

Langston University

Annual Student Assessment Report

2012 – 2013



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Langston University
2012-2013
EXECUTIVE SUMMARY

The annual assessment report of Langston University is submitted for consideration. The report provides a summary of multiple types of assessment data, including entry and mid-level general education assessments; assessments of program outcomes and licensure and certification exams; and, opinion surveys related to student and alumni satisfaction. The report also offers a summary of university expenditures related to assessment and an analysis of the assessment data.

Entry Level Assessment

Entry level assessment is part of the enrollment process for freshmen with less than twenty-four earned credit hours and an ACT score of less than nineteen (19). Students who fall into this category are required to take the Accuplacer secondary assessments in the areas of English, reading, and mathematics. Scores on the assessments are used to place students in remedial courses and to offer them tutoring opportunities in order to build their academic skills for future success. Assessments are administered prior to the start of each semester and are scored electronically under the monitoring of the university assessment office. A student may request to retake the assessments after waiting two weeks from the date of initial testing.

Four hundred ninety-one (491) students participated in entry level assessments in 2012-2013. In English, 59.88% (n=294) scored below the cut score (i.e., 75) used to determine remedial course work. In mathematics, 92.67% (n=455) did not reach the cut score level. For the area of reading comprehension, 75.56% (n=371) scored below 75.

Identified students were enrolled in remedial coursework. Once students were enrolled, they were monitored by their academic advisors and their instructors using the Grades First system. Additional software to monitor student growth, retention, and progress was purchased for implementation in the fall of 2013. The software assesses freshmen on six dimensions of academic success. In addition, evening tutoring, mentoring, and strengthening of student relationships to Student Affairs' staff is underway. A strong emphasis is being placed on retention and student success, with a university-wide retention plan being created.

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. During the 2012-2013 year, 156 of 264 students from the 2011-2012 pool completed the mid-level assessment.

The Accuplacer was re-administered by the Office of Assessment under secure test conditions. Results indicated that 44.23% (n= 69) of those tested scored below the acceptable cut score on the English assessment. One student passed the college level math test (99.36% failed); and, 61.54% (n= 96) did not reach the cut score on the reading comprehension test.

A discussion is underway to consider optional approaches to remedial coursework, including short-term classes of higher intensity to assist with remediation. The summer academy for remediation also will be re-instated for the 2013-2014 academic year. In addition, mid-level assessments will be changed beginning in 2014 and each will be tied to a specific course.

Program Outcomes – Exit Level Assessments

Program outcomes assess the success by which students meet the goals of their major field of study. Content specific examinations are administered across departments at Langston. For instance, Family and Consumer Science, Biology, Chemistry, and English majors complete a comprehensive exam created through Educational Testing Services. Students in programs such as nursing and teacher education are required to take licensing exams, which may be used as a measure of program outcomes. Some programs (e.g., Criminal Justice, Business, etc.) assess students using nationally normed content-based tests. When exams are not available, instructor generated assessments, student performances, and student portfolios are used to evaluate acquisition of degree content and preparation.

Measures of Student Satisfaction

Individual schools and departments conduct student satisfaction surveys. Teacher evaluations are conducted across campus. Plans are underway to administer a university-wide student satisfaction survey in the fall of 2013. Additionally, the Noel-Levitz Adult Learner Priority Survey will be administered in the 2013-2014 school year at the Oklahoma City and Tulsa campuses.

Budgeting

The assessment budget for the 2012-2013 year was \$114,581. The collection of additional survey data and expanded data analysis will impact the budget in the future, requiring additional assessment funding.

Analysis

Langston University recognizes the many challenges that exist for our students. One of the goals of the University is to provide a quality education to students who may need additional support in order to successfully navigate the halls of higher education. The assessment data indicates that more expansive efforts must be made to assist students with their academic endeavors. Plans for retention and student growth are being put into place to address the needs of under-served students. As these processes move forward, changes in the assessment data, and ultimately in the rate of student success will become evident.

SECTION I: ENTRY-LEVEL ASSESSMENT

Administering Assessment

1- 1. How were instruments administered?

The test instruments were administered electronically in a computer laboratory. Two daily sessions were held during the assessment periods. A test supervisor and one (1) proctor for every twenty five (25) students administered the assessment instruments. Upon completion, the instruments were electronically scored, reviewed, and transferred to an assessment database for report generation, internal decision- making, and course placement.

1-2. Which students were assessed?

Entering freshmen with less than twenty four (24) earned credit hours and an ACT score of less than nineteen (19) are expected to take three components of the Accuplacer assessment. Because Langston University is an open enrollment institution that offers higher education opportunities to underserved populations, a majority of our students complete the entry level assessment.

I - 3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

Assessment is part of the enrollment process. Students may elect to enroll in the fall, spring, and/or summer terms. Each enrollment cycle includes: (1) admission, (2) entry-level assessment (when applicable), (3) course placement, (4) enrollment, and (5) orientation. Thus, students complete the entry level assessment prior to enrollment. Students can elect to retest two (2) weeks after the initial test administration if they question the validity of their scores.

Academic support for students is provided through University College. Students receive academic counseling services and support in this venue. In addition, the University's Student Retention Task Force actively identifies potential academic problems for students. The task force maintains contact with students and their instructors to ensure they receive academic interventions. These efforts are coordinated by the University College and each academic school by the Office of Academic Affairs.

Analyses and Findings

I - 4. What were the analyses and findings from 2012-2013 entry-level assessment?

The entry level assessments were administered to 491 students during the 2012-2013 academic year. The Langston cut score for the Accuplacer assessments is 75. The mean score of students completing the reading comprehension assessment was 59, with a range of 27-103. Three hundred seventy-one (75.56%) students did not reach the cut score in reading. In college algebra, the average score was 43 with a range from 21-100. A total of 455 students (92.67%) did not achieve the cut score of 75. The average score for the English portion of the assessment was 70 with a range from 29-100. Two hundred ninety-four students (294) scored below the cut score for the English assessment (59.88%). A combination of a student's reading and math scores are used to determine placement in remedial science.

Scores on the entry level assessments were consistent with the average scores from previous years, suggesting that enrollees entering Langston in 2012-2013 possessed similar academic backgrounds as students from the past. Results from the assessment led to the placement of over 90% of the freshmen class into at least one remedial course.

**Mean Scores for Entry-Level Basic Skill Assessments
Fall 2007-2012**

Subject	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008*	Fall 2007
Reading	59	58	59	61	59	11.4
Mathematics	43	42	43	43	44	14.7
English	70	68	69	70	70	22.7

*Reflects change in test instrument and format

1-5. How was student progress tracked?

Student progress is tracked by instructors at least four (4) times each semester. Feedback is given to students and to counselors in University College. Academic counseling, tutoring support, and other academic services are made available to students who are struggling or not performing at an acceptable level. In addition, the university Retention Committee assists students with early intervention strategies. They index scores on basic skills to target students most in need of assistance. A bridge has been constructed for students and instructors to engage in dialogue to enhance the academic performance of each student.

1- 6. Describe analyses of student success in both remedial and college-level courses, effectiveness of placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

The cut scores have been reviewed annually, but have not changed. University data indicates that the score of 75 is a reasonable barometer for student success at Langston. The cut score also falls within the range used by other institutions. The Vice President for Academic Affairs critiques each assessment cycle to ensure continuous qualitative and quantitative improvement.

While the cut scores on the Accuplacer are a good predictor of which students will be successful, they do not address the remediation demands of students who fail to achieve a cut score of 75. As reflected in the data from remedial courses, the classes work for some students, but not all. Different types of interventions are under consideration for future implementation such as a summer academy and short courses of higher intensity to address student deficiencies. The President has called for a plan of action to be created that will identify effective strategies for remediation, retention, and ultimately graduation of future students.

Grades from remedial courses suggested that students are most successful in English and Reading Comprehension, but still struggle in Algebra and Biology.

Pass Rates for Remedial Classes in 2012-2013

Subject	# of Students Enrolled	# of Students Passed	Pass %
Basic English	275	203	74%
Elementary Algebra	399	185	46%
Intermediate Algebra	454	206	45%
Reading Improvement	314	256	82%
Introduction to Biology	221	108	49%

When considering the grades students earned in their remedial course work in relationship to the assessment tests, it seems that a continued disparity exists between reading and writing skills and math skills.

Other Assessment Plans

1-7. What other studies of entry-level assessment have been conducted at the institution?

There were no formal studies conducted during the 2012 - 2013 academic year. However, grade distributions were examined for spring general education courses to consider the impact of remedial courses on general education classes.

I - 8. Describe results.

Results show that 46.4% (58) of students enrolled in spring College Algebra earned a grade of C or higher. In English Composition I, 77.19% (132) students earned an A, B, or C. In Introduction to Biology, all students earned a letter grade of C. Grades in Natural Science: Biology indicate that 60% (75) of students earned a C or higher. Finally, in U.S. Government, 87.62% (184) earned an A,B, or C in the course. Considering the relationship of these courses to the remedial courses students enrolled in during the fall of 2012, it seems that with the exception of math, most students who pass their remedial courses are able to successfully navigate through their general education courses.

Core Content General Education Courses-- Grade Distribution Spring 2013

Course	"A"s	"B"s	"C"s	"D"s	"F"s	"W"s	"I"s	Audit	Total
College Algebra	9	18	31	31	18	17	1	0	125
English Comp I	36	55	41	13	19	2	5	0	171
Intro to Biology	0	0	109	0	0	0	0	0	109
Natural Sci: Biology	5	22	48	28	7	12	2	1	125
U.S. Government	45	89	50	11	0	15	0	0	210

1-9. What instructional changes occurred or are planned due to entry-level assessment?

Shorter courses (8 weeks meeting daily) in remedial math were offered as a pilot program for changing the remediation process. Preliminary data indicates this may be a successful option for assisting struggling students. It will be expanded during 2013-2014. Computer aided instruction continues in the Mathematics, Reading and Writing Laboratories. In addition, starting in the fall of 2013 freshmen will complete a student strengths inventory to determine additional academic issues that may impact student success. The data from the inventory will be used as part of the University Retention Plan.

SECTION II: MID-LEVEL/GENERAL EDUCATION

Administering Assessment

II - 1. Describe how assessment activities were linked to the institutional general education program competencies.

The instruments used to assess college readiness also are used as a mid-level assessment for general education. The content of the assessment parallels the course competencies for English and College Algebra and serves as predictor of students' abilities to read course materials in other content areas. Results from the mid-level assessment are made available to all academic units so that they can be used to provide assistance to students.

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

Students with forty (40) to seventy (70) earned academic credit hours made up the mid-level assessment pool. During each spring semester, students elect to participate in an Assessment Day. There were 264 students who qualified to participate in the mid-level assessment; one hundred fifty six (59.09%) completed the mid-level assessments.

The mid-level assessment is an electronic exercise administered in a computer laboratory. Students were assigned alphabetically by major to one (1) of thirteen (13) designated computer laboratories. The groups did not exceed thirty five (35) students. Each test group had two (2) proctors with a supervisor to protect the integrity of the process.

II - 3. Describe strategies to motivate students to participate meaningfully.

Students who participate in Assessment Day are excused from classes for the entire day. However, we have not found this to be a highly effective strategy to encourage student participation in the mid-level assessments. Since there are no rewards or consequences associated with completion, many students choose to opt out.

II - 4. What instructional changes occurred or are planned in the programs due to mid-level assessment?

The process for assessing competencies for general education courses will change in the future. The mid-level assessments will be connected to the actual courses being completed (e.g., English, etc.). The assessments will be assigned and guided by the Office of Academic Affairs rather than the Assessment Office in order to have a more direct connection to student course work.

Analyses and Findings

II - 5. How was student progress tracked into future semesters and what were the findings?

Throughout each semester, the course instructor tracks student progress against established course objectives at least four (4) times; provides student feedback; offers academic counseling and support; and, shares negative performance with the retention committee for additional follow up counseling. Generally, those students who are able to remove their basic skills deficiencies within earning thirty (30) credit hours tend to stabilize and perform well toward their degree plans.

II - 6. What were the analyses and findings from the 2012 - 2013 mid-level assessment?

Results from the mid level assessment indicated that 87 (55.77%) of the students taking the English component of the assessment passed the test. On the college algebra assessment only one of 156 earned a passing score. In reading, 60 students (38.46%) passed the reading comprehension assessment.

The mid-level assessment comparative mean scores during 2008 through 2013 are as follows:

Mean Scores for Mid-Level Basic Skill Assessments Fall 2008-2012

Subjects	Spring 2013	Spring 2012	Spring 2011	Spring 2010	Spring 2009	Spring 2008
English	76	77	76	77	77	77.0
Mathematics	27	27	25	25	26	25.0
Reading	65	67	67	68	66.4	68.0

Other Assessment Plans

Changes in the types and timing of mid-level assessments will begin in 2013-2014.

SECTION III – PROGRAM OUTCOMES

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

Assessment Measures

Field of Study	Assessment Measure	Number of Students Assessed
Biology	ETS Biology Test	14
Business Admin	Peregrine Assessment	42
Chemistry	ETS Chemistry	2

Field of Study	Assessment Measure	Number of Students
Child Development	FCSAT	6
Communication	Sr. Exit Exam	10
Corrections	ACAT	12
Education	CEOC	34
Early Childhood Ed.	OSAT	0
English	ETS English Test	5
Health Admin	Governor's Board Model	21
Health, P.E. & Rec.	Sr. Exit Exam	17
Liberal Education	Sr. Exit Exam	14
Mathematics	ETS Math Exam	0
Nursing	NCLEX-RN	41
Physical Therapy	National PT Exam	52
Psychology	ETS Major Field Test	23
Public Health	CHES	0
Rehabilitation Couns.	Comprehensive Exam	56
Sociology	ETS Major Field Test	9

Analysis and Findings

III-2. What were the analyses and findings from the 2012-2013 program outcomes assessment?

Field of Study	Assessment Measure	Number of Students Assessed	Pass Rate
Biology	ETS Biology Test	14	0%
Business Admin	Peregrine Assessment	42	0%
Chemistry	ETS Chemistry	2	100%
Child Development	FCSAT	6	100%
Communication	Sr. Exit Exam	10	70%
Corrections	ACAT	12	17%
Education	CEOC	34	79%
Early Childhood Ed.	OSAT	0	N/A
English	ETS English Test	5	0%
Health Admin	Governor's Board Model	21	43%
Health, P.E. & Rec.	Sr. Exit Exam	17	
Mathematics	ETS Math Exam	0	N/A

Field of Study	Assessment Measure	Number of Students Assessed	Pass Rate
Nursing	NCLEX-RN	41	71%
Physical Therapy	National PT Exam	52	93%
Psychology	ETS Major Field Test	23	65%
Public Health	CHES	0	N/A
Rehabilitation Couns.	Comprehensive Exam	56	100%
Sociology	ETS Major Field Test	9	0%

Other Assessment Plans

III – 3. What instructional changes occurred or are planned in the programs due to program outcome assessments?

Various departments have discussed changes to curriculum and program content based on assessment results. For instance, in Corrections they noted that certain curricular areas were weaker than others and are adjusting major content. Similar conversations are occurring across campus as the Vice President of Academic Affairs has called the deans and department chairs together to begin an extensive university-wide program review.

SECTION IV – STUDENT SATISFACTION

IV – 1. How were students selected?

Student satisfaction surveys are administered in various departments and schools at the discretion of the deans. As part of the accreditation data collection process, schools ask questions of their students to determine program quality and areas in need of improvement. For instance, completion of a satisfaction survey is a requirement for the master of education program and exit interviews are required in physical therapy. Similar data related to instruction also is collected university-wide as part of the teacher evaluation process.

IV – 2. What were the analyses and findings?

In the School of Physical Therapy, student reports indicated they were satisfied with the programs content and administration. During exit interviews students shared positive comments about program components. Similarly, teacher evaluations indicate that students are satisfied with their instructors and their courses at Langston. Most faculty score between a 3.5 and 5 on teaching quality questions (on a 5 point scale).

SECTION V – GRADUATE STUDENT ASSESSMENT

Administration of Assessment

V-1. Describe how many and which students were assessed, the measures used, and how they were selected?

Master’s Program

Entry into the graduate program requires the completion of the GRE and a review of the prospective candidate’s GPA. Candidates also are assessed based on recommendations from

former professors and through an interview process. During 2012-2013, 26 candidates participated in the entry-level assessment process.

A qualifying examination after twelve (12) hours of graduate work is required of all candidates in a master's program. This is done to assess the skills that will be evaluated in the six-hour written comprehensive exam. A total of 19 candidates took the mid-level qualifying exam in 2012-2013.

Candidates also must submit a professional portfolio prior to graduation. The portfolio demonstrates their growth over time and the building of their knowledge base about education. In 2012-2013, 29 candidates completed their portfolios.

Finally, a written comprehensive examination is required of all candidates for the master's degree. The six-hour examination consists of questions within the candidates' area of concentration and the core requirements. Candidates are expected to demonstrate knowledge and skills appropriate to the master's level, integrating facts; and, concepts from diverse sources in a systematic, well-reasoned, well-written narrative. The comprehensive examination for the Master of Education candidates is scored on the basis of a three-point scale (3, 2, 1) and a 2.00 average is required for satisfactory performance. Thirty (30) individuals took their comprehensive exams in 2012-2013; 29 candidates passed the exam.

At the completion of all requirements for graduation, a Self-Assessment survey is administered to the candidates. This questionnaire consists of statements about the satisfaction of the program, as reflected in judgments about the amount that has been learned, preparation for intended career, willingness to recommend the program to friends, methodology of teaching, and opportunities and resources afforded to the candidates.

Doctor of Physical Therapy

Students in the Doctor of Physical Therapy Program are assessed a minimum of three times annually during each year of their program. The assessment is done through: (a) mid-term grade reports, (b) final grade reports, (c) clinical education course assessments, and (d) generic abilities assessments. In addition, a qualitative assessment occurs through scheduled advisement.

Analysis and Findings

V-2. What were the analyses and findings from the 2012 - 13 graduate student assessment?

The following tables represent the findings of the assessment measures used in the master's program:

Entry Level

Assessment Measured	Number Assessed	Mean Score	Median Score	Range
GPA	26	2.77	3.07	2.30 – 3.43
GRE: Verbal	26	134	138.5	130 - 151
GRE: Quantitative	26	133.2	136	130-147
GRE Analytical Writing	26	2.64	2.00	1 - 4
GRE: Combined Verbal and Quantitative	26	267.2	274.5	260 – 298
Writing Skills Test	26	83	85	80-90

Mid-Level Qualifying Examination

Assessment Measured	Number Successful	Mean Scores	Median Scores	Range
Qualifying Examination	19	2.15	2.20	2.00 – 2.60
Number Failed	0			0

N=19

Final Level

For master’s students, 30 took the comprehensive examination and 29 completed their portfolio. The results were a 96.67% pass rate on comprehensive examinations and a 100% pass rate on portfolio completion.

For physical therapy, 100% of the graduating class took the National Physical Therapy Examination. To date, 93% have passed the exam.

Other Assessment Plans

V-3. What changes occurred or is planned, due to graduate student assessment?

Students at the master’s level will be offered training and practice on writing in the future in order to improve their ability to complete their comprehensive examinations with greater ease. In physical therapy, faculty are working with students to develop a study plan for the National Physical Therapy Exam.

Graduate Admissions Policy

V-4. How many students who enroll in graduate school scored below the minimum admission standard?

Two students were below the admission standard.