide the following information regarding assessment fees and expenditures for 2021-2022:

| Assessment Fees and Expenditures for 2021-2022 | |
|--|--------------------|
| Assessment Fees for ACT Residuals | \$0.00 |
| Operational Costs: | |
| Accuplacer Exams (fall 2021) | \$5,375.00 |
| Mid-Level Testing (Accuplacer) | \$0.00 |
| Distributed to Other Departments (ETS, Peregrine, PACAT) | \$7,057.00 |
| Total Operating Costs | \$12,432.00 |
| Total Expenditures | \$12,432.00 |