Langston University

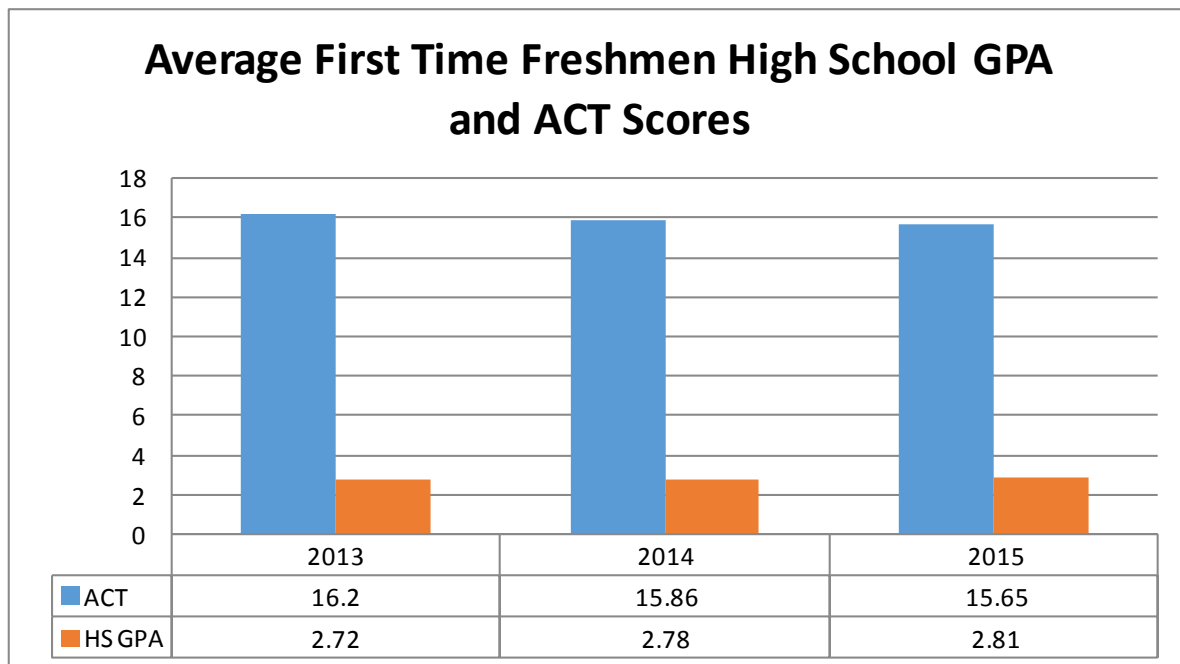**Assessment Plan**

Approved Spring 2016

Airasian (1997) states that assessment is the process of "collecting synthesizing, and interpreting information to aid in decision making" p.3. At Langston University, assessment is used to make judgments about student placement, course effectiveness, class content, and the quality of instruction and university life. In the classroom, assessment allows faculty to understand what students know prior to instruction, how well they comprehend what is being taught, and what they have learned. The University recognizes, however, that assessment can be used more effectively to strengthen the learning environment.

The purpose of this plan is to guide the assessment process. First, existing assessments and assessment data will be explained. Second, gaps in the current assessment process will be identified. Finally, goals for improving the use of assessments will be provided.
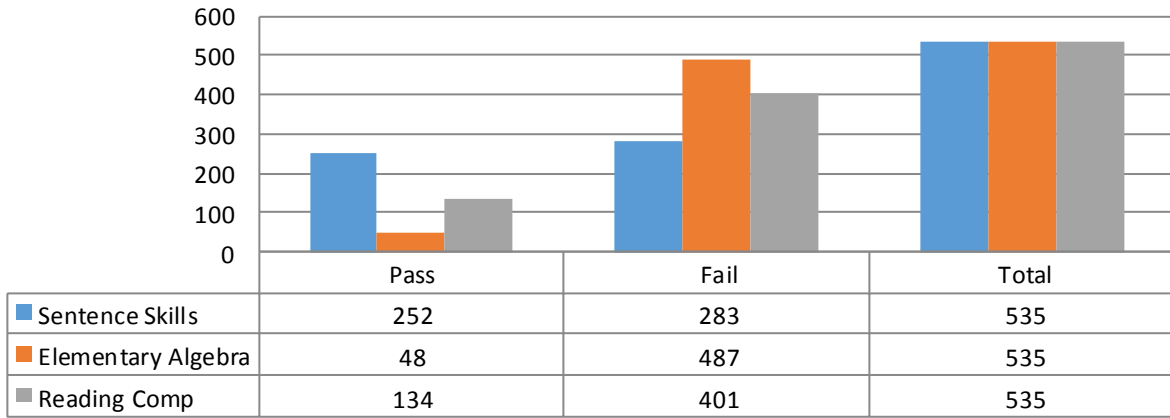
Existing Assessments

University-wide Entry Level Assessment Data

When a student applies to Langston University, two types of assessment data are used to assist with the admissions process: (a) a student's ACT scores, and (b) his/her high school grade point average (GPA). A student who has an ACT score less than nineteen (19) in any area is required to complete an additional assessment, the Accuplacer Test. The Accuplacer is a placement test that provides data in the areas of English, reading, and mathematics. ACT scores are used to measure competency in science.
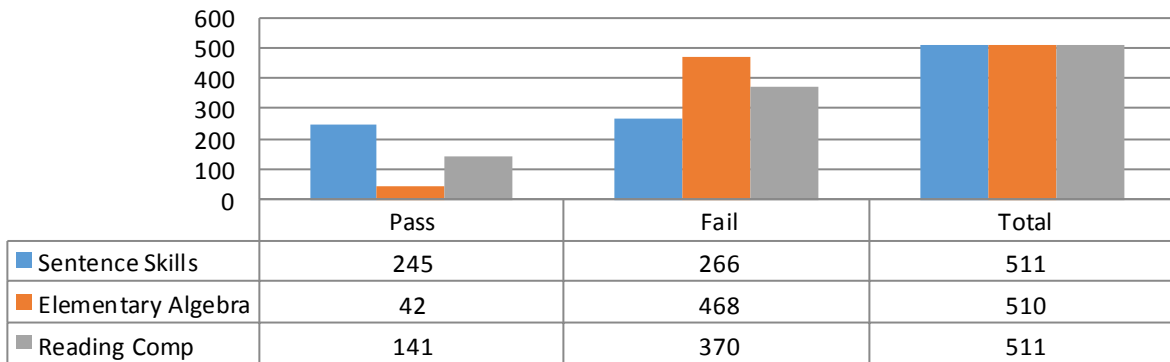
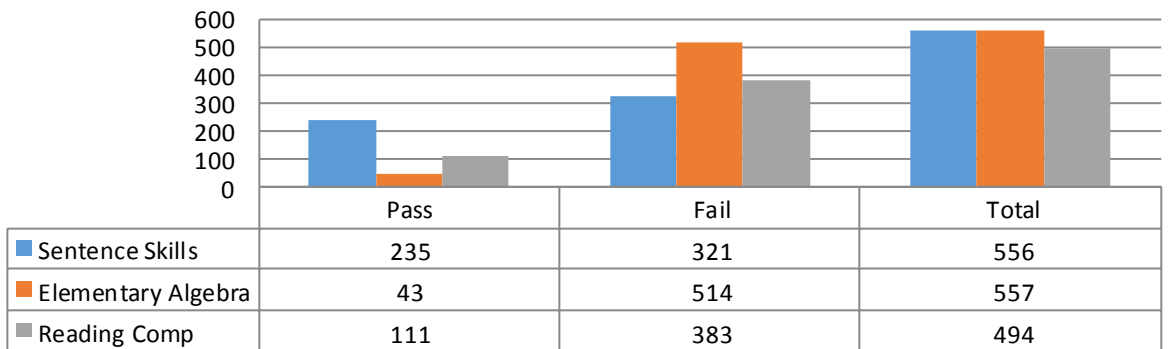**Average First Time Freshmen High School GPA and ACT Scores**

	2013	2014	2015
ACT	16.2	15.86	15.65
HS GPA	2.72	2.78	2.81

2013 Entry Level Placement Testing

	Pass	Fail	Total
■ Sentence Skills	252	283	535
■ Elementary Algebra	48	487	535
■ Reading Comp	134	401	535

2014 Entry Level Placement Testing

	Pass	Fail	Total
■ Sentence Skills	245	266	511
■ Elementary Algebra	42	468	510
■ Reading Comp	141	370	511

2015 Entry Level Placement Testing

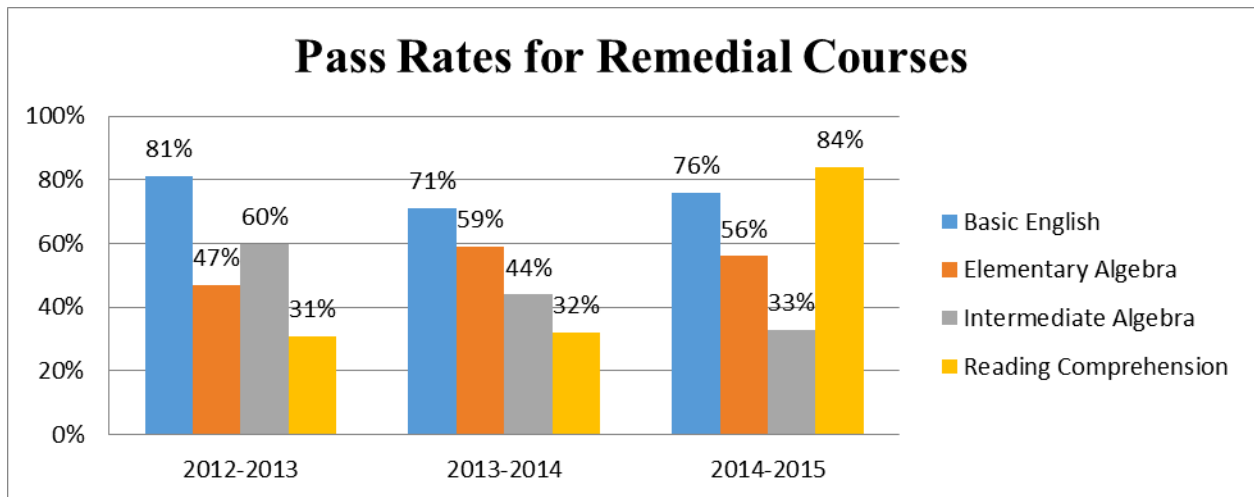|	Pass	Fail	Total
■ Sentence Skills	235	321	556
■ Elementary Algebra	43	514	557
■ Reading Comp	111	383	494

Results of the Placement Testing show that the majority of students do not pass the placement test. Although the high school grade point average has increased for entering students, the pass rates on the Accuplacer Placement Tests declined in 2015, most significantly in the area of reading skills. It should be noted, however, that the percentage of entering freshmen who are required to take the placement also declined from 90% in 2013-2014 to 80% in 2015-2016, a positive indicator concerning the college readiness of Langston's incoming students.

Percentage of Students Passing the Placement Tests
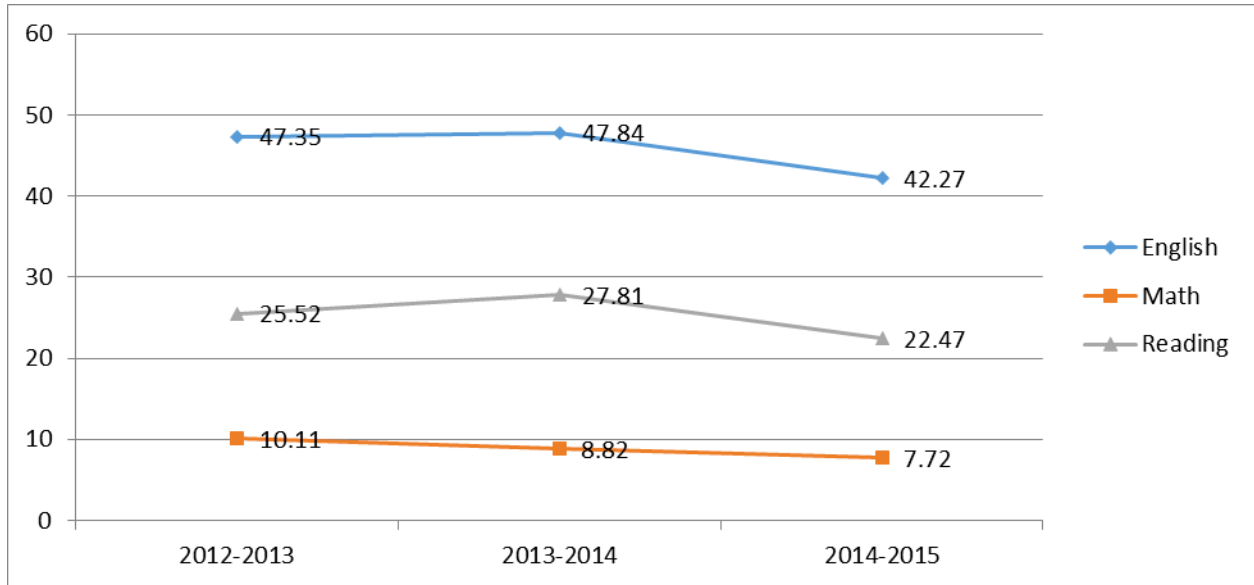
Students who do not receive a passing score (i.e., 75) on any component of the Accuplacer Placement Test are placed in remedial course work. Pass rates for remedial courses is another piece of assessment data that is available for consideration.

The entry-level data indicates:

- The number of students required to take placement tests and enroll in remedial coursework has decreased by 10% over a three year period.
- The majority of first-time freshmen fail the placement test and are required to enroll in remedial classes.
- Of the 54% of students who fail the English Accuplacer Test, 73% pass the Basic English course.
- Of the 75% of students who fail the Reading Accuplacer Test, 48% pass the Reading Comprehension course.
- Of the students who take remedial math, 54% pass elementary algebra and 46% pass intermediate algebra.

As a follow-up to the viewing of the entry-level assessment data, predictive analysis was run to look at the relationship between a student's scores on the Accuplacer and his/her final grades in remedial classes. Findings suggest that some slight relationships exist between Accuplacer scores and students' success in remedial course work.
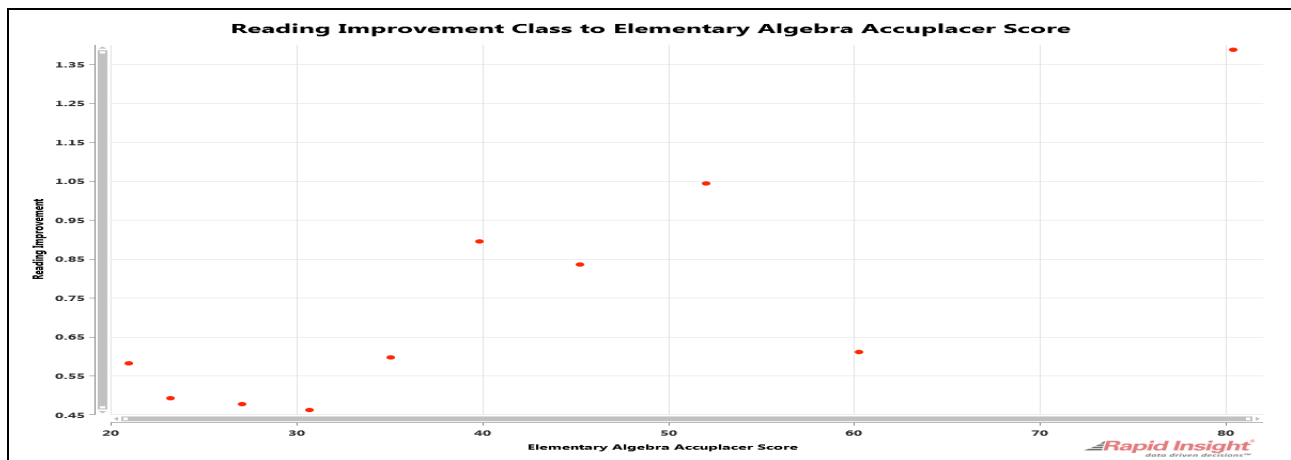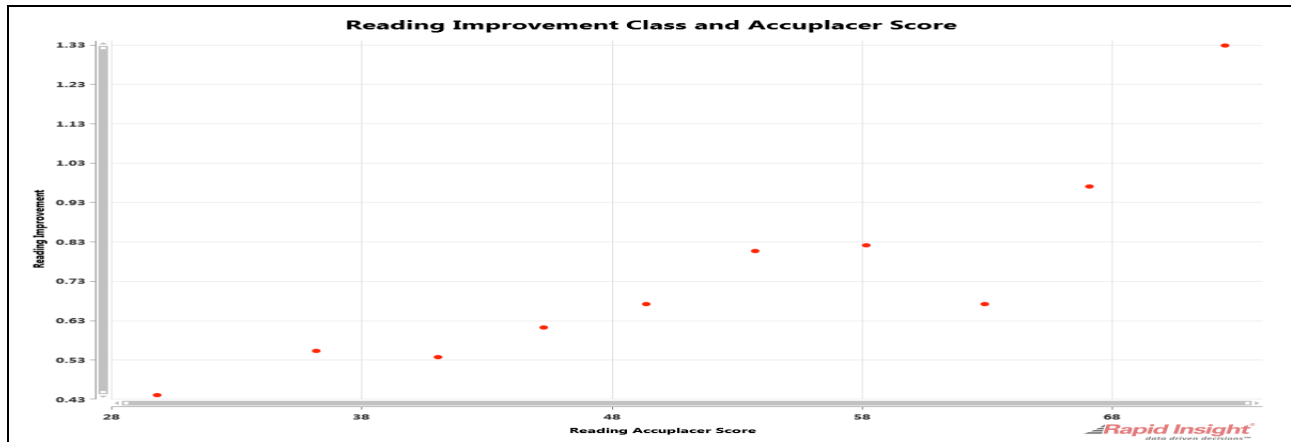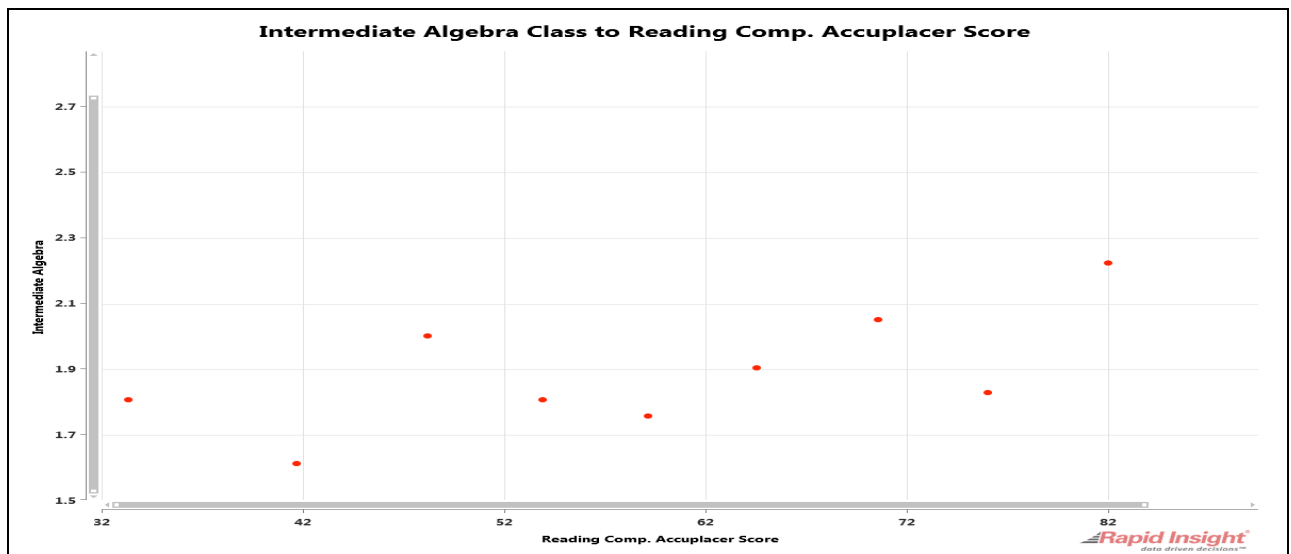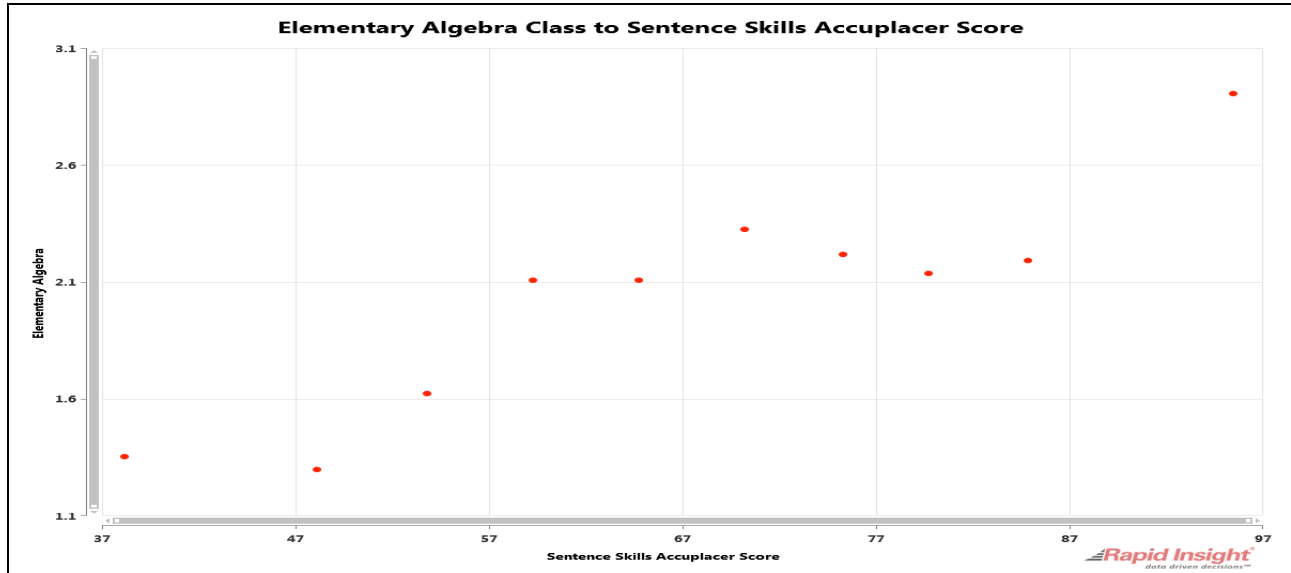
University-wide Mid-Level Assessment

Students who have earned between forty (40) and seventy (70) credit hours and who scored below the cut scores on entry level assessments are asked to participate in mid-level assessments; participation is student choice. The Accuplacer also is used for mid-level assessment. A different Accuplacer test is given in mathematics, but the English and Reading exams are the same exam used at time of entry.

2012 Mid Level Testing Scores
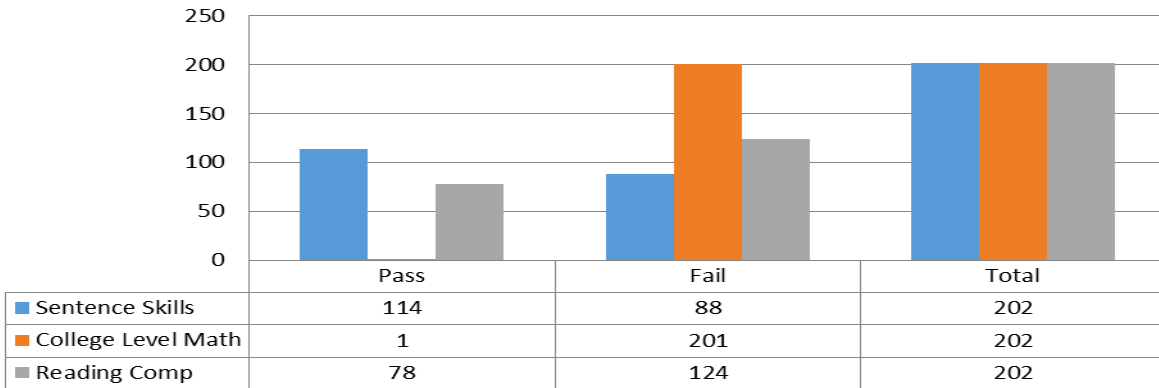
	Pass	Fail	Total
Sentence Skills	114	88	202
College Level Math	1	201	202
Reading Comp	78	124	202

2013 Mid Level Testing Scores

	Pass	Fail	Total
Sentence Skills	88	68	156
College Level Math	1	155	156
Reading Comp	60	96	156

2014 Mid Level Testing Scores

	Pass	Fail	Total
Sentence Skills	73	50	123
College Level Math	1	121	122
Reading Comp	45	78	123
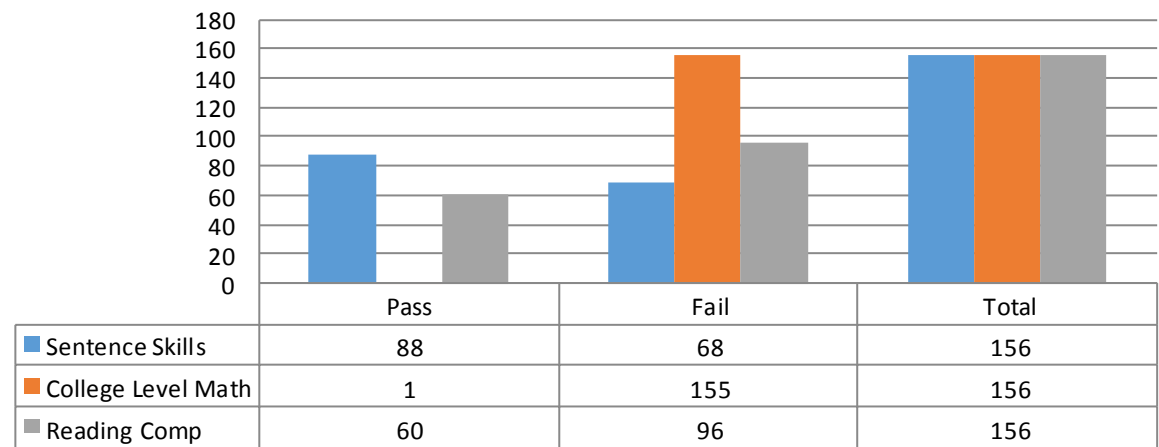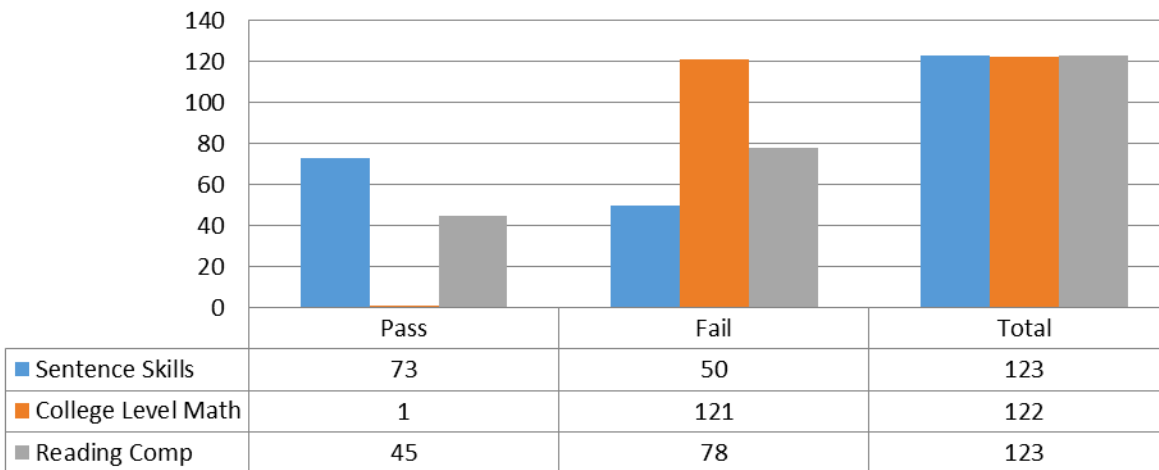
Data from the Mid-Level Assessment indicates after completion of remedial coursework, students still do not pass the Accuplacer Assessment. In the area of English skills, between 45-50% of students fail the Mid-Level Assessment in any given year. Approximately 63% of students fail the Mid-Level Reading Assessment and less than 1% of students pass the college math exam. A shift was made in mathematics course offerings based on this data; data is not yet available to measure the impact of the new math course.

Percentage of Students Passing Mid-Level Assessments

Year	English	Reading	Math
2012	56	38	0.05
2013	56	38	0.05
2014	59	37	0.05
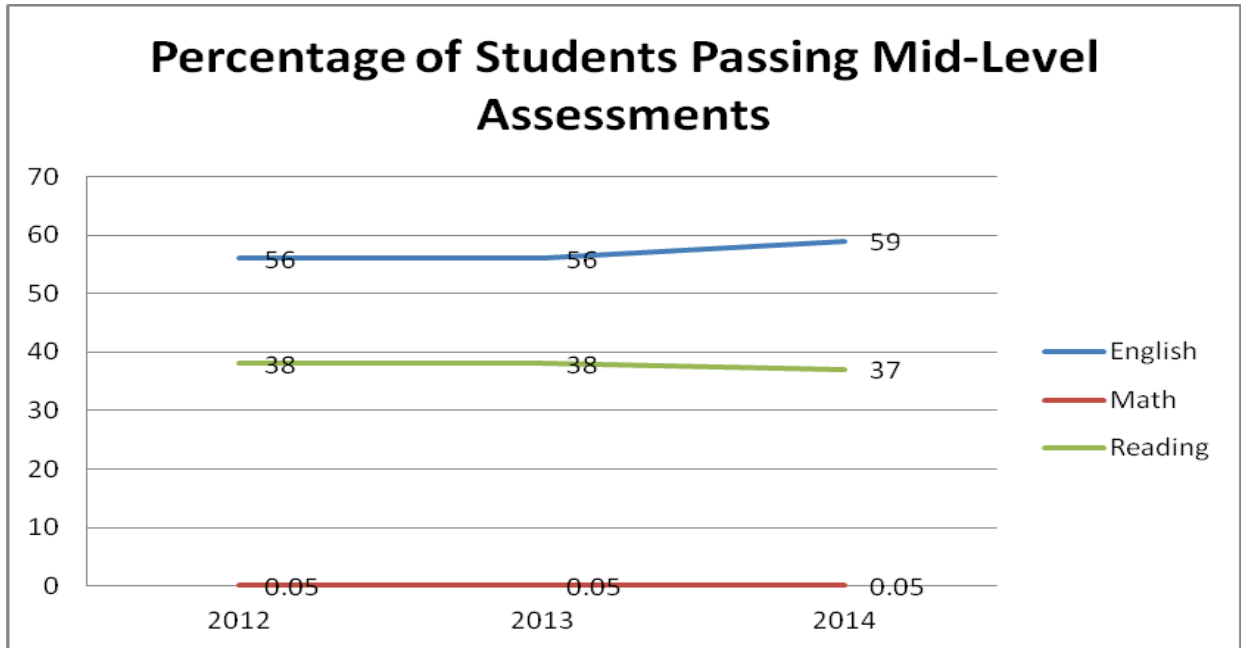
Exit and Program Exams

As part of the assessment process, departments were asked to answer three questions:

- What assessments are administered in your program?

- How do you use the assessment data you collect?

- What changes have occurred in your program based on assessment data?

Many programs use entry or pre-entry examinations as a student begins his/her degree program; each degree program offers some form of an exit examination. For example, education majors take the Oklahoma General Education Test as part of their admission to the teacher education program. Similarly, in Chemistry a pre-test is given and ACT scores also are reviewed as measures of student preparation. Other programs use quizzes, exams and projects from key courses as a way to determine a new content major's knowledge (see Appendix). For instance, Family and Consumer Science uses a data tracking system in all classes that is based on an assessment rubric.
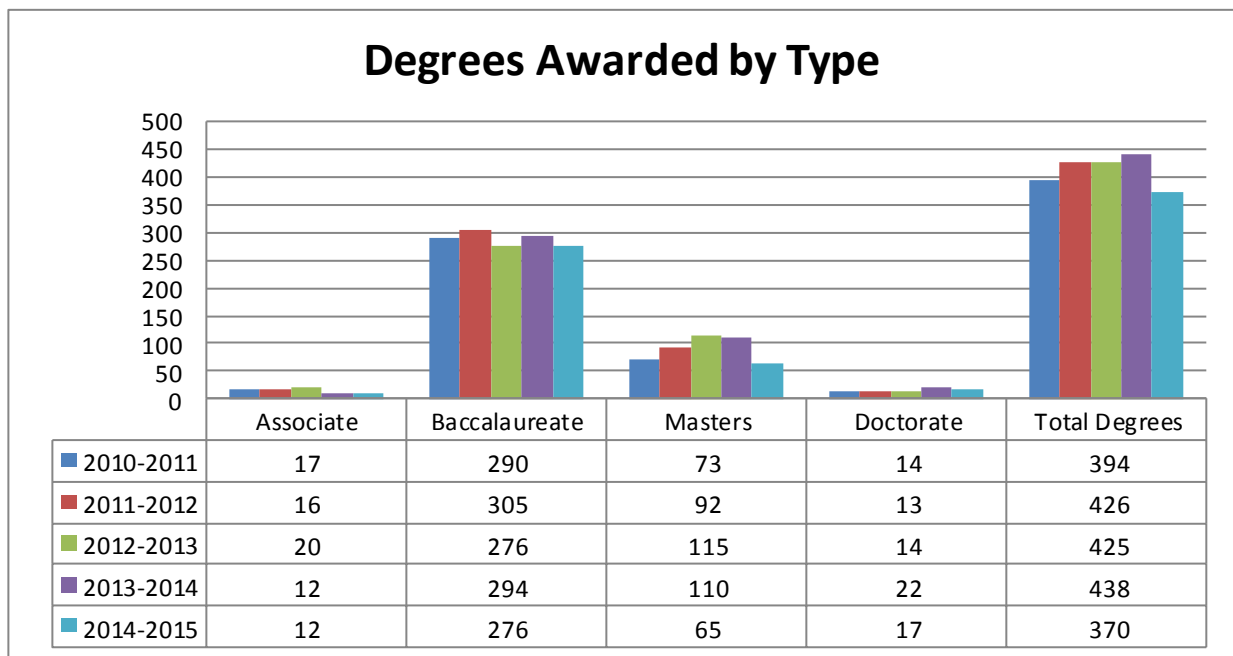
At the time of graduation, some programs use standardized national examinations; while others use self-generated exams, portfolios, or a combination of assessments (see Appendix). For example, in the

Department of Business Administration the Peregrine Exam is used both as an entrance to the program (students complete the exam once they are accepted to the School of Business) and the same examination has an exit component to measure student growth. In programs such as Physical Therapy, Nursing, and Education certification/licensure exams are used to measure successful program completion. Other departments use national exams or exams that have been constructed by the departments.

The data is used for multiple purposes. In Public Health data has been used to modify curriculum; Computer Science uses data to determine program content that needs additional emphasis; mathematics used assessment data to create a new course. These examples show how assessments are being used. The data from academic departments also suggests, however, that data could be used in many situations in a more mindful way. For instance, while some departments have adjusted instruction or curriculum based on assessment, some programs have seen few or no changes based on assessment data.

It also seems evident that a stronger use of assessment data could improve graduation data. If departments are aware of gaps in student learning, instructional modifications can be made that will improve the academic success of students and allow them to graduate in a timely way.
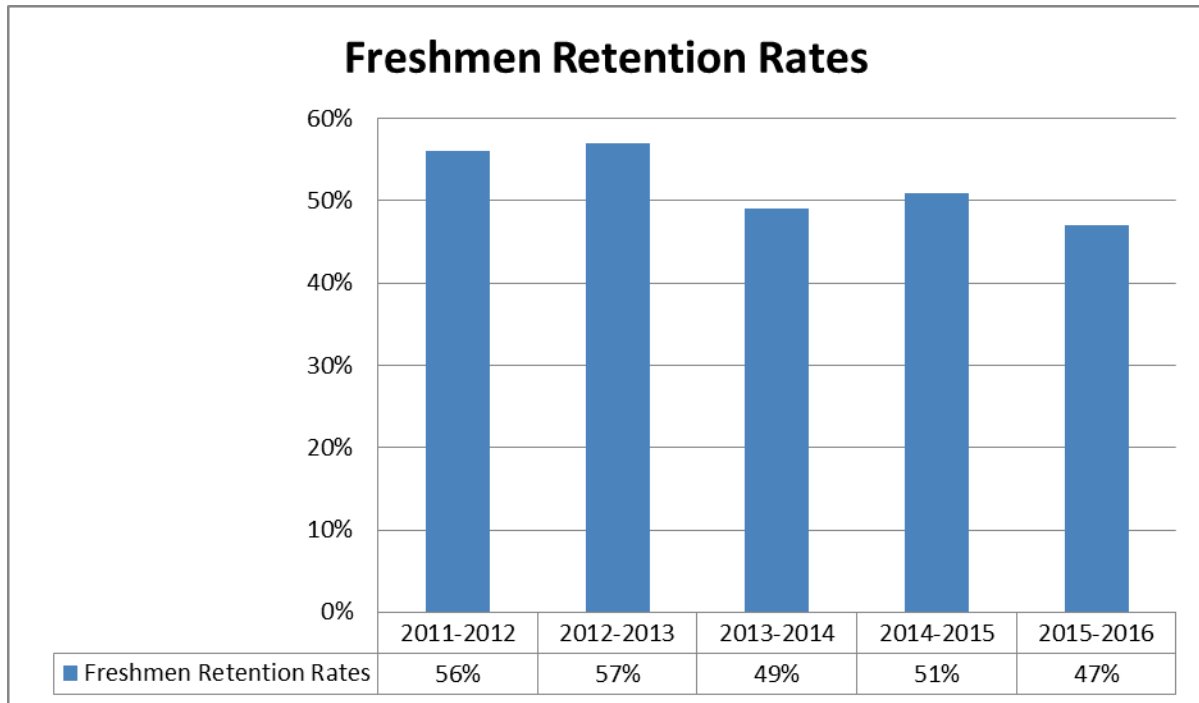
Degrees Awarded by Type

	Associate	Baccalaureate	Masters	Doctorate	Total Degrees
2010-2011	17	290	73	14	394
2011-2012	16	305	92	13	426
2012-2013	20	276	115	14	425
2013-2014	12	294	110	22	438
2014-2015	12	276	65	17	370

Gaps in Existing Assessment Data

Gaps in the use of assessments emerge when considering the Entry-Level, Mid-Level, and Exit-Level Data. These gaps lead to the following conclusions:

- When data is considered in relationship to student grade point averages, retention rates, and graduation rates it is evident that data at all levels should be used to make modifications to courses and programs.

- Entry-Level assessments are guiding enrollment, but are not being used consistently to move students toward timely completion of general education coursework.

- Mid-Level assessments are currently not being used for any academic purpose.

- Exit-Level exams are used inconsistently across programs and do not consistently guide modifications to academic programs.

Freshmen Retention Rates

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Freshmen Retention Rates	56%	57%	49%	51%	47%

Assessment Goals

Goals for Entry-Level Assessment:

Entry level data will be used more deliberately by all faculty and staff.
Action Steps:
A. Starting in the fall of 2016, at the beginning of each academic year the assessment committee will analyze entry-level assessment data, disaggregate it, and identify data trends.   Within four weeks of the start of the fall semester, information will be shared with faculty based on the subjects they teach. Recommendations will be provided to the faculty concerning how they can use the entry-level data with individual strategies.
B. Staff development will be provided a minimum of four times per semester that offers instructional strategies for addressing the remediation needs of students.
C. Data collection will continue to determine if faculty awareness and instructional support impact the success of students. An assessment tool will be created by the Assessment Committee to measure progress. At the final faculty meeting of each

academic year, the assessment committee chair will provide the faculty with an update of progress and make recommendations for continuous improvement for the upcoming academic year.

General Education Curriculum will be evaluated and modifications recommended by the General Education and Assessment Committees based on Entry Level Assessment Data.
<u>Action Steps:</u>
A. Each component of the Accuplacer Placement Test will be evaluated in relationship to course content for General Education Courses by May of 2017.
B. University Learning Outcomes will be matched to General Education course by December of 2017 through the work of the General Education and Assessment Committees.
C. By May of 2018, University Learning Outcomes will be integrated into General Education courses and each academic department responsible for general education classes will establish an assessment that demonstrates learning outcomes have been mastered by the students.

Goals for Mid-level Assessment

Mid-level Assessment Data will be disaggregated by content area in order to improve General Education coursework.

Action Steps:

A. Beginning in the spring of 2017, a new mid-level assessment will be administered that is tied directly to each general education course.

B. Diagnostic data on the examinations will be reviewed and evaluated by the Assessment Committee and shared with the General Education Committee.

C. Course modifications will be recommended on an annual basis as determined by findings from the Mid-Level Assessments, beginning in the fall of 2017.

Each academic department will use (and as necessary create) an entry level assessment to identify the strengths and weaknesses of their new/incoming academic majors.

A. Beginning in the fall of 2018 all departments will have an assessment in place for entering academic majors.

B. Beginning in the fall of 2018, a student's plan of study will include areas of deficiency that the student must master within the first fifteen hours of major coursework.

C. On an annual basis, data will be collected on departmental entry-level assessments and recommendations will be made to the General Education Committee by December of each year concerning ongoing deficiencies in general education knowledge.

Exit Level Assessment Goal

On an annual basis, beginning in the fall of 2016, each academic department will evaluate the success of their course content based on Exit-Level Assessment Data.

Action Steps:

A. In August of each year, academic departments will review their exit assessment data to identify strengths and weaknesses of their academic programs.

B. A report will be submitted to their respective dean and to the Assessment Committee describing modifications the department will make to address threats or expand growth opportunities in their academic program.

C. Evaluation will occur based on national standards and competencies for academic content areas.

D. Follow-up reporting will occur on an annual basis based on the exit examination data for the next academic year.

E. Each department will establish an acceptable rate of percentage of students passing the exit exam.

Committee Goals

On an annual basis, the Assessment Committee will provide feedback and recommendations for additional uses of assessment to each department and school.

Action Steps:

A. By December of each year, all departmental reports will be reviewed and recommendations and/or questions will be posed to departments concerning the impact of their assessment protocol.

B. As necessary, members of the Assessment Committee will schedule faculty meetings with respective departments to share recommendations about assessment and to provide professional development.

C.

The Assessment Committee will educate faculty on the importance of assessment and its various uses.

Action Steps:

A. On an annual basis, the Assessment Committee will meet with the Vice President of Academic Affairs to request professional development that is needed related to assessment results from the previous year.

B. Committee members will assist with the facilitation of staff development and assessment training.

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

To Review Assessment Information by Department, See Appendix.

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