

# Langston University

## Annual Student Assessment Report



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**SUBMITTED TO:**  
OKLAHOMA STATE REGENTS  
FOR HIGER EDUCATION

**February 2008**

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## EXECUTIVE SUMMARY

### FINDINGS

#### SECTION I: ENTRY-LEVEL ASSESSMENT

- 550 first time entering candidates were assessed in English, Mathematics, and Reading for a twenty- eight (28) percent decrease over 2006.
- Cut scores for English, Mathematics and Reading were twenty (20), twenty (20), and twelve (12) respectively. No change from 2006.
- The six (6) year weighted average scores at entry-level were twenty-two point six (22.6), fourteen point five (14.5), and ten point eight (10.8) in English, Mathematics and Reading.
- Student tracking remains a good feedback vehicle to gauge quality improvements in college general education and remediation courses.

#### SECTION II: MID-LEVEL ASSESSMENT

- One hundred and thirty-eight (138) students with forty (40) to seventy (70) earned credit hours participated in the mid-level assessment. Tracking data suggest students are developing basic skills competencies necessary for performing college level work.
- Mid-level scores for 2007 were twenty-five point eight (25.8), eighteen point two (18.2), and twelve point seven (12.7). These are slightly lower than last year, but in-line with the 6 year weighted average.
- Data suggest student progress being made when of weighted average scores at entry-level and mid-level are conducted.

#### SECTION III: PROGRAM OUTCOMES ASSESSMENT

##### School of Agriculture and Applied Sciences

- The average score of graduate taking the ACAT was 70% with a range of 65 -85%.
- Three (3) students were accepted into graduate programs.
- Performance level for candidates in 2006-2007 pursuing the Bachelor degree averaged 80% in Child Development, 89% in Early Childhood Education and 80% in Nutrition & Dietetics. The results indicate that students are better prepared in their area of specialization.
- The analysis and findings indicate that students were satisfied with the education and training at Langston University.
- But he graduation rates in the associate programs continue to be dismal. So far, there has not been a single graduate in Associate of Horticulture.

## School of Arts and Sciences

- Biology – 45% of the graduating seniors who took the ETS major field test passed with a 70% or better.
- Communications – All students participating in the mid-level assessment passed with a 70% or better.
- Sixty three (63) candidates for graduation participated in the program level assessment during 2005 – 2006. This represents a twenty six (26) percent decrease when compared to 2004 – 2005.
- The School of Arts and Sciences continues to use various assessment data to drive total quality improvement decisions.

## School of Business

- Forty-four students in various business degree programs were tested utilizing the standard ETS core test (Business II). This represents a twenty three (23) percent drop in the number of participants
- The scale mean score for the ETS Core test continued to decline from a high of one hundred fifty (150) in 2005 to one hundred forty eight (148) in 2006 to one hundred forty three (143) in 2007.
- The School of Business Assessment Committee continues to monitor on an on-going basis student performance and determines when and where interventions are needed.

## School of Education and Behavioral Sciences

- During the 2006 – 2007 assessment period, ninety five (95) percent of the individuals taking the OGET passed.
- Eighteen (18) examinees took the Oklahoma Professional Teaching Examination (OPTE) and seventeen (17) passed for a rate of ninety four (94) percent.
- The Major Field Test for Education was administered to twenty seven (27) teacher education candidates with a mean score of 141.8. When comparing Tulsa and the main campus, Tulsa has a mean of 145.5 compared with a mean of 132.9 at the main campus.

## School of Nursing and Health Professions

- During the 2005-2006 academic years, the Pre-RN Examination was used as an assessment at the beginning of the final semester. Students were required to score at or above the national averages on the RN-Assess Test in order to successfully complete one of the required senior level courses.
- Most students scored above the national average on the Pre-RN examination and the RN-Assess Test.
- NCLEX-RN results are available for sixty two (62) of the sixty three (63) 2006-2007 graduates. Ninety four (61%) percent of the graduates were successful on their first licensure examination attempts.
- Continuous quality improvements are implemented to strengthen our program through course work, technology integration, service learning, internship experiences, and

community projects conducted with the elderly by junior and senior nursing and health profession students.

#### School of Physical Therapy

- The Doctor of Physical Therapy program assess its Year I, Year II, and Year III candidates each summer, fall, and spring terms against in course performance and objectives. There was only one graduate this year and they passed the National Physical Therapy Examination (NPTE) on their first attempt.

#### SECTION IV: STUDENT SATISFACTION ASSESSMENT

- Thirty eight (38) students participated in student satisfaction perception survey in 2007.
- Students mean score increased to 3.0 for 2007 compared to 2.81 the previous year.

#### SECTION V: GRADUATE STUDENT ASSESSMENT

- 54 students sought admission to the Masters of Education program for the 2006-07 year. Their average GRE scores were up slightly for the Verbal sections and combined portions.
- Twenty five (25) of the twenty seven (27) graduate students who took written comprehensive exams passed.
- The average (mean) score on the comprehensive exams decreased slightly but the pass rate increased from eighty four (84) percent to ninety three (93) percent in 2007.
- All candidates passed their portfolio reviews in 2007.
- The graduate program continues to benefit from market driven continuous quality improvements. Program graduates appear to be happy with the quality of offerings that prepares them for entry into the workforce. Employers continue to support our program graduates by hiring, training, developing, and advancing them in their organizations. We are postured to grow and develop additional graduate programs to meet expanding market needs and economic development of Oklahoma.

#### CONCLUSIONS AND RECOMMENDATIONS

- All academic programs continue to benefit from market based total quality improvements that are tied to standards for excellence. Academic programming at the bachelor, master, and doctor levels are attaining and exceeding estimated goals and objectives. Given these sustained accomplishments, Langston University appears to be postured for expansion and a new direction.
- Progress is moving in the direction of established basic skills cut scores. Mathematics and Reading are concerns for the university community and the nation. Langston University and the nation's learning/education enterprise must continue to develop and employ technologies that are interactive, individualized interesting, and accessible to learners at various knowledge attainment levels.

## IMPLEMENTATION

The President's Council is the official organ at the University to review and implement all conclusions and recommendations contained herein. The Council will review and evaluate findings, conclusions, and recommendations to determine feasibility as well as cost effectiveness. They will make modifications and develop and implementation plan with timelines.

## SECTION I: ENTRY-LEVEL ASSESSMENT

### Administering Assessment

#### I - 1. How were instruments administered?

The test instruments are administered as a paper and pencil assessment exercise in a classroom environment. During 2006-2007, a test supervisor and one (1) proctor for every twenty five (25) students administered the assessment instruments. Upon completion, the instruments were scanned, scored, and transferred to the entry-level assessment database for report generation, internal decision making and, course placement.

#### I - 2. Which students were assessed?

First time entering freshmen with less than twelve (12) earned academic credit hours are generally required to take the secondary assessment instruments. Langston University is an open enrollment institution of higher education. Students may elect to enroll in the fall, spring, and/or summer terms. Each enrollment cycle begins with admission, orientation, entry-level assessment, course placement, and enrollment.

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

Current students do not have a retest option. Generally, students are not allowed to retest within sixty (60) days of initial test. No formal requests were submitted during the past six (6) academic years. Langston University has an active student retention taskforce in place to identify potential student academic problems. This taskforce maintains contact with those students in need of tutoring and academic support. Additionally, these efforts are coordinated by the Office of Student Support Services and each academic school within the Office of Academic Affairs.

### Analyses and Findings

#### I - 4. What were the analyses and findings from 2006-2007 entry-level assessment?

Data gleaned from the entry-level assessment database for 2006-2007 reflects moderate improvements in Reading, Mathematics, and English when compared and contrasted to 2005-2006. These moderate improvements strongly suggest entering freshmen are not adequately prepared for college work nor do they take seriously the primary and secondary assessment instruments. Over the past six (6) years, the trend line reflects only moderate improvements as represented herein.

### ENTRY-LEVEL BASIC SKILLS SUBJECT SCORES FISCAL YEAR 2002 – 2007

#### Fall Assessments

Subjects	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001	6 Yr. Avg.
Reading	10.7	11.1	10.1	11.0	10.9	11.0	10.8
Mathematics	14.8	14.8	14.1	14.4	14.4	14.2	14.5
English	22.5	23.3	22.1	22.4	22.3	22.7	22.6

Mathematics experienced a three (3) percent gain for 206-2007 and English and Reading reflect a moderate loss when compared to the six (6) year weighted average. English, Mathematics, and Reading scores for Fall 2006 were one hundred twelve (112), seventy four (74) and ninety three (93) percent of the established cut scores respectively.

The writing sample continues to have value for our English and Reading instructors. The data from the sample assist in planning appropriate remediation strategies for students.

#### **I - 5. How was student progress tracked?**

Student progress is tracked by instructors at least four (4) times each semester. Feedback is shared with each student. Academic counseling, tutoring support, and other academic services are available for students who are not performing up to standard. Five (5) years ago, a diversified student retention committee was formed to explore early intervention strategies to assist students with success strategies for living. Mentors have been assigned each first-time entering freshmen.

The retention committee is making a difference one (1) student at a time. They index basic skills scores to target those students most in need of a success strategy for living. Additionally, a bridge has been constructed for students and instructors to engage in dialogue to enhance the academic performance of each student and the institution.

#### **I - 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.**

We believe our course placement decisions are effective and meet current student needs. The Office of Academic Affairs makes necessary adjustments when errors of judgment surface. Our tracking suggests a happy, well-informed student is an academically productive student.

The cut scores are evaluated periodically against both internal and external forces. These forces have been a relatively good barometer for student success in a higher education environment. Collectively, cut-score evaluations and analyses of entry-level basic skills scores have resulted in relatively few changes to the entry-level assessment process. The Vice President for Academic Affairs critiques each assessment cycle against our predetermined goals and objectives to ensure continuous qualitative and quantitative improvement. During 2006-2007, the secondary entry-level assessment instruments were administered in one (1) session of one hundred (100) students twice daily during the assessment period. The result will be compared and contrasted to Fall 2007 results to measure the impact of such change.

#### **Other Assessment Plans**

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

There were no formal studies conducted during the 2006 – 2007 academic year. The deans realize the value of yearly basic skills data to provide guidance that assists their instructional teams, functions, and their decisions. The data drives program plans and implementation strategies.

**I - 8. Describe results.**

There were no formal studies conducted during the 2006 – 2007 academic year. The deans realize the value of yearly basic skills data to provide guidance that assists their instructional teams, functions, and their decisions. The data drives program plans and implementation strategies

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

Computer aided instructions were continued in the Mathematics, Reading and Writing laboratories during the 2006 – 2007. Adding technology to enhance student learning remains a priority given funding challenges in Oklahoma. Research suggests this is an appropriate strategy for the benefit of both the student and the University.

## 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 as a secondary measure were also used to assess mid-level accomplishments. These instruments make comparisons easy and provide a predictive value for academic attainment in the established general education competencies. Results from the mid-level assessment are made available to all academic units, the responsibility managers, and executives who supervise and provide direction to responsibility managers. Additionally, the general education committee reviews the data and makes recommendations to the Academic Policy Committee and Faculty Senate for action.

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

All students with forty (40) to seventy (70) earned academic credit hours make up the mid-level assessment pool. The pool of candidates increased two hundred six (206) percent when compared to 2006. One hundred thirty eight (138) students elected to participate in the scheduled assessment.

The mid-level assessment is a paper and pencil exercise administered in a classroom environment. Students are assigned alphabetically to one (1) of six (6) scheduled test group. The groups did not exceed seventy five (75) students. Each test group had a supervisor and two (2) proctors to protect the integrity of the process.

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

We have not found an effective strategy to encourage student participation in the annual mid-level assessment. Most students opt out of the mid-level assessment when there are no consequences for their actions. Further, when there were consequences, students failed to perform up to their ability.

### **Analyses and Findings**

#### **II - 4. 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 - 5. What were the analyses and findings from the 2006 – 2007 mid-level assessment?**

The mid-level assessment comparative mean scores during 2002 through 2007 are as follows:

**MID-LEVEL  
BASIC SKILLS SUBJECTS SCORES  
FISCAL 2002– 2007**

Subjects	2007	2006	2005	2004	2003	2002	WT.AVG
English	25.8	27.3	23.0	24.9	25.7	25.7	25.4
Mathematics	18.2	19.2	16.1	17.0	17.1	17.1	17.4
Reading	12.7	12.8	12.4	12.5	12.1	12.1	12.4

The 2007 weighted average entry level scores are one hundred twenty nine (129), ninety one (91), and one hundred six (106) percent of established cut scores of twenty (20), twenty (20), and twelve (12) for English, Mathematics and Reading. Our six (6) year weighted average mid-level scores in 2007 are one hundred twenty seven (127), eighty seven (87), and one hundred three (103) percent of English, Mathematics and Reading cut scores. 2007 did not reflect any significant comparative gains over 2006; we noted moderate gains in the range of 1.6 percent and 4.6 percent when compared to our six (6) year weighted average.

**SECTION III: PROGRAM OUTCOMES ASSESSMENTS  
SCHOOL OF AGRICULTURE AND APPLIED SCIENCES**

**PROGRAM OUTCOMES ASSESSMENT  
2006-2007**

*Department Of Agriculture And Natural Resources*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

<u>Degree option</u>	<u>Assessment Measure</u>	<u>No. of Candidates</u>
Agricultural Science	ACAT, Major Area Exam	14
	Employment Rates	
	Graduate School Entry Rate	
	Alumni Satisfaction Survey	
	Student Satisfaction Survey	
Associate, Pre-Vet	ACAT, Major Area Exam	2
Associate, Horticulture	ACAT, Major Area Exam	0

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

The ACAT is designed to test student understanding of general agriculture. All graduates from the program are expected to demonstrate proficiency in the fundamentals of agricultural science. In addition, students take exams in their areas of concentration. The mean performance of the 2006-2007 graduates on the ACAT was 70% with a range of 65 -85%. Three (3) students were accepted into graduate programs. All students (100%) were employed within 1-3 months of graduation. Alumni continue to be satisfied with the training received. There is a need to emphasize the fundamentals of agriculture.

The graduation rates in the associate programs continue to be dismal. So far, there has not been a single graduate in Associate of Horticulture.

**Instructional Changes**

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

Whereas, the Major Area Exams have a direct bearing on student graduation, the ACAT does not have a bearing on the graduation of students. Hence, students seldom prepare for it, thus making it difficult to truly assess the learning that has occurred. Nonetheless, looking at the concepts that were missed on the tests, faculty members are advised to emphasize those problematic areas in their respective courses. To increase hands-on exposure, the USDA Liaison Officer is working closely with faculty to assist them in arranging field trips to farms and places of agricultural interest. Professionals in the field and industry are sometimes invited to mount on-campus

demonstrations of equipment and techniques for students. Service Learning grants in Natural Resources Management and GIS/GPS were procured to enhance the field experience of students. The Annual Wichita Wildlife Refuge field trip is going to be a required activity for which students will receive academic credit for participating in it. The associate programs were reviewed. The Horticulture program was suggested to be terminated, while an extension was requested for the Pre-Vet program. A summer bridge program and a grant submitted to the Kirkpatrick Foundation would help in enhancing the recruitment into Pre-Vet and the retention of those who enroll.

### **Student Satisfaction Assessment**

Insufficient hands-on experience continues to be a complaint. Also, the lack of permanent faculty for most of the courses and hence the use of adjuncts and its attendant problems was a major dissatisfaction of students. In the period of this report, some agriculture classes had to be taught at inconvenient hours (before 8.00 am or after 5.00pm) because of the unique situation of most of the adjuncts. Efforts have been initiated to restructure the appointments of faculty in the Research and Extension programs who provide the bulk of adjunct teaching, to enable them teach during the regular school hours.

**PROGRAM OUTCOMES ASSESSMENT  
2006-2007**

*Department Of Family And Consumer Sciences*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

<b>Degree Program Options</b>	<b>Assessment Measure</b>	<b>Number of Candidates</b>	<b>Degree Type</b>
<b>Child Development</b>	Portfolio	1	Associate of science
<b>Child Development</b>	FCSAT	4	Bachelor of science
<b>Early Childhood Education</b>	FCSAT OSAT	1	Bachelor of Science
<b>Nutrition and Dietetics</b>	FCSAT-ND	2	Bachelor of Science

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

Performance level for candidates in 2006-2007 pursuing the Bachelor degree averaged 80% in Child Development, 89% in Early Childhood Education and 80% in Nutrition & Dietetics. One (1) candidate was evaluated and successfully passed the portfolio assessment to achieve the Associate Degree in Child Development. Candidate scored 100%. The Family and Consumer Sciences Assessments instruments consist of two sections. The Two sections include a written comprehensive examination and portfolio assessments. The Oklahoma Subject Area Test (OSAT) is designed to assess subject area knowledge and skills required of entry-level educators in Oklahoma. All individuals seeking an initial Oklahoma license must pass the OSAT in early childhood education. Candidate’s responses must demonstrate an understanding of knowledge and skills in the field of early childhood education. There are three sub-areas further broken into eighteen competencies. The three areas are language and literacy development, learning across the curriculum, and child development and early childhood programs. The early childhood test is also comprised of selected response questions. Candidate passed the OSAT with a score of 240 in the acceptable range.

**Instructional Changes**

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

*The Comprehensive Exit Examination* was revised and approved by the curriculum committee in Child Development/Early Childhood Education. It consists of a written examination which is assessed by the department chair and the early childhood faculty. The written examination assesses content knowledge in the area of early childhood Education/Child Development to meet the National Association for the Education of Young Children (NAEYC) Standards. The examination consists of 3 constructed-response questions (vignettes about hypothetical teaching situations) along with 47 true-false and multiple choice questions. *The Nutrition & Dietetics Exit Examination* and course syllabi were revised and approved by the curriculum committee in

Nutrition & Dietetics to include foundation, knowledge and skills criteria to meet Commission Accreditation Dietetics Education (CADE) requirements. A portfolio assessment component was also added.

**Student Satisfaction Assessment:** A departmental Graduate Follow Up-Survey was incorporated as a part of the Exit Interview. Based on the results graduates were pleased with their educational and social experiences at Langston University. Four (4) graduates are employed as Teachers (Child Development). One (1) graduate (Nutrition & Dietetics) is working on a Master degree in Urban Education.

**SCHOOL OF ARTS AND SCIENCES**

**PROGRAM OUTCOMES ASSESSMENT**

**2006-2007**

*Biology Department*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

<b>Department/ Degree Program</b>	<b>Number of Individuals Assessed</b>	<b>Assessment Measures</b>	<b>Assessment Percentages</b>
<b>Biology – BS Degree</b>			
	<b>20 Graduating Srs, 2006-2007</b>	<b>ETS Major Field Test (Biology)</b>	<b>9 out of 20 scored 70% and above</b>

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

A total of 20 students took the Exit Test valued at 200. Nine (9) earned scores of 70% and above. Scores are as follows:

<b>Student</b>	<b>Raw Score</b>	<b>Percentage score (based on 200 points)</b>
1	148	74%
2	132	66%
3	147	73%
4.	143	71%
5	133	66%
6.	148	74%
7	138	69%
8	125	62%
9	133	66%
10	133	66%
11	147	73%
12	134	67%

13	143	71%
14	146	73%
15	120	60%
16	136	68%
17	134	67%
18	160	80%
19	128	64%
20	140	70%

### **Instructional Changes**

#### **III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

Current discussion focuses on incorporating a *capstone course* to be offered during the summer semester. In addition, greater emphasis will be placed on enhancing instructional methods through *integration of biological concepts*; involvement of *biology majors as mentors and tutors* in the general biology courses as a step toward strengthening basic knowledge and skills; and *tutorial assistance* for biology majors. The review handbook, entitled *Biology: Schaum's Easy Outlines*, will continue to be available for student use..

An Exit Questionnaire for Biology Graduates was completed in Fall 2007, and will be administered for the first time in the current Spring 2008 semester. (Questionnaire attached).

**PROGRAM OUTCOMES ASSESMENT**

**2006 – 2007**

*Chemistry Department*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

<b>Assessment Measures</b>	<b>Category and number of Students Assessed</b>
<b>Entry Level (Chemistry Majors)</b>	
Plan of Study	<b>MAJORS 25</b>
Enrollment Records	<b>MAJORS 25</b>
Record of ACT and or SAT Record of University Entry Exams Student's Course Objectives	<b>MAJORS 25</b>
Student's Career Goals	<b>MAJORS 25</b>
Student's Evaluation of Department	<b>MAJORS 25</b>
Student's Evaluation of Curriculum	<b>MAJORS 25</b>
Statement of Student's Weaknesses	<b>MAJORS 25</b>
Statement of Student's Strengths	<b>MAJORS 25</b>
Departmental Diagnostic *ACS Standardized exam <b>(All General Chemistry Students)</b>	<b>All General Chemistry Students 111</b>
<b>Mid-term and course grades</b>	<b>MAJORS 25</b>
<b>Mid-Level</b>	
Plan of Study	<b>MAJORS 25</b>
Enrollment Records	<b>MAJORS 25</b>
Student's Career Goals	<b>MAJORS 25</b>
Student's Evaluation of Department	<b>MAJORS 25</b>
Student's Evaluation of Curriculum	<b>MAJORS 25</b>
Statement of Student's Weaknesses	<b>MAJORS 25</b>
Statement of Student's Strengths	<b>MAJORS 25</b>
Mid-term and Course Grades	<b>MAJORS 25</b>
*ACS Standardized Exam General Chem. I	<b>114 Students</b>
ACS Standardized Exam in General Chem. II	<b>30 students</b>
<b>Exit-Level</b>	
Educational Testing Service	<b>MAJORS 2</b>
Research Thesis	<b>MAJORS 2</b>
Evaluation of Research Thesis	<b>MAJORS 2</b>

Seminar Oral Presentation	<b>MAJORS 2</b>
Evaluation of Seminar Presentation	<b>MAJORS 2</b>
<b>Follow-Up Level</b>	
<b>Student's evaluation of department's instruction, curriculum, departments strengths and weaknesses</b>	<b>5</b>

**\*Instituted Spring 2003**

### Analysis of Findings

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

#### Entry -Level

ACS standardized exams were administered for the General Chemistry I course during the fall 2006 and spring 2007 sessions. This provides a database for assessing the performance of the General Chemistry students when compared to a national data bank. This exam is given at the beginning of the semester as a pre-test as well as at the end of the semester as a post-test. A total of 114 students took this exam during the 2006-7 school term. The ACT scores in the math and science categories for each student are also recorded and utilized as a measure of the students' entry-level preparation. The performance of each student on the ACS exam is carefully measured against their entry-level preparation. Historically, students do not perform well on the pre-test exam and students who do not have ACT scores above 22 do not achieve a score above the national average score on the ACT exam. Students who have ACT scores above 22 generally achieve above the national average on the ACS exam.

All entry-level chemistry majors selected an advisor to head their advisory committee. The advisor or the advisory committee evaluates the subjective part of the assessment process. The enrollment records, all university entry-level exam scores (SAT, ACT and the university basic skills tests), course objectives and career goals were duly evaluated and filed for each major.

#### Mid-Level

The mid-level assessment during the 2006-2007 school year involved close evaluation of the chemistry major's performance in their regular course work. This involved scrutinizing mid-term grades as well as final grades. Chemistry majors that were not performing well by mid-term in their regular courses were counseled and assigned tutors if needed. In addition, mid-level exams were administered for Organic Chemistry I and Organic Chemistry II, Analytical Chemistry, Biochemistry and Physical Chemistry I during the school year.

The ACS standardized mid-level exams are vital to the overall assessment process. These exams assist in identifying academic weaknesses and strengths of the student during mid-level

matriculation. Students can then be directed toward remedial studies, assigned special projects and specialized computerized tutorials, or assigned as tutors to strengthen their academic base. These standardized exams help emphasize, to the student, the importance of performing well on standardized exams early-on in the matriculating process.

### **EXIT-LEVEL**

There were two (2) graduating senior chemistry majors for the 2007 spring semester. All graduates completed at least two different chemistry research projects during their tenure as well as two oral and poster presentations. The research projects represented work completed at Langston as well as work completed during summer internships at universities throughout the US. The oral and poster presentations were presented in over eight different venues; three were at national settings. The research, oral and written work was assessed by the respective advisory committees at the annual Arts and Sciences Research Day at LU. Both graduates earned excellent ratings.

The **ETS exit exam** was administered to the two senior chemistry majors. There were five scores recorded; one for each of the four different areas of chemistry: physical chemistry, organic chemistry, inorganic chemistry and analytical chemistry; and a combined 'Total' score. The results of the ETS exam, in my opinion, do not reflect an accurate measure of the academic prowess of our students. However, it did provide an indication as to the strength and weaknesses of each student.

Both graduates fared well on the ETS exam and graduated with a GPA above 3.00. Both graduates were well prepared for graduate school but both elected to join the workforce instead. The department will remain in continuous contact to encourage these graduates to seek graduate study.

### **Instructional Changes**

#### **III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

Approximately 64% of the 114 students passed the General Chemistry course for 2006-2007 which is a slight improvement from the previous year. It is apparent that much more remedial assistance is required to improve this outcome. All students enrolled in the General Chemistry course are tested, because it is at this level that students are more flexible about their curriculum choices. Students that are successful at this level will more likely remain in or choose the science program, which is the ultimate goal of the department.

Additional mid-level assessment instruments were administered over the previous year. More will be added during the 2007-2008 school year: These exams are to be given at the conclusion of each of the seven chemistry core courses (General Chem. I and II, Organic I and II, Analytical, Biochemistry, Physical Chemistry). Students NOT performing well on these exams will be given special computerized tutorials to successfully complete. Chemistry majors are unilaterally given tutoring assignments to help solidify their academic base.

## SUMMARY

Assessment activities in the Chemistry Department provide a substantial base for evaluating the overall chemistry curriculum and figure prominently in the Department's planning for improving student performance in chemistry. The results of assessment, primarily those from mid-level exams, are examined routinely to assist the Department in making program changes and in exploring alternative or additional methods of assessment. Response to assessment results is not only geared to devising plans for retaining current majors but also to recruiting new students into the program. Recruitment efforts are enhanced by state, national and private financial resources which are acquired by the School of Arts and Sciences. These financial resources significantly enhance the budget for the department and assist in making budget decisions.

The department has reached its goal to increase the "running" number of majors to 20 by 2006 and is on track to increase this number to 30 by 2008. Presently there are 25 chemistry majors. The department plans to increase the number of students that successfully pass the introductory General Chemistry course, which in turn should increase the retention percentages in the department. Recruitment of new students will be a priority. Special university scholarship programs that will specifically target science students should also increase the number of science majors at the University. The goal of our department is to increase the number of chemistry graduates and to increase the number of graduates that go on to graduate school. The university has increased its over-all efforts in the recruitment as per its 10-year plan. New recruitment efforts, increased financial support, enhanced research project opportunities, and standardized-testing training are some of the strategies that have contributed to the steady growth of the department. These strategies will be continued and enhanced.

**PROGRAM OUTCOMES ASSESSMENT  
2006-2007**

*Department Of Communication*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

<b>Department/Degree Program</b>	<b>Assessment Measure</b>	<b>Number of Students Assessed</b>
Broadcast Journalism	Grammar Pre-Test	<b>15</b>
Broadcast Journalism	Grammar Post-Test	<b>15</b>
Broadcast Journalism	Broadcast Rules Exam	<b>13</b>
Broadcast Journalism	Senior Exit Exam	<b>11</b>
Broadcast Journalism	Senior Portfolio	<b>11</b>
Broadcast Journalism	Internships	<b>8</b>
Broadcast Journalism	Student Satisfaction Survey	<b>10</b>

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

**Entry Level Grammar Pre-Test and Post-Test**

Fifteen students were assessed in the Writing for the Mass Media course with a grammar, spelling and punctuation pre-test and post-test. A score of 70% and higher is passing. Pre-test scores ranged from 32% to 88%. Post-test scores ranged from 60% to 96%.

<b>Student</b>	<b>Pre-Test Score</b>	<b>Post Test Score</b>
Student 1	52%	70%
Student 2	54%	76%
Student 3	76%	84%
Student 4	42%	60%
Student 5	60-%	<b>72%</b>
Student 6	34%	60%
Student 7	88%	96%
Student 8	50%	62%
Student 9	44%	dropped class
Student 10	68%	78%
Student 11	48%	62%
Student 12	70%	85%
Student 13	32%	dropped class
Student 14	56%	62%
Student 15	60%	78%

## 2. Mid-Level FCC Rules Exam

Thirteen students took the FCC Rules and Regulations Exam in the Station Participation Rules course. All 13 students passed the exam with a minimum score of 70% (C) . Scores ranged from 72% to 80%.

<b>Student</b>	<b>FCC Rules Exam</b>
Student 1	76%
Student 2	78%
Student 3	72%
Student 4	80%
Student 5	78%
Student 6	74%
Student 7	72%
Student 8	80%
Student 9	74%
Student 10	76%
Student 11	72%
Student 12	74%
Student 13	80%

## Exit Level Assessments

At the exit level, students in the department of Communication must complete four assessment activities, They must complete a professional internship. They must take and pass with a minimum of 70% proficiency (C) a department developed senior exam. They must do a formal presentation of their senior portfolio and take a student satisfaction survey.

## Internships

<b>Student</b>	<b>Internship Grade</b>
Student 1	A
Student 2	A
Student 3	A
Student 4	B
Student 5	A
Student 6	A
Student 7	A
Student 8	B

### 3. Senior Exam and Portfolio

<b>Student</b>	<b>Exam</b>	<b>Portfolio</b>
Student 1	82%	90%
Student 2	74%	80%
Student 3	88%	88%
Student 4	70%	82%
Student 5	74%	80%
Student 6	72%	84%
Student 7	70%	80%
Student 8	88%	94%
Student 9	92%	90%
Student 10	84%	86%
Student 11	86%	82%

### Student Satisfaction Survey Results

<b># of Students</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Academic Advising</b>	3	7		
<b>Fair Grading</b>	2	6	2	
<b>Instruction</b>	2	8		
<b>Good Textbooks</b>		9	1	
<b>Equipment</b>		5	5	
<b>Facilities</b>		7	3	

### Instructional Changes

#### III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?

Instructional changes in the Department of Communication will be to continue to strengthen oral and written communication skills as well as to enhance hands-on skills in writing and producing a quality weekly student publication, and on-air programming on radio and television. This will increase their opportunity for obtaining employment in the mass media field. A new component was added in the 2006=2007 academic year to the capstone course Communication Seminar. Students were given the added assignment of developing a five-year career plan as well as doing research on job market statistics and more emphasis on job searching and interviewing skills. This added content will become a permanent component to the Seminar course.

**PROGRAM OUTCOMES ASSESSMENT**  
**2006-2007**  
*Corrections Department*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
<b>Corrections</b>			
	None	Self-Developed Assessment Test	

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

**Instructional Changes**

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

**PROGRAM OUTCOMES ASSESSMENT**  
**2006-2007**  
*English And Foreign Languages Department*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Chart 1  
 Bachelor of Arts in English and Bachelor of Arts in English Education

Assessment tool/ # of items	Average Percent Correct	Range Percent Correct	Total # Assessed
Literature (teacher- made) 60	45.4	30 – 73	5
Grammar (teacher- made) 50	45.6	30 – 54	5
Essay 100 possible	77.4	65 – 85	5

Overview

In April 2007, five graduating seniors took the exit assessment as required by the English and Foreign Languages Department. All of the five (100%) were English Liberal Arts majors matriculating to receive the Bachelor of Arts either in spring or summer 2007.

The assessment instruments – literature and grammar – were both teacher-made, and the students wrote the essay after choosing a topic from a list of five given topics. The literature test had sixty multiple-choice items, and the grammar test had fifty multiple-choice items. Three English faculty evaluated each student’s essay, and an average score was derived for each student and for the group.

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

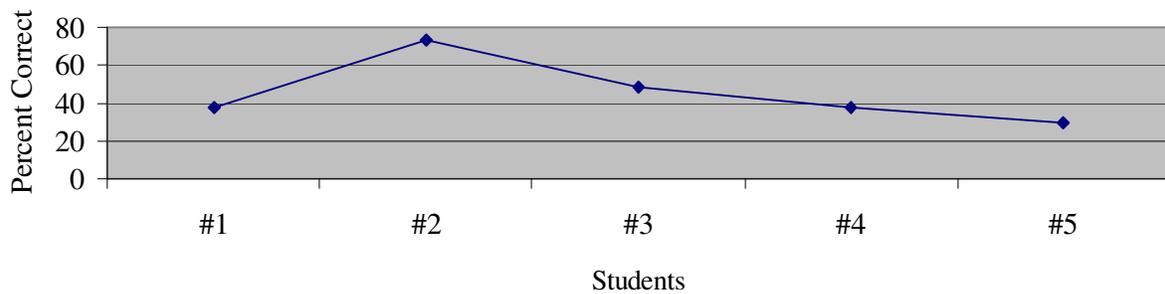
Each student was assigned a one-digit number for the privacy of this report and for the evaluation of the essays. The one-digit numbers are #1, #2, #3, #4, and #5. Each assessment instrument was given a value of 100% with grade equivalents as follows:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 50% and Below

Given below are the 2007 results, as well as comparisons with the 2005 and 2006 results.

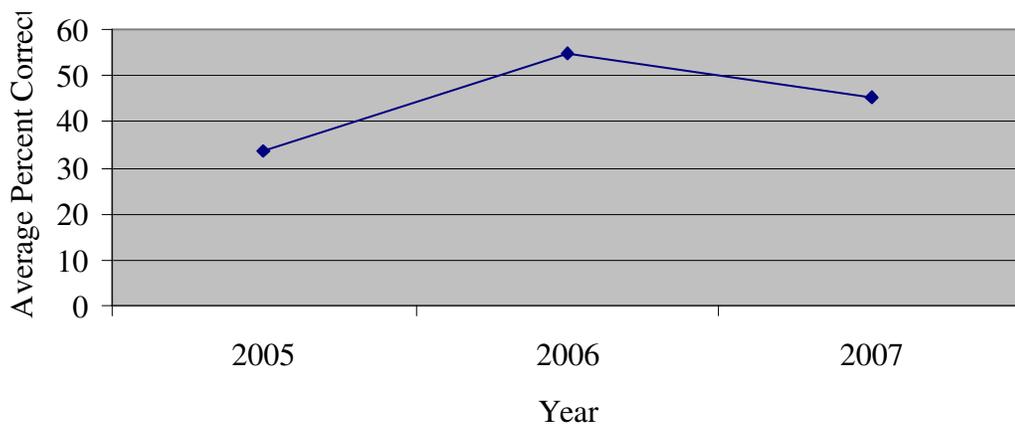
Chart 2 shows the 2007 percentages on the literature assessment as follows: student #1 = 38%; #2 = 73%; #3 = 48%; #4 = 38%; #5 = 30%. One of the graduates (20%) made a letter grade equivalent of “C” on the literature assessment, with the remaining four students (80%) making a grade equivalent of “F”.

Chart 2  
2007 Literature Assessment Results



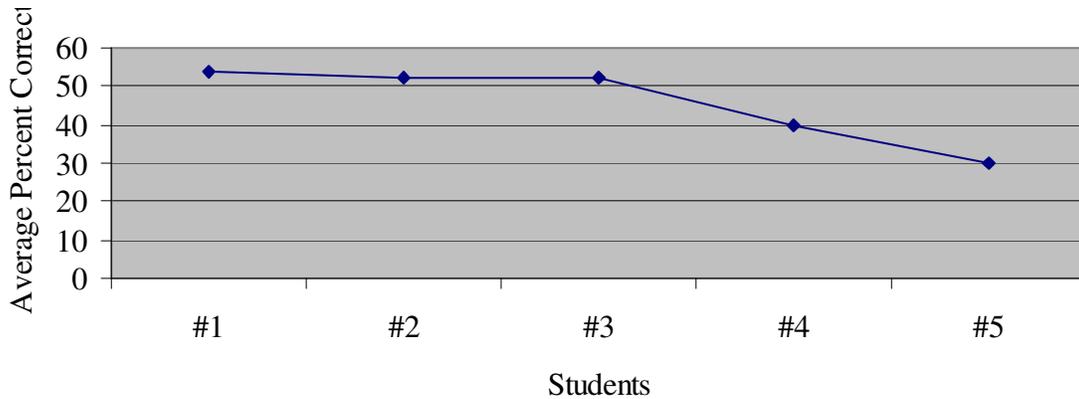
In comparison to the past two years, Chart 3 shows that students in 2005 made a lower percentage overall (33.5%), and those in 2006 made a higher percentage (55%). All percentages; however, are in the “failing” range.

Chart 3  
3-year Literature Average Comparison



The percentages attained by the 2007 English graduates on the grammar assessment are given in Chart 4. The scores of the students were #1 = 54%; #2 = 52%; #3 = 52%; #4 = 40%; #5 = 30%. All students (100%) attained a letter grade performance of “F”. All percentages are too low for English majors.

Chart 4  
2007 Grammar Assessment Results



In Chart 5, the 2007 average percentage on the grammar test (45.4%) is much lower than the 2006 average (56.6%). Additionally, the 2005 average percentage on the grammar test (81.5%) is much higher than both years.

It is alarming to the English faculty that our graduates’ performance on a major component of their chosen discipline is so low.

Chart 5  
3-year Grammar Average Comparison

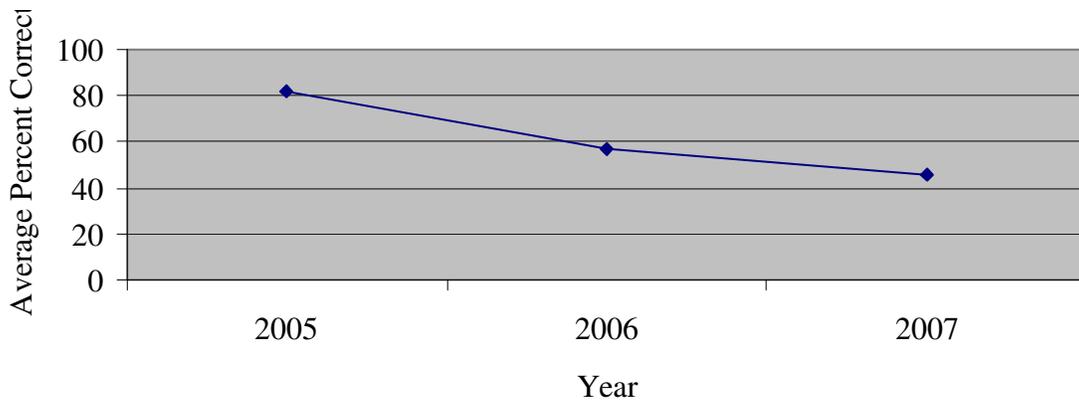


Chart 6 shows that the 2007 scores on the essay were as follows: student #1 = 80; #2 = 85; #3 = 82; #4 = 75; #5 = 65. Each essay was evaluated for content, usage, and mechanics of punctuation.

Chart 6  
2007 Essay Assessment Results

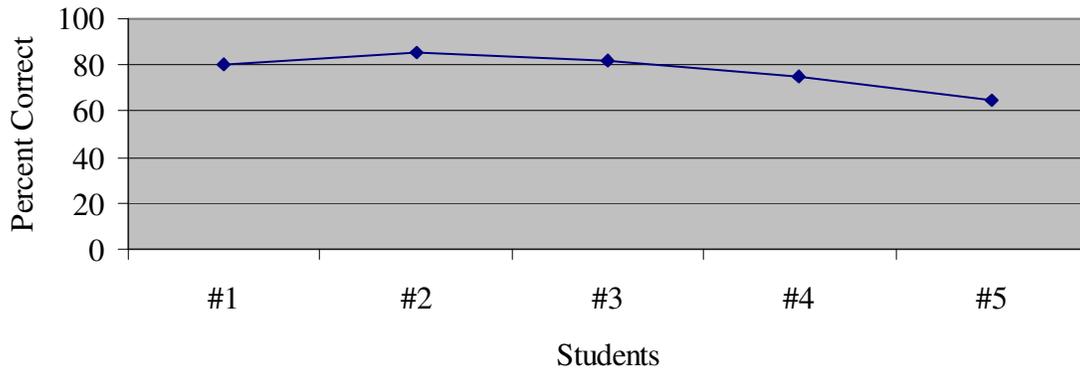
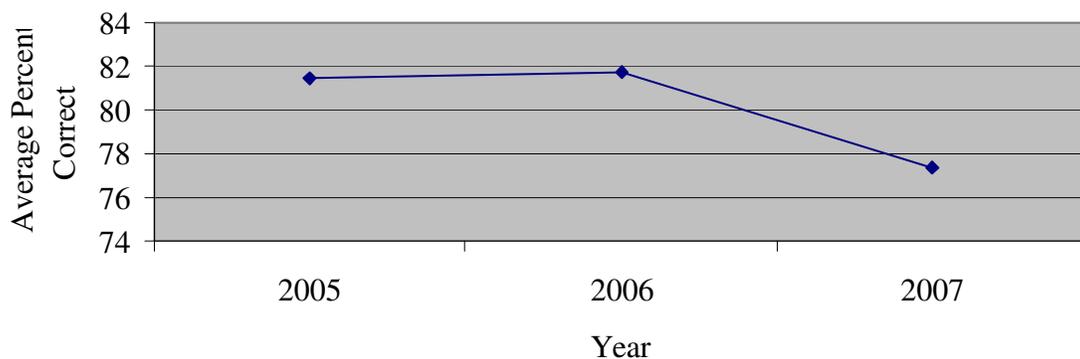


Chart 7 shows a 3-year essay assessment comparison. Whereas the 2005 averages are consistent with 2006 (81.5) and 2005 (81.7), three of the students writing the essay in 2007 (60%) had major grammatical errors of fragments and subject-verb agreement problems. Four students (80%) had at least one sentence fragment. All five had content and/or spelling, pronoun-antecedent agreement problems, possession or diction problems. All such errors are unacceptable for English majors.

In comparison to 2005 and 2006 essays, the results are statistically the same; the analysis of types of errors is the difference. The students' average performance is basically a letter grade of "B"; however, that means that there are several important writing and grammatical principles in which our English graduates are not competent.

Chart 7  
3-year Essay Average Comparison



## **Instructional Changes**

### **III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

As a result of the 2005 – 2007 assessment results, the English and Foreign Languages faculty have made the following changes:

- Continued to offer the Special Problems course which was initiated in spring 2006 to emphasize test-taking skills and competence in literature and grammar.
- Established rubrics and scoring criteria for all composition courses, with more specific attention to those sections of English Composition I, English Composition II, and Advanced Composition for English majors.
- All major courses have incorporated an activity for compiling and reviewing information for long-range retention.
- English majors have been assigned as assistants to the instructors of the developmental course – Basic English. The intent is to give majors practice in explaining and applying grammatical principles on a regular basis.

The immediate plans for changes in the curriculum as a result of the exit assessment data from 2004 – 2007 (four years) are as follows:

- Give the exit assessment to graduating seniors in the fall semester of their senior year in order to have a semester to work with them on their weak areas.
- Give a “pre-exit assessment” to first semester juniors (with full knowledge that they have not had the necessary literature content). They will then take the exit assessment the semester before graduation. A comparison of the results and the grades received in courses will be made.
- Introduce a second grammar course in the curriculum which will be a pre-requisite course for the current Advanced Grammar course which is required of all majors.

**Academic Year: 2006 – 2007**

A. Method of Assessment	B. Assessment Results	C. Action Proposed	D. Action Taken	E. Actions Documented by	F. Comments
<p>1) Literature (Teacher-made)</p> <p>2) Grammar (Teacher-made)</p> <p>3) Essay (Composition Analysis)</p>	<p>1) Five graduating seniors completed the literature assessment. The highest percentage was 73%; the lowest percentage was 30%; virtually all graduates made “D” or below.</p> <p>2) Five seniors completed the grammar assessment. The highest percentage was 54%; the lowest was 30%; all majors made equivalencies of “F”.</p> <p>3) Five seniors wrote the essay. 60% had several major errors; 80% had at least one major error; 100% had unacceptable grammatical errors.</p>	<p>1a) Give the exit assessment in the fall semester in order to have the spring semester for improvement.</p> <p>1b) Establish rubrics for all courses.</p> <p>1c) Include activity in each course for reviewing and compiling study guides for exit assessment.</p> <p>2) Give the juniors a pre-assessment.</p> <p>3a) Put more structure in the faculty – mentor plan.</p> <p>3b) Introduce a second grammar course in curriculum.</p>	<p>1a) Begin the fall rotation in fall 2007.</p> <p>1b) Faculty gave students the rubrics or exact scoring evaluation for all assignments.</p> <p>1c) Gave the information to faculty who began the compilation.</p> <p>2) Pre-assessment began in spring 2007.</p> <p>3a) English majors have been assigned to specific faculty with minimum responsibilities of each.</p> <p>3b) Present plan to Academic Policies in spring 2008</p>	<p>1a) Will begin documentation in fall 2007.</p> <p>1b) Faculty has rubrics.</p> <p>1c) Samples of proposed study guides.</p> <p>2) Juniors were assessed.</p> <p>3a) English majors worked with faculty.</p> <p>3b) Will begin in spring 2008.</p>	<p>1) Evaluation of possible tests to use prevented an earlier beginning.</p>

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## PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Mathematics Department*

### Administering Assessment

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

ETS Major Examination Nationally Normed Examination	Number of Students Assessed 3	Internally Developed Test N/A
---	----------------------------------	----------------------------------

### Analysis of Findings

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages Average
Mathematics	3	Overall Performance (70%) on major components (Calculus, Algebra, Math Statistics, Analysis)	70.7%

The performance of candidates ranged between 68 and 75%. The average performance of candidates was at the benchmark level of 70%.

### Instructional Changes

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

1. Program has designated two major classes to emphasize applications (with use of current technology and software) of theory previously learned. This effort will help bring about more conceptual understanding of traditionally difficult topics.
2. 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. Further, as with the previous instructional change this effort will demonstrate the usefulness of mathematics in business and industry and bring about new perspectives on approaching and solving conceptually difficult topics.

## PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Music Department*

### Administering Assessment

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Department/ Degree Program	Number of Individuals Assessed	Self-Developed Assessment Measures	Assessment Percentages
<b>Music: Bachelor of Arts in Education (Music)</b>	<b>1</b>	<b>Piano Proficiency</b>	<b>100 (pass rate)</b>
	<b>1</b>	<b>Senior Recital</b>	<b>100 (pass rate)</b>
	<b>19</b>	<b>Theory Placement</b>	<b>42 (pass rate)</b>

### Analysis of Findings

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

The analysis indicates that the students are being prepared for graduation. However, first-time entering freshmen music majors performed at or just below the median level pertaining to theoretical skills deemed necessary for success in the music program (e.g., 19 tested, 8 successfully passed pre and post tests).

### Instructional Changes

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

The faculty have selected several computer software tutorial programs that will be used to enhance the students' skills in basic intermediate and advanced theory courses. Additionally, self-help sessions will be held monthly and students enrolled in the theory course will be required to attend the sessions.

**PROGRAM OUTCOMES ASSESSMENT**  
**2006-2007**  
*Social Sciences Department*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
<b>Sociology</b>			
	None	ETS Major Field Test in Sociology	

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

**Instructional Changes**

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

## PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Technology Department*

### Administering Assessment

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
TECHNOLOGY ELECTRONICS	3	Internally Developed Test	86.3%

### Analysis of Findings

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

The Technology Department used a self-developed test. Three graduating seniors completing the assessment exam were electronics majors. The exam was developed by a team of department instructors and members of the Technology Department Advisory Team. This year's scores ranged from 81% to 91% correct with a mean of 86.3%.

### Instructional Changes

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

Different from previous years, this year department testing was divided into specialty areas. Past years all students completed a comprehensive examination that included all of the technology options.

The Technology Department is composed of three options, Computer Design, Construction Management, and Electronics. Three separate exams were developed, one for each option. This year only three Electronics Majors completed the Outcomes Assessment exam.

The advisory committee suggested 70% would be the cutoff score. With this being the first exam to be given in only the specialty area, a three year review is planned and at that time the advisory committee will again assess the results. The advisory committee is concerned that the department no longer has a full-time electronics professor. The department must rely on the use of adjunct professors. Student numbers are declining, and with no full-time faculty, recruitment will be difficult.

## SCHOOL OF BUSINESS

### PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Business Programs*

#### Introduction

The goal of the School of Business is to equip graduates with knowledge base that fosters systematic self-reflection as the foundation for life-long learning and professional development. Knowledge acquired by students will enable them to work efficiently and effectively in the private, public, or nonprofit sector; engage in entrepreneurial venture; or pursue graduate education. This assessment report presents analysis of the results achieved by various undergraduate program majors in the School of Business. The report is based on the ETS Business II tests administered in April 2007. The Major Field Tests measure achievement in specific fields of study. The tests assess core knowledge of materials commonly associated with specific fields of study in typical undergraduate degree programs. Scores of these tests are intended to provide a measure of students' level of mastery of principles, concepts, and cognate knowledge at the end of study in a major field. Overall, our students continue to achieve higher scores in the different business core subjects. We believe performance on this Test, when combined with and properly viewed in context with qualitative assessment measures, reflects how successful the School of Business has been in imparting core business knowledge to its students.

#### Administering Assessment

##### III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study

Forty-four students in our Langston, Tulsa and Oklahoma City campuses were tested utilizing the standard ETS core test (Business II). Exhibit I presents the distribution of the test population by educational level or academic classification. The number of students taking this test appears to be low because we had quite a large number of December 2006 graduates who were not tested as we often test only May graduates.

#### Exhibit I

Distribution of Test Population by Educational Level

Educational Level	Number of Students	Percentage
Freshman	0	0
Sophomore	0	0
Junior	0	0
Senior	44	100
Other	0	0
No Response	0	0

The instrument utilized tested formal knowledge acquired in the following eight core business fields: (1) Accounting, (2) Economics, (3) Management, (4) Quantitative Business Analysis, (5) Finance, (6) Marketing, (7) Legal Environment, and International Issues. Essentially, the ETS test is designed to assess the level of mastery of the common professional components of undergraduate business degree program by graduating students.

### Analysis of Findings

#### III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?

Exhibit II presents the overall results on the test for all 44 students. These results are compared to those obtained in the previous three years, that is, 2003-04 and 2004-05. Results of the 2005-06 Test results show that there have been improvements on the scores though not as significant when compared with those from previous two years. We are not presenting disaggregated results this year as the data were not provided by ETS. However, we are recasting our presentation in Figure I to reflect average performances, noting that our benchmark average score established by the School of Business is 70%. Students who score less than 70% are considered to be below average. For these students we examine the data to find out areas of weakness in order to formulate corrective actions to be taken. We are also showing scores by campus, reflecting the fact that there was no significant difference between average scores from the three campuses.

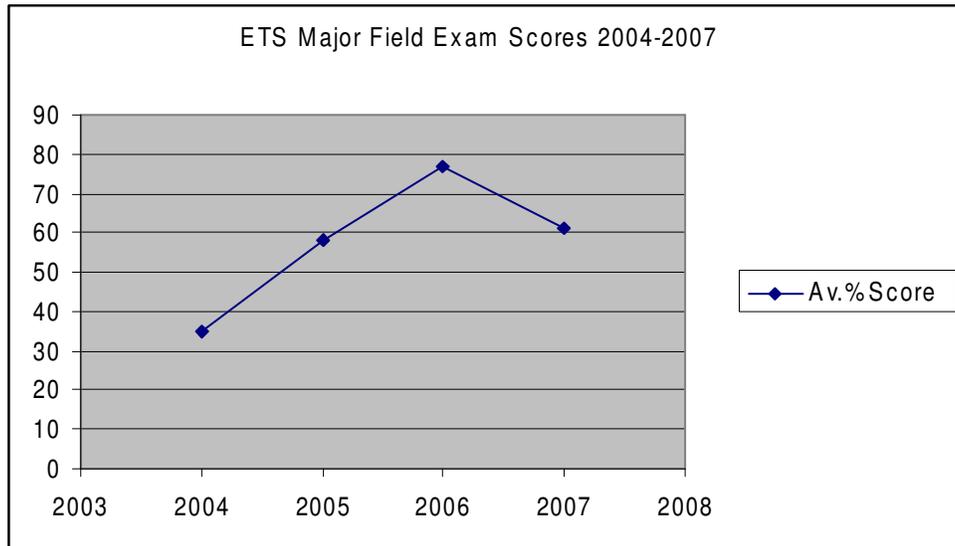
#### Exhibit II

Overall Results on the ETS Core Test for Business Majors  
Total Test

Scale Score	2006-07		2005-06		2004-05		2003-04	
	No. of Students	Percent Below						
200	0	100	0	100	0	100	0	100
195-199	0	100	0	100	1	99	0	100
190-194	1	98	0	100	0	99	0	100
185-189	1	95	0	100	1	97	1	100
180-184	1	93	1	98	1	96	1	100
175-179	2	86	1	97	1	95	0	100
170-174	3	82	1	94	1	93	2	98
165-169	1	80	4	87	1	92	2	96
160-164	6	66	6	78	7	83	5	88
155-159	1	64	8	62	5	76	3	81
150-154	4	55	6	52	7	69	5	77
145-149	10	32	7	38	9	55	7	63
140-144	5	20	10	25	10	42	11	48
135-139	4	11	9	10	14	24	16	31
130-134	5	0	4	6	10	11	7	13
125-129	0	0	0	0	5	4	11	2
120-124	0	0	0	0	3	0	5	0

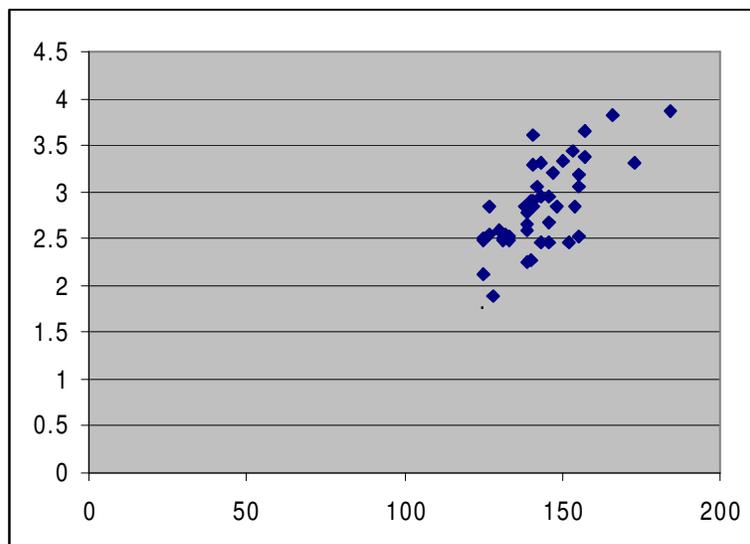
Statistics:	2007	2006	2005	2004
Scale Score Mean	143	148	150	143
Standard Deviation	13	13	15	14

**Figure I**



The benchmark average score is 70%. Average percentage score for 2006-2007 was significantly less than what it was in 2005-2006. We surmise that the reason for this low score may be due to the fact that the test scores were not made part of the final examination grade in the spring of 2007 because the instructor failed to do so as required by our School policy. This resulted in students marginalizing the importance of the test since there was no penalty to be incurred as would have been the case in the previous two years. This year we also examined the relationship between the scores and GPA of graduating students and we found that there was a strong correlation between the two. The correlation coefficient was 0.70567. A plot of this relationship is shown below. The clustering shows that a large majority of the students scored at or above 75%.

**Figure II**  
Relationship between Test Scores and GPA  
of Graduating Students



## **Instructional Changes**

### **III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

We plan to continue emphasizing the importance of the ETS II exam to the students and to make the exam results a component of the students' grade in the capstone Business Policy course.

## **Summary & Conclusion**

Although the overall scores on last year's test was lower than in 2005-2006, we believe that this was an aberration and consequently we will continue the implementation of the plan adopted in 2003 to make the Exit Examination scores the equivalent of 15% of the course grade in the Business Policy class. The instructor has been alerted to this so that a repeat of what happened in 2006-2007 does not occur.

**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

**PROGRAM OUTCOMES ASSESSMENT**

**2006-2007**

*Education and Behavioral Sciences Programs*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

**Certification Examination for Oklahoma Educators**

Test/Field Category	Number Tested	Number Passed	Pass Rate
<b>Basic Skills</b>			
Oklahoma General Education Test	22	22	95%
<b>Aggregate</b>	<b>22</b>	<b>21</b>	<b>95%</b>
<b>Professional Knowledge/Pedagogy</b>			
076 OPTE: 6-12	6	--	--
075 OPTE: PK-8	12	12	100%
<b>Aggregate</b>	<b>18</b>	<b>17</b>	<b>94%</b>
<b>Academic Content Areas</b>			
011 Advanced Mathematics	1	--	--
005 Early Childhood Education	1	--	--
050 Elem Ed/1	10	10	100%
051 Elem Ed/2	10	10	100%
006 Elementary Education	1	--	--
012 Physical Education/Health/Safety	1	--	--
<b>Aggregate</b>	<b>27</b>	<b>27</b>	<b>100%</b>
<b>Teaching Special Populations</b>			
029 Mild-Moderate Disabilities	1	--	--
<b>Aggregate</b>	<b>1</b>	<b>--</b>	<b>--</b>
<b>Summary Totals and Pass Rate</b>	<b>23</b>	<b>21</b>	<b>91%</b>

**Portfolio Assessment Using Rubrics**

**2006-2007**

	2006-2007 N=24
Presentation Competencies	2.925
Portfolio Components	2.806
OCTP Competencies	2.774
TE General Competencies	2.637
TE Knowledge Bases	2.592
Candidate's Dispositions	2.681

N= Number of Candidates' Portfolios Assessed

Scale

3=Target

4= Acceptable

1=Unacceptable

**Educational Testing Services (ETS)  
Major Field Tests in Education 2006-2007**

<b>Elementary Education</b>	<b>Subscore 1</b>	<b>Subscore 2</b>	<b>Subscore 3</b>
Scale Score Mean (n=8)	49.6	51.3	50.8
Standard Deviation	5.4	4.7	5.1

Subscore 1 – Learning and Development  
 Subscore 2 – Curriculum and Instruction  
 Subscore 3 – Contexts of Education

**Major Field Tests in Psychology 2006-2007**

Twenty-seven (27) students took the Major Field Test in Psychology during the Spring 2007 semester. Our overall results are as follows:

Range	120.0 - 194	or	60% - 97%
Median	139.0	or	69.5%
Mean	141.8	or	70.9%

When we segment the Langston and Tulsa campuses, our results are:

	<b>Langston</b>	<b>Tulsa</b>
Range	120.0 – 149.0	123.0 – 194.0
Median	130.5	143.0
Mean	132.9	145.5

**Health, Physical Education and Recreation**

<b>Assessment Measures</b>	<b># of Students Assessed</b>
Leadership Skills Inventory	11
Content Area Appraisal Examination	11

**Leadership Skills Inventory**

<b>Competency</b>	<b>Mean Raw Score</b>	<b>T-Score</b>	<b>SD</b>	<b>R Student/Faculty</b>
Fundamentals of Leadership	23.00	58.00	3.16	.76
Speech Communication	31.18	60.18	1.33	.47
Written Communication	35.27	61.27	2.33	.48
Values Clarification	41.36	52.36	2.67	.76
Decision Making	24.64	54.64	2.00	.63
Group Dynamics	45.45	56.45	2.67	.78
Problem Solving	14.73	56.73	4.33	.67
Personal Skills	51.27	53.27	3.16	.87
Planning Skills	42.00	59.00	3.16	.82

### Content Area Essay Examination

Area of Evaluation	# of Questions Assessed	Group Mean	Standard Deviation
Introduction	3 of 5	75%	3.44
Content	3 of 5	83%	2.52
Presentation	3 of 5	81%	3.50
Analysis	3 of 5	64%	2.38
Summary	3 of 5	78%	4.75
Totals		76%	3.53

### School of Education and Behavioral Sciences Teacher Work Sample Evaluation Results 2006-2007

Factors	Standard Met -2-	Standard Practically – 1 -	Standard Not Met - 0 -
<b>Contextual Factors</b> The candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment	11 (78.6%)	3(21.4%)	--
<b>Learning Goals</b> The candidate sets significant, challenging, varied, and appropriate learning goals.	12 (85.7%)	2 (14.3%)	--
<b>Assessment Plan</b> The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning, before, during, and after instruction.	12 (85%)	2(14.3%)	--
<b>Design for Instruction</b> The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.	12. (85%)	2 (7.1%)	--
<b>Instructional Decision-Making</b> The candidate uses on-going analysis of student learning to make instructional decisions.	13 (92.9%)	1 (7.1%)	--

<b>Analysis of Student Learning</b> The candidate uses assessment data to profile learning and communicate information about student progress and achievement.	12 (85.8%)	2 (14.3%)	--
<b>Reflection and Self-Evaluation</b> The candidate reflects on his or her instruction and student learning in order to improve teaching practice.	13 (92.7%)	1 (7.1%)	--

### Analysis of Findings

#### III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?

##### Certification Examination for Oklahoma Educators

During the 2006-2007 testing period, sixty-seven (67) candidates were tested and earned a passing score of 91%. Twenty-seven (27) candidates took the Oklahoma Subject Area Test (OSAT). All passed and earned a pass rate of 100%. Out of these, ten (10) passed the Elementary Education – Subtest 1 and earned a pass rate of 100%. Aggregated Oklahoma Subject Area Test (OSAT) pass rate was reported for one Physical Education candidate at 100%. Three out of three (100%) passed Vocal/General Music; one out of one (100%) passed Early Childhood Education, and one out of one (100%) passed Mild-Moderate Disabilities. One candidate took the test in Vocal/General Music and one in Advanced Mathematics. Both were successful.

Twenty-two candidates took the Oklahoma General Education Test (OGET). Twenty-one passed and earned a pass rate of (95%). Eighteen (18) candidates took the Oklahoma Professional Teaching Examination (OPTE). Twelve out of twelve (100%) passed the OPTE PreK-8 test, and six out of six (100%) were successful in the OPTE 6-12.

##### Portfolio Assessment Using Rubrics

Candidates are required to maintain a program portfolio throughout their tenure in the Teacher Education Program. The purposes of the portfolio assessment are to: examine growth over-time; develop a sense of process; create means for student self-evaluation; help students and teacher determine and set goals; provide real-life learning opportunities; observe growth in nondominant culture population; observe language development across age and cultures; evaluate and develop curriculum; determine efficacy of learning practices; facilitate faculty and provide support for making changes.

The School of Education and Behavioral Sciences Assessment Committee, along with the Teacher Education Committee reviewed and assessed candidates' portfolios during the 2006 fall semester. Twenty-one (21) portfolios were evaluated. The results show that our candidates' portfolios were in compliance in all stages (entry, mid and exit levels) with the standards set by the Teacher Preparation Program at Langston University.

### **Major Field Test in Education (ETS Elementary Education)**

During the 2006-2007 academic year, the Major Field Test in Education, developed by the Educational Testing Service (ETS), was administered to nine (9) seniors. The content specifications for the Major Field Tests reflect the basic knowledge and understanding gained in the undergraduate curriculum. According to the ETS developers, the tests have been developed and designed to assess the mastery concepts, principles, and knowledge expected of candidates at the conclusion of majors in specific areas.

In addition to factual knowledge, the tests evaluate candidates' ability to analyze, problem-solve, understand relationships, and interpret materials. They contain questions that call for information as well as questions that require interpretation of graphs, diagrams, and charts based on material related to the field.

The total score and subscores are reported as scale scores. The scale range for the total score is 120 – 200 and the subscores are 20 – 100. The scale score mean is 148.0 for the nine candidates. Based on the results, the Teacher Education Committee has determined that the Teacher Education Program must continue to strengthen its Mentoring Program in each of the three areas tested, most specifically in the area of Curriculum and Instruction.

### **Major Field Test in Psychology (ETS Psychology)**

During the 2006-2007 academic year, the Major Field Test in Psychology, developed by the Educational Testing Service (ETS), was administered to twenty-seven (27) seniors. The content specifications for the Major Field Tests reflect the basic knowledge and understanding gained in the undergraduate curriculum. According to the ETS developers, the tests have been developed and designed to assess the mastery concepts, principles, and knowledge expected of candidates at the conclusion of majors in specific areas.

In addition to factual knowledge, the tests evaluate candidates' ability to analyze, problem-solve, understand relationships, and interpret materials. They contain questions that call for information as well as questions that require interpretation of graphs, diagrams, and charts based on material related to the field.

The scale range for the total score in Psychology is 120 – 200. The scale score mean is 139.0 for the twenty-seven candidates. Based on the results, the faculty has determined that the Psychology professors must continue to strengthen the Mentoring Program in each of the areas tested Cognition, Physiology, Clinical, and Developmental. The faculty will specifically mentor psychology majors in the area of cognitive skills. The chairperson is also considering revising the General Psychology class for majors to include a greater emphasis on the acquisition of cognitive skills.

### **Leadership Skills Inventory**

*The Leadership Skills Inventory* is a battery of questions that helps ascertain nine competency areas for each candidate within the HPER program of study. This inventory is made up of statements that focus on the knowledge and skills of leadership. This instrument is an inventory and not a test. Its purpose is to help students learn about their abilities in leadership skills. It was administered to the graduating candidates and an evaluating faculty member. The responses on the survey were analyzed for internal consistency utilizing both Split-half and Kuder-Richardson statistics analysis. Correlations were

determined between the faculty member and candidate evaluations. The maximum possible T-score for each subtest is 70. Thus, their scores should not be viewed in relation to scaled tests based on a score of 100. The data should be interpreted by the strength of the correlation between faculty and candidates.

From the analysis of T-scores, all scores are above the mean (50), which suggests that all candidates felt they possessed the knowledge and skills of leadership. They expressed a high knowledge and skills of leadership in the content areas of Speech and Written Communication. By contrast, candidates did not report a high knowledge and skills of leadership in Value Clarification and Personal Skills. The data suggested that there was very little difference among candidates Speech Communication, but there is a wide variation in their Problem Solving Skills.

Correlation data between candidates and faculty member perception of knowledge and skills of leadership are ambiguous. The data demonstrated that the candidates possess a high leadership inventory of Speech and Written Communication, when correlated with the faculty's perception ( $r=0.47$ ), but suggested a difference between candidates and faculty perception of Speech and Written Communication (0.48). However, there was a high correlation between candidates and faculty perception in Personal Skills, Planning, Group Dynamics, and Fundamentals of Leadership.

### **Content Area Essay Examination in Health, Physical Education and Recreation (HPER)**

Candidates were given the *Content Area Essay Examination* that evaluated five content areas: Bloom's Taxonomy of Development, Components of Health and Safety, Curricula in Physical Education and Recreation, Lesson Plans, Utilizing Sports Skills, and Distinction between Health, Physical Education and Recreation. The candidates were required to answer questions on three out of the five content areas. Faculty in HPER reviewed the responses and assessed them based on each candidate's introduction, content, presentation, analysis and summary. Each area was scored with a maximum of 100% to allow for better analysis and interpretation.

Data indicated that HPER candidates were above average in all content areas and received a total score of 76% pass rate. These data suggested that candidates' evaluation marks were high in the areas of subject area (83%) and presentation (81%), while the lowest mean score was in the content area (64%). In reference to the content area standard deviations, there was a small deviation between content scores in subject content and analysis area. However, candidates' summary evaluations represented the largest variance in score.

### **Teacher Work Sample Evaluation Analysis**

The analyzed data demonstrated that all fourteen candidates either met or partially met the standards as outline in the *Teacher Work Sample Evaluation Rubric*. All the candidates (100%) met the standard on *reflection and self-evaluation*; 92.9% met the standards on *learning goals, assessment plan, and design for instruction*, and more than two-thirds met the standards on *contextual factors*. The data suggested that candidates were well-prepared in setting significant and appropriate learning goals, using multiple assessment modes and approaches that are aligned with learning goals, designing instruction for specific learning goals, and reflecting on their instruction and student learning in order to improve teaching practices.

## **Instructional Changes**

### **III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

The Teacher Education Program will continue offering seminars that will focus on study skills, test-taking enhancement, and portfolio development and assessment. Students and candidates will be required to view related videos and will be assigned a faculty mentor who will ensure that they are successfully matriculating through the program. In addition, the six (6) hours in mathematics, English, science, and social studies continue to make an impact on the success rate of our candidates on the Oklahoma General Education Test (OGET). The OGET Sub-area test averages revealed weaknesses in Sub-area 5 (Liberal Studies, Science, Art, and Social Studies) and Sub-area 6 (Critical Thinking). In response to these findings, the Unit will continue the ten (10) evening and weekend study skills sessions to better prepare students in critical writing and test-taking skills.

The overall analyses of exit data suggested acceptable performance in all content areas in Health, Physical Education and Recreation. Hence, there are no concerns with failure rates among assessments, given candidates' success in content area above the average score. Although candidates that feel they are competent in their speech and written communication score on the Leadership Skills Inventory, when correlated with a faculty member's perspective, these scores suggested that they require more written and speech communication. Thus, one area of improvement is to incorporate more public-speaking and writing assignments in all HPER course offerings. Likewise, the Content Area Essay Examination will also aid in the development of these skills.

## SCHOOL OF NURSING AND HEALTH PROFESSIONS

### PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Nursing*

#### Administering Assessment

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Assessment Measures	# of Students Assessed
Pre-RN Exam (ERI)	69
RN-AssessTest	69
NCLEX-RN	63

#### Analysis of Findings

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

All nursing students are enrolled in the Total Testing Program offered by Educational Resources, Inc., (ERI).

During the 2006-07 academic year, the Pre-RN Examination was used as an assessment at the beginning of the final semester. The RN-AssessTest was administered after the mid-semester. Students were required to score at a specified level above the national average on the RN-AssessTest in order to successfully complete one of the required senior level courses. Faculty used the Pre-RN examination performance data information to assist students as they prepare for the RN-AssessTest and subsequent NCLEX-RN (licensure examination). Students who scored below the designated level were guided in developing more specific and rigorous remedial plans to facilitate their success. Increased support was provided including content areas resting, academic coaching, test-taking workshops, CAI programs and critical thinking skill development. This included a special enrichment program planned for students who did not reach the specified level in the RN-AssessTest.

All graduating students scored at the designated levels on both the Pre-RN examination and the RN-AssessTest. The most significant program measure is performance on the licensure examination. NCLEX-RN results are available for sixty-two of the sixty-three 2006-07 graduates. Sixty-one (61%) of the graduates were successful on their first licensure examination attempts. The result is not currently available for one graduate.

#### Instructional Changes

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

The following statement has been added to the course syllabi in order to strengthen formative evaluation and improve summative outcomes.

The student must score at or above the national average on the ERI *“specified”* examination in order to pass this course. Students who score below the national average must remediate themselves in the areas indicated on the ERI testing report. Prior to re-testing, the student must provide documentation of remediation activities. If the student has a course grade of “C” or better but did not score at or above the national level, an “I” (Incomplete) grade will be assigned for the course. The “I” must be removed in order to enroll in the next course.

It is noteworthy that a significant number of students were successful on the Pre-RN Examination and the RN-AssessTest after several attempts. Additionally, faculty is analyzing ERI Test and NCLEX-RN performance data to determine the number of times students should be allowed to re-test (ERI).

The Program for Academic Success in Nursing (PASN) is being fully implemented for junior and senior nursing students at Langston and Tulsa. Each student has a faculty mentor with whom he/she will meet regularly. Student participation in the Academic Success seminars and other PASN activities will continue. Attendance is required until students perform above 80% of all coursework. All students and faculty have access to learning style profile data and strategies for maximizing learning. A standard prescription form has been developed for communicating student performance and necessary remedial actions. This information is shared between the student, the mentor, the advisor and the instructor. Faculty has noted that students continue to face significant reading challenges although they may satisfy University reading requirements.

An introductory nursing course or completion of a nurse assistant course was required for program admission effective fall 2007. The introductory nursing course gives students a “head start” in the nursing program and introduces selected testing, study and test-taking skills, time management, and low-level psychomotor skills.

Resources have been made available to allow nursing faculty on both campuses to develop a D2L component for nursing courses.

## PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Gerontology Program*

### Administering Assessment

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Assessment Measures	# of Students Assessed
Senior Portfolio	3
Exit Exam	3

### Analysis of Findings

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

All students successfully completed the portfolio and exit exam component of the major area assessment. Program graduates are increasingly able to collaborate with professionals across disciplines. The graduates are continuing their studies at the Master's degree level.

### Instructional Changes

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

Efforts are being made to continue strengthening the program through course work, technology integration, service learning, internship experiences, and community projects conducted with the elderly by junior and senior students in the program. Increased recruitment efforts are underway on the main campus as well as the Oklahoma City campus. An agreement has been established with the University of Central Oklahoma to accommodate further graduates. Two students were enrolled in and graduated from the BA/BSN degree program which is offered for nursing majors.

Given the consistent low enrollment and difficulty attracting students to the major, plans are underway to develop an undergraduate public health program which would incorporate health administration and gerontology.

**PROGRAM OUTCOMES ASSESSMENT**  
**2006-2007**  
*Health Administration*

**Administering Assessment**

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Assessment Measures	# of Students Assessed
Senior Portfolio	15
Exit Comprehensive Exam	15

**Analysis of Findings**

**III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

All fifteen graduates successfully completed the portfolio component of the major area assessment. Their portfolio reflects appropriate skill and competence levels. The exit examination for health professions is based on the American College of Healthcare Executives model composed of true/false and multiple choice questions.

The health professions core curriculum (especially Case Management, Introduction to Research, and Community Health), computer related courses, and an intensive internship have tremendously increased opportunities for employment and enhanced the skills necessary for graduate and professional school admission.

**Instructional Changes**

**III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

Currently, plans are underway to develop an undergraduate public health program which would incorporate health administration and gerontology.

## SCHOOL OF PHYSICAL THERAPY

### PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Doctor of Physical Therapy Program*

#### Administering Assessment

**III – 1. List, in table format, assessment measures and numbers of individuals assessed for each major field of study**

Doctor of Physical Therapy Students

#### Assessment activities:

*Year III          Class of 2007          Class size (1)*

1. Progression through the curriculum with a grade of C or better in each course and an overall GPA of 3.0 or better.

**Results:** Met

2. Satisfactory completion of the clinical education courses
  - Clinical Education II, III, IV with a grade of B or better

**Results:** Met

3. Passing of the National Physical Therapy Examination on first attempt

**Results:** Met

*Year II          Class of 2008          Class size (7)*

1. Progression through the curriculum with a grade of C or better in each course and an overall GPA of 3.0 or better.

**Results:** Met 100%

2. Satisfactory completion of the clinical education courses
  - Clinical Education II, III, IV with a grade of B or better

**Results:** Met 100%

*Year I          Class 2009          Class size (12)*

1. Progression through the curriculum with a grade of C or better in each course and an overall GPA of 3.0 or better.

**Results:** Met 100%

2. Satisfactory completion of the clinical education courses
  - Clinical Education II, III, IV with a grade of B or better

**Results:** Met 100%

### **Analysis of Findings**

#### **III – 2. What were the analyses and findings from the 2006-07 programs outcomes assessment?**

1. For each assessment measure the student was assessed at midterm to assure that a grade of C or better was being earned and that the overall GPA was 3.0 or better.
2. Student learning outcome performance was assessed at the end of the semester to assure a grade of C or better and an overall GPA of 3.0 or better.
3. Midterm clinical performance outcome measures were assessed using the clinical performance instrument to assure progress toward meeting minimum competency in the 24 areas rated by the instrument.
4. Final clinical performance outcome measures were assessed using the clinical performance instrument to assure successfully achievement of the minimum competency level for each of the 24 areas rated.
5. For the graduating student in the class of 2007—the score on the National Physical Therapy Examination (NPTE) was used as the assessment measure. The student passed the NPTE on first attempt.

### **Instructional Changes**

#### **III – 3. What instructional changes occurred or are planned in the programs due to programs outcomes assessment?**

There are no instructional changes planned based on the outcomes assessment because the student learning outcomes are very favorable at this time.

## SECTION IV: STUDENT SATISFACTION ASSESSMENT

### IV - 1. How were students selected?

An in-house developed student perception survey was administered in conjunction with the mid-level assessment during Spring 2007 semester. The survey instrument contained fifty (50) items. Students were asked to assign a rating of one (1) to five (5) for each item. The rating of one (1) to five (5) ranged from very dissatisfied to very satisfied. The ratings were consistently applied as in previous years.

### IV - 2. What were the analyses and the findings from the 2006 – 2007 student satisfaction survey?

Our students gave us a 3.00 rating for the 2006 – 2007 academic year. This rating is seven (7) percent better than the previous year. The trends over the past five (5) years suggest students are entering the university with greater expectations. We must continue to strengthen lines of communication between the university community and its various stakeholders.

#### TOP FIVE (5)

Ranking	2007	2006	2005	2004	2003
1	Racial Harmony	Grounds Upkeep	Registration	System of Grading	Class size in Major
2	Major Content	Quality of Teaching	Job Availability	Racial Harmony	Quality of Teaching
3	Advisor Assistance	Racial Harmony	Fees	Content in Major	Racial Harmon
4	Teaching Quality	Assistance from Advisor	Food Services	Quality of Teaching	Content of Major
5	Honors Program	Content in Major	Student Parking	Library	Library

#### BOTTOM FIVE (5)

Ranking	2007	2006	2005	2004	2003
46	Information Accuracy/ Enrollment	Financial Aid Services	Grounds Upkeep	Student Parking	Job Availability
47	Financial Aid	Commuter Student Accommodations	Content in Major	Transportation	Fees
48	Activity Fee usage	Availability of Athletics Facilities	Library	Fees	Activity Fee Use
49	Student Parking	Student Parking	Religious Activities	Student Union	Student Parking
50	Food Service	Food Services	Teaching Quality	Food Services	Food Services

#### **IV – 3. What changes occurred or/are planned due to student satisfaction assessment?**

Given the data from the annual student satisfaction perception survey, we must do better meeting student expectations. The president's council will continue to explore areas of opportunity internally and externally that will foster a transparent environment. Such an environment will built trust and a genuine spirit of cooperation. Trust and cooperation will remove barriers that stifle productivity and allow the University to communicate effectively with its various stakeholders.

## SECTION V: GRADUATE PROGRAM

### PROGRAM OUTCOMES ASSESSMENT

2006-2007

*Graduate Program*

#### Administration of Assessment

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

#### ENTRY LEVEL

Fifty four (54) students sought admission to the graduate programs in 2006-07. Prospective graduate students are required to meet certain admission requirements. They include: official transcripts, minimum GPA requirements (2.50), recommendation letters, GRE scores, and minimum scores on the Langston University Writing Skills Test.

#### MID-LEVEL

A qualifying examination after twelve (12) hours of graduate work is required of all candidates in the Master of Education program. This is done for the purpose of assessing skills that will later be addressed in the written comprehensive exam. The qualifying exam is a written examination covering all course work completed by the candidates. It is prepared and evaluated by the graduate faculty and scored on the basis of a three-point scale (3, 2, 1). A component of 2.00 is required for satisfactory performance. Nineteen (19) students completed the Qualifying exam in 2006-07.

#### FINAL LEVEL

##### Portfolio Development

Master's candidates must submit a professional portfolio that demonstrates their growth over time and purpose, create the means for student self-evaluation, and help students and teachers determine and set individual goals. The portfolios are assessed on seven (7) dimensions on a four (4) point scale. Twenty seven (27) students were assessed in 2006-07.

##### Comprehensive Written Examination

A written comprehensive examination is required of all candidates for the Master's degree. A six-hour examination consists of questions within the candidates' area of concentration and the core requirements.

The comprehensive examination for the Master of Education candidates is scored on the basis of a three-point scale (3,2,1); a 2.00 average is required for satisfactory performance. Twenty five (25) students took the exams in 2006-07.

##### Student Self-Assessment

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. Candidates were asked to respond to questions on a 4 point Likert scale (Agree – Disagree).

### Analyses and Findings

#### V – 2. What were the analyses and findings from the 2006-07 graduate student assessment?

The following tables represent the findings of the assessment measures

#### Entry Level

GRE scores for the 2006-07 year were slightly higher than last years' numbers for the verbal and combined. Quantitative remained unchanged at 560.

Assessment Measured	Number Assessed	Mean Score	Median	Range
GPA	54	3.20	2.73	2.47 – 3.60
GRE: Verbal	54	490	370	310 – 600
GRE: Quantitative	54	560	350	410 – 720
GRE: Combined Verbal and Quantitative	54	1050	720	550 - 810
Writing Skills Test	54	85	87	75 - 98

#### MID-LEVEL

The mid-level assessment showed a marked decrease in the composite score in 2006-07 (2.15) when compared to the previous year (2.71).

Assessment Measured	Number Successful	Mean Composite Scores	Median Composite Scores	Range
Qualifying Examination	19	2.15	2.00	2.00 – 2.80

#### FINAL LEVEL

##### Written Comprehensive Examination

The results of the 2006-07 comprehensive exams show a slight decrease in the average (mean) scores compared to the previous year (2.26), however the pass rate increased from eighty four (84) percent to ninety three (93) percent.

Assessment Measured	Number Attempted	Number Successful	Not Successful	Mean Score	Median Score	Range
Comprehensive Exam	27	25	0	2.15	2.05	2.00 - .241
			2	1.59	1.75	1.70 – 1.80
Portfolio Assessment	27	27	0	All candidates were successful		

#### Other Assessment Plans

#### V – 3. What changes occurred or are planned, due to graduate student assessment?

No instructional change is planned for the Graduate program. However, ongoing curricula revisions are in place to strengthening the program.

#### Graduate Admission Policy

#### V – 4. How many graduate students who enrolled in graduate school scored below the minimum admission standard?

For 2006-07, no students were admitted who scored below the minimum admission standards.