



# **LANGSTON** **UNIVERSITY**

## **Annual Student Assessment Report**

**December 2, 2023**

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## ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

### Section I – Entry Level Assessment and Course Placement

*(Student Assessment and Remediation Policy Manual 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 2022-2023 (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 2022-2023 (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.

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 461 students were enrolled in English Composition during the fall 2021 semester (167 in English Composition and 294 in English co-req courses). In the spring 2022 semester, 106 students were enrolled in English Composition (35 in traditional English Composition and 71 in Co-requisite English). English pass rates are shown below:

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2022 English Comp I	48% (80)	167
Fall 2022 English Comp I Co-req.	57% (168)	294
Spring 2023 English Comp I	60% (21)	35
Spring 2023 English Comp I Co-req	51% (36)	71

In fall 2022, 185 students were enrolled in Natural Biology courses with a pass rate of 59%. In spring 2023, 70 students were enrolled in Natural Biology courses (23 traditional Natural Biology and 47 co-req Natural Biology courses). Spring 2023 Natural Biology pass rates are shown below:

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2022 Natural Biology (1113 & 1114)	59% (110)	185
Spring 2023 Natural Biology	91% (21)	23
Spring 2023 Natural Biology Co-req	87% (11)	47

In mathematics, a total of 454 students were enrolled in the following courses during the fall 2022 semester: 128 students enrolled in traditional College Algebra, whereas 238, 41, and 47 students enrolled in Co-requisite College Algebra, Elementary Algebra, and Contemporary Math, respectively. Pass rates for these students are shown below:

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2022 Elementary Algebra	51% (21)	41
Fall 2022 College Algebra	48% (61)	128
Fall 2022 College Algebra Co-requisite	70% (166)	238
Fall 2022 Contemporary Math	49% (23)	47

In the spring 2023 semester, 42 students were enrolled in traditional College Algebra, whereas 96, 19, and 7 students were enrolled in College Algebra co-requisite, Contemporary Math co-requisite, and Elementary Algebra, respectively. Pass rates for these students are shown below:

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Spring 2023 Elementary Algebra	57% ( 4)	7
Spring 2023 College Algebra	52% (22)	42
Spring 2023 College Algebra Co-requisite	61% (59)	96
Spring 2023 Contemporary Math	58% (11)	19

## **Section II –General Education Assessment**

*(Student Assessment and Remediation Policy Manual 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.**

The ACT exam is used for entry-level placement and the Accuplacer exam is 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 Policy Manual 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.**

<b>Field of Study</b>	<b>Assessment Measure</b>	<b># Students Assessed</b>	<b># and % of Students Passing</b>
Biology-need report	ETS Biology Test	13	8/61%
Business Admin	Peregrine Assessment	4	3/75%
Chemistry	ACS Standardized Exam-General	3	3/100%
	ACS Standardized Exam-Organic	3	3/100%
Corrections	PACAT	9	7/78%
Education	OSAT (SU22 and FA22)	4	3/75%
	OSAT (SP23)	2	1/50%
	PPAT (FA22)	0	N/A
	PPAT (SP23)	5	3/60%
Entrepreneurial Studies	Case Studies	15	15/100%
Urban Education	Spring 2023 Capstone Project	5	5/100%
Family & Consumer Science (Child Development)	Reflective Essay Assessment: Fall 2022	2	2/100%
	Spring 2023	2	2/100%
Healthcare Admin	Special Topics (Healthcare Leadership)-Spring 2023	4	4/100%
HPER	Senior Exit Exam	24	10/42%
Liberal Education	Fall 2022 Capstone Project	6	4/70%
	Spring 2023 Capstone Project	6	

			6/100%
Music Education	Exit Exam	1	1/100%
Nursing	ATI NCLEX-RN Predictor Exam:		
	Spring 2023 – LU Campus	9	9/9-100%
	Tulsa Campus	9	7/7-100%
	Fall 2022 – Tulsa Campus	10	5/6-83%
	Ardmore Campus	16	1/16-0.93%
Physical Therapy	PEAT Exam	13	11/84%
Psychology-need report	Senior Practicum Portfolio	24	24/100%
Public Health	Senior Exit Exam	4	2/50%
Rehabilitation Counseling	Comprehensive Exam	13	12/92%
Rehabilitation Services	Senior Practicum Portfolio	10	10/100%
Technology	Sr Exit Exams	3	3/100%

## 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 Business

The Entrepreneurial Studies graduate program use various assessment tools to capture student's success in fulfilling their program outcomes. When this benchmark is not met, action is taken to improve curriculum and instruction to better serve students.

#### School of Education and Behavioral Sciences

The Liberal Education program plan to strengthen course content by aligning Colloquium I, Colloquium II, and Capstone Seminar content.

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. Our analysis concluded that students would be better served by having more direct instruction for passing the OSAT & PPAT. Furthermore, data analysis indicated that students would be better served taking the Oklahoma Subject Area Test (OSAT) after they were in student teaching.

The Urban Education program findings are indicative of the effectiveness of our curriculum and the commitment of both students and faculty to achieving excellence in the Urban Education program. The high pass rates and outstanding scores demonstrate that our students are not only meeting but exceeding the program's learning objectives.

The HPER program pass rate on the senior exit exam increased from previous years, 32% to

42%. Additionally, the mean score of 66% was an increase of 2% compared to the previous year. 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.

More than 70% of psychology students passed some assessment criteria at each level. As a result, instructors for those courses have made modifications to address course content and student achievement. Program modifications successfully passed through the approval process and changes will be implemented in spring 2024.

#### School of Arts and Sciences

The assessment findings from Technology students show a correlation between the amount of time spent in the computer lab and faculty interactions and performance measures above the benchmark set for exit level assessments.

The Chemistry department findings yielded positive results from the ACS standardized exams. All three seniors who took the exams met the established standards. The department's objective remains focused on ensuring that graduates consistently enhance their performance in exit exams.

#### School of Nursing and Health Professions

Program outcome assessment findings from Healthcare Administration students, program show outcome goals were very effective, exceeding the 80% benchmark. As part of quality improvement, faculty will increase learner engagement in outside campus activities through presentations, conferences, and service-learning projects.

Public Health students have a firm grasp of public health concepts and can apply what they have learned in a real-world setting. Although benchmark scores were not met for the senior exit exam, students were successful in their internships where over 100% of students exceeded the performance measure benchmark to apply critical thinking and public health concepts in a professional setting. Internship sites continually request that additional students participated in their internship programs.

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. We have started tracking data based of passage of the



NCLEX-RN on an additional attempt and the data shows the students are likely to pass the NCLEX-RN on an additional attempt. Although Oklahoma Board of Nursing only count the first attempt as NCLEX-RN success, the Accreditation Commission for Education in Nursing (ACEN) does count NCLEX-RN success as passage on an additional attempt.

#### School of Physical Therapy

Based upon the compilation and analysis of data from all three cohorts in the DPT program, there was a slight decrease in the PEAT exam pass scores from the previous year, but students met the performance criteria.

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

#### School of Education and Behavioral Sciences

The Liberal Education department plan to determine the need for another scheduling path to provide more reinforcement of research and writing skills, while allowing students to complete the required nine (9) semester hours in Liberal Education in one semester.

The Rehabilitation Counseling faculty will focus on knowledge domains and course content alignment as outlined by recently adopted accreditation standards to improve student success on licensure examinations.

The Rehabilitation Services faculty will implement program modifications that include decreasing the core class load from 130 to 120. Additionally, students will be required to undergo career advisement while completing their internship(s).

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 Urban Education program will focus on sustaining and reinforcing instructional strategies that are effective toward achieving educational objectives.

The HPER program faculty intend to reevaluate the examination questions to ensure that course content is aligned with the assessment. The newly hired permanent faculty members are becoming integral in ensuring this alignment. Additionally, multiple study sessions prior to the examination will be conducted to provide clarity to concepts on the study guide.

The Psychology department will incorporate the Exit Exam as part of a required course during which students will have an opportunity to review content learned early in the program prior to completing the exam.

### School of Business

The Entrepreneurial Studies graduate program plans to increase the foundation of decision-making process by introducing “Applied Management Science” with emphasis on analysis, communication, and using real world applications and cases.

Business Administration faculty plan to streamline 8 courses to an 8-week face-to-face modality with a focus on professional/soft skills and data analytics across the curriculum.

### School of Arts and Sciences

The Chemistry department will continue to focus on areas that were identified as weaknesses such as problem-solving and interpretation. Plans are in place to extend the Test Preparedness course duration from one to three hours.

The Technology program will continue to provide communication strategies that promote student engagement, such as Microsoft Teams meetings, faculty organized tutoring sessions, internship offers, and student invitations to meet with the Chair.

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.

### School of Agriculture and Applied Sciences

The Family and Consumer Sciences Child Development program faculty changed components of the reflective essays to ensure that students were connecting theory and research. With the changes, we found that students can answer the questions more accurately. We also reviewed student course evaluations and found that most students are pleased with their courses and the faculty.

### School of Nursing and Health Professions

The Nursing faculty have discussed strategies that will assist students with the best outcomes, including course, clinical, NCLEX-RN, and graduate success. Additionally, there are ongoing discussions between the faculty and students about professionalism and best practices.

The Healthcare Administration faculty submitted curriculum updates for campus approval to align with nationwide curriculums. One significant change will be the addition of Medical Terminology and Introduction to Healthcare Administration courses for students beginning their sophomore year.

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

**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?**

**Ruffalo Noel-Levits Student Satisfaction Inventory (SSI)**

The Ruffalo Noel-Levitz SSI was administered during the fall 2023 term to assess levels of satisfaction of campus resources. All currently enrolled students were invited to participate from the Langston, Tulsa, Oklahoma City, and Ardmore locations.

**Co-Curricular Activities**

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

School of Education and Behavioral Sciences

The Rehabilitation Counseling program encourages students to participate in the annual Social Justice Symposium which focuses on awareness, advocacy, and activism.

The Rehabilitation Services program faculty engage students in learning activities, programs, and experiences that reinforce the institution's mission and values and complement the curriculum. Examples include the Social Justice Symposium, student-faculty research experiences, service learning opportunities, and professional clubs (ORA or CSI).

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 Urban Education program engage students in the following co-curricular activities: Professional Oklahoma Educators, Council of Exceptional Children, Oklahoma Educators Association, and Kappa Delta Pi.

The HPER program encourages their students to participate in national honor society for HPER-related majors as well as the #Active4theCulture research project.

The Psychology faculty encourage students to engage in the following co-curricular activities: Loving Our Own Minds (BLOOM) student organization, Psychology club, and individual mentoring with faculty.

### School of Business

The Entrepreneurial Studies graduate program plan to encourage students to engage in the following co-curricular activities: Internships, summer programs, English club with specific concentration in investment/stock market and accounting/finance.

The Business Administration program engage students in several co-curricular activities: Business clubs and organizations, multicultural Greek organizations, school ambassadors, and university-wide planning committees.

### School of Arts and Sciences

Chemistry students partner with STEM teaching staff to help refine their research experiences into a competitive Abstract for submission to regional and national venues. Biology students are encouraged to participate in summer research opportunities.

Corrections majors complete an internship relevant to a course of study consisting of 120 hours at a corrections or equivalent government agency. Students compose eight (3) 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.

Sociology majors complete an internship relevant to course of study consisting of 120 hours at a Social institution or equivalent government agency. Students compose three (3) reaction papers on varied topics related to the internship experience throughout the semester. For the summer 2023, fall 2022, and spring 2023 semesters, sociology seniors interned with the following agencies: Guthrie Job Corp, Department of Human Services in Oklahoma County, Wings of Hope Stillwater, and for the city of Guthrie.

### School of Agriculture and Applied Sciences

The Family and Consumer Sciences (FCS) Early Childhood Education majors engaged in a variety of co-curricular activities: monthly spring ECE virtual seminars, Spring OKC ECE program tours and reflection, recruitment trip to Ardmore High School, and participation in the FCS club.

### School of Nursing and Health Professions

Nursing students participate in several of the following co-curricular experiences: Student Nursing Association, Cultural Diversity Forums, Service Learning Health Fairs, and Minority Health Forums.

Healthcare Administration majors participate in the Healthcare Administration club and are involved engaged in research activities with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS). 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. Additionally, several students are participating in the Health Ambassador program which promotes healthy lifestyles and routine vaccinations among residents of NE Oklahoma City.

#### 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 second-year 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 Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) assess both the level of importance and satisfaction that students assign to a variety of statements about their college experience. These data allow stakeholders to view satisfaction within the context of what matters to students inside and outside of the classroom.

The Ruffalo Noel-Levitz SSI was administered during the fall 2023 term to assess levels of satisfaction of campus resources. All currently enrolled students were invited to participate from the Langston, Tulsa, Oklahoma City, and Ardmore locations.

This report focused on the analysis of and performance gaps between "importance" and "satisfaction" for survey items collected in the fall 2023 semester. In order to understand what really matters to students, this report analyzed the results to help answer the following questions:

1. What items did the students at Langston University consider important to them?
2. To what extent were the students satisfied with the survey items?
3. Based on performance gap scores, how well does Langston University meet student expectations?

Research studies show that student satisfaction is linked to retention, persistence, and graduation rates. Results from this survey provide a roadmap for steps that our institution can take to respond to challenges identified by students, faculty, staff, and administrators.

The Strategic Planning section identified areas of strengths and challenges for our institution. Of the total 12 scales, the top strengths that were both important and satisfactory to students were identified within the academic advising, registration effectiveness, institutional effectiveness, and campus life scales. Students reported feeling that faculty are knowledgeable in their field and are available after class and

during office hours. Students perceive advisors as approachable and concerned about their success as an individual. Additionally, students feel that new student orientation services help students adjust to college and class change (drop/add) policies are reasonable.

There were challenges perceived by students as important but not satisfied with results. For example, some students don't feel that faculty are fair and unbiased in their treatment of individual students and feel that timely feedback about progress in a course is lacking. Additionally, students feel that it would be helpful if faculty could provide timely feedback about student progress in their courses.

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

Results are shared with faculty and administrators and the LU Retention Committee to provide insights on how to improve student learning at Langston University by understanding student priorities, challenges, and educational experiences. Findings from the 2023 Ruffalo Student Satisfaction Inventory 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:

<b>Assessment Fees and Expenditures for 2022-2023</b>	
Assessment Fees for ACT Residuals	\$0.00
Operational Costs:	
Accuplacer Exams (fall 2022)	\$6,300.00
Mid-Level Testing (Accuplacer)	\$0.00
Distributed to Other Departments (ETS, Peregrine, PACAT, Anthology, University of Oklahoma CSRDE, RNL, and Watermark)	\$59,483.50
<b>Total Operating Costs</b>	<b>\$65,783.50</b>
<b>Total Expenditures</b>	<b>\$65,783.50</b>