

Langston University

Annual Student Assessment Report

2007 - 08



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EXECUTIVE SUMMARY

FINDINGS

SECTION I: ENTRY-LEVEL ASSESSMENT

- 546 first time entering candidates were assessed in English, Mathematics, and Reading which represented no material change over 2007 (550).
- Cut scores for English, Mathematics and Reading were twenty (20), twenty (20), and twelve (12) respectively. No change from 2007.
- 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 forty five (145) 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 2008 were one hundred two (102) percent, ninety (90) percent, and thirty three (33) percent of established cut scores in Sentence Skills (English), Reading, and Mathematics.
- Data suggest student progress being made when comparisons 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 65% with a range of 50 -80%.
- Seven (7) of the eight (8) Agriculture Science graduates found employment within 103 months.
- The analysis and findings indicate that students were satisfied with the education and training at Langston University.
- But the 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 – 36% of the graduating seniors (2007-08) who took the ETS major field test passed with a 70% or better. Down from 45% in 2006-07.
- Chemistry – Four (4) of the six (6) graduates entered graduate or professional school.

- Communications – All students participating in the mid-level assessment passed with a 70% or better.
- The School of Arts and Sciences continues to use various assessment data to drive total quality improvement decisions.

School of Business

- Seventy-two students in various business degree programs were tested utilizing the standard ETS core test (Business II). This represents a fifty (50) percent increase in the number of participants from 2006-07.
- 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 to one hundred thirty five (135) in 2008.
- 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 2007 – 2008 assessment period, one hundred (100) percent of the individuals taking the OGET basic skills test passed.

School of Nursing and Health Professions

- During the 2007-2008 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-AssessTest.
- NCLEX-RN results are available for fifty one (51) of the fifty nine (59) 2007-2008 graduates. Seventy eight (78%) 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. One hundred percent (100%) of the graduating students passed the National Physical Therapy Examination (NPTE) by the following December.

SECTION IV: STUDENT SATISFACTION ASSESSMENT

- Students were given the opportunity to participate in the ACT student opinion Survey. Everyone was given the opportunity to participate in the on-line form of the survey and select classes were targeted for the paper and pencil version.
- Five hundred forty two students responded for a response rate of 20%.

SECTION V: GRADUATE STUDENT ASSESSMENT

- 47 students sought admission to the Masters of Education program for the 2007-08 year. Their average GRE scores were down significantly.
- Twenty one (21) of the twenty three (23) graduate students who took written comprehensive exams passed.
- All candidates passed their portfolio reviews in 2008.
- 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 2007-2008, 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 (1) admission, (2) entry-level assessment, (3) course placement, (4) enrollment and (5) orientation.

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 2007-2008 entry-level assessment?

Data gleaned from the entry-level assessment database for 2007-2008 reflects moderate improvements in Reading, Mathematics, and English when compared and contrasted to 2006-2007. 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 2003 – 2008

Fall Assessments

Subjects	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002	6 Yr. Avg.
Reading	11.4	10.7	11.1	10.1	11.0	10.9	10.9
Mathematics	14.7	14.8	14.8	14.1	14.4	14.4	14.5
English	22.7	22.5	23.3	22.1	22.4	22.3	22.6

Mathematics and Reading experienced a one (1) and five (5) percent gain for 2007-2008 and English reflects no gain when compared to the six (6) year weighted average. English, Mathematics, and Reading scores for Fall 2007 were one hundred thirteen (113), seventy four (74) and ninety five (95) 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. Six (6) 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 2007-2008, 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 2008 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 2007 – 2008 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 2007 – 2008 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 2007 – 2008. 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 2003– 2008**

Subjects	2008	2007	2006	2005	2004	2003
English	77.0	25.8	27.3	23.0	24.9	25.7
Mathematics	25.0	18.2	19.2	16.1	17.0	17.1
Reading	68.0	12.7	12.8	12.4	12.5	12.1

During the Spring 2008 semester, we implemented electronic testing as a pilot project for entry level testing and mid level assessment. We established cut scores within the range of other regional institutions for use with Accuplacer platform. Given this change, visual comparisons are somewhat difficult. The Accuplacer and Descriptive Test platforms are comparable and relatively equal to each other based upon a recent comparability study conducted at one (1) Tennessee and three (3) Minnesota institutions of higher education. This data will not be used in future years as we strive to bring online a new instrument that will effectively measure our general education efforts.

The 2008 cut scores are seventy five (75) for Sentence Skills (English), Mathematics, and Reading respectively. Our previously established cut scores were twenty (20) for English and Mathematics and twelve (12) for Reading. One hundred forty five (145) students elected to participate in the Midlevel assessment. Their weighted average scores were seventy seven (77), sixty eight (68), and twenty five (25) for Sentence Skills (English), Reading, and Mathematics. These results follow a similar pattern for English and Reading when compared to previous years; however, Mathematics was significantly underrepresented at thirty three (33) percent of the established cut score.

SECTION III: PROGRAM OUTCOMES ASSESSMENTS
SCHOOL OF AGRICULTURE AND APPLIED SCIENCES
PROGRAM OUTCOMES ASSESSMENT
2007-2008

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	8
	Employment Rates	
	Graduate School Entry Rate	
Associate, Pre-Vet	ACAT, Major Area Exam	1
Associate, Horticulture	ACAT, Major Area Exam	0

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 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 2007-2008 graduates on the ACAT was 65% with a range of 50 -80%. Seven of the eight Agricultural Science majors were employed within 1-3 months of graduation. The other was taking time off to have a baby. Alumni continue to be satisfied with the training received. There is still 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. Otherwise, students are very happy with the training they are receiving and their experiences in the department.

**SCHOOL OF ARTS AND SCIENCES
PROGRAM OUTCOMES ASSESSMENT
2007-2008
Biology 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
Biology – BS Degree			
	14 Graduating Srs, 2007-2008	ETS Major Field Test (Biology)	5 out of 14 scored 70% and above

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

In Spring 2008, a total of 14 students took the Exit Test valued at 200, with 5 earning scores of 70% or above.

Overall student scaled scores are reported by ETS on a scale of 120-200; subscores are reported on a scale of 20-100.

Listed below are the scaled total scores for each examinee, as well as the subscores for each of the areas covered by the test.

Numbers in parentheses show percent of examinees that scored *at or below* subscores for Langston University Biology majors.

COMPARISON OF SCORE WITH CURRENT NAT'L COMPARATIVE DATA

Student	Scaled Score	S1 Cell Bio	S2 Mol Bio/Genetics	S3 Organismal Bio	S4 Popln Bio,
Evol/Ecol					
1	150	67(75%)	51(35%)	46(25%)	43(15%)
2	148	51(35%)	37(10%)	50(35%)	53(40%)
3	156	63(70%)	59(60%)	62(70%)	43(15%)
4	137	28(1%)	48(25%)	32(5%)	45(20%)
5	134	48(25%)	37(10%)	30(1%)	36(5%)
6	134	24(1%)	43(20%)	39(10%)	39(10%)
7	137	39(10%)	48(25%)	37(10%)	34(5%)
8	132	39(10%)	43(20%)	37(10)	24(1%)
9	133	39(10%)	48(25%)	32(5%)	27(1%)
10	155	57(50%)	59(60%)	54(45%)	51(35%)
11	124	32(1%)	40(15%)	22(1%)	24(1%)
12	133	39(10%)	48(25%)	27(1%)	34(5%)
13	128	39(10%)	40(15%)	30(1%)	22(1%)
14	139	39(10%)	48(25%)	39(10%)	39(10%)

Instructional Changes

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

Faculty continue to evaluate course content, implementing modifications to enhance the learning experience. Current discussion continues to focus 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 administered for the first time in Spring 2008 semester.

PROGRAM OUTCOMES ASSESMENT

2007 – 2008

Chemistry Department

Administering Assessment

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

Assessment Measures	Category and number of Students Assessed
Entry Level (Chemistry Majors)	
Plan of Study	MAJORS 24
Enrollment Records	MAJORS 24
Record of ACT and or SAT Record of University Entry Exams Student's Course Objectives	MAJORS 24
Student's Career Goals	MAJORS 24
Student's Evaluation of Department	MAJORS 24
Student's Evaluation of Curriculum	MAJORS 24
Statement of Student's Weaknesses	MAJORS 24
Statement of Student's Strengths	MAJORS 24
Departmental Diagnostic *ACS Standardized exam (All General Chemistry Students)	All General Chemistry Students 108
Mid-term and course grades	MAJORS 24
Mid-Level	
Plan of Study	MAJORS 24
Enrollment Records	MAJORS 24
Student's Career Goals	MAJORS 24
Student's Evaluation of Department	MAJORS 24
Student's Evaluation of Curriculum	MAJORS 24
Statement of Student's Weaknesses	MAJORS 24
Statement of Student's Strengths	MAJORS 24
Mid-term and Course Grades	MAJORS 24
*ACS Standardized Exam General Chem. I	62 Students
ACS Standardized Exam in General Chem. II	22 students
Exit-Level	
Educational Testing Service	MAJORS 3

Research Thesis	MAJORS 3
Evaluation of Research Thesis	MAJORS 3
Seminar Oral Presentation	MAJORS 3
Evaluation of Seminar Presentation	MAJORS 3
FOLLOW-UP LEVEL	
Student's evaluation of department's instruction, curriculum, departments strengths and weaknesses	6

***Instituted Spring 2003**

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

Entry -Level

ACS standardized exams were administered for the General Chemistry I course during the fall 2007 & spring 2008 sessions. This provides a data base 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 108 students took this exam during the 2007-8 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 2007-2008 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 II, Analytical Chemistry, and Biochemistry during the school year.

The ACS standardized Mid-level 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 six (6) chemistry majors who graduated since last year's assessment. One (1) during Fall 07; five (5) during the summer 08. All graduates completed at least two different chemistry research projects during their tenure as well as two oral & 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 well over 8 different venues, three were at national settings. The research, oral and written work was assessed by the respective advisory committees at the annual Arts & Sciences Research Day at LU. All graduates earned excellent ratings on their work.

The **ETS exit exam** was administered to three senior chemistry majors during the spring semester; the other three had previously taken the ETS exam. 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. There needs to be at least five (5) candidates taking the ETS at one time to receive an in-depth analysis of the results. However, the results were compared to previous classes as well as to the national average of the exam. 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 & weaknesses of each student...

All graduates fared well on the ETS exam compared to the national average and all but one graduated with a GPA above 3.00. Four (4) of the six graduates will enter graduate or professional school. One graduate joined the work force while the other was committed to the armed services. The department will remain in continuous contact to encourage these graduates to seek graduate study. The candidate who is committed to the armed services graduated with the highest GPA within the School of Arts & Sciences and is very much planning to pursue graduate work through the armed services.

Instructional Changes

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

Approximately 60% of the 108 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.

Mid-Level assessment instruments will continue to be administered; in order to evaluate students with a national benchmark. Ultimately, these exams are to be given at the conclusion of each of the seven chemistry core courses (General Chem. I & II, Organic I & 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 & Sciences. These financial resources significantly enhance the budget for the department and assist in making budget decisions.

The department had its highest number of graduates during the 2007-8 school year. Presently there are 25 chemistry majors and is on track to increase this number to 30 during the next three years. 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 continue 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. The department has received a new \$2.5 million program grant from the National Science Foundation to enhance these efforts. 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

2007-2008

Department Of Communication

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
BROADCAST JOURNALISM -- BA	9 upper division students	STATION PARTICIPATION RULES EXAM	9 out of 9 scored 70% and above (three retakes)
	15 Graduating Srs, 2007- 2008	DEPARTMENTAL EXIT EXAM	8 out of 15 scored 80% and above

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

Strong performance on assignments involving hands-on tasks in journalism lab, radio and television studios (Senior Exit Exam includes two “story-development” assignments; Rules test is also task-oriented). Students who completed the Exit Exam continue to struggle with grammar, vocabulary and syntax.

Instructional Changes

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

Work in a departmental speech lab (with computer software focused on building student vocal skills, especially articulation and pronunciation), will be incorporated into Announcing, Radio Production and Television Production classes. All classes in the department will continue to provide more frequent and diverse opportunities for students to develop writing skills. Emphasis on hands-on production assignments will also continue.

PROGRAM OUTCOMES ASSESSMENT
2007-2008
Corrections Department

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
Corrections – BS Degree			
	9	ETS Major Field Test (Criminal Justice)	
	16	Internship	

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

The April 2008 testing marked the first time the MFT in Criminal Justice was administered to corrections majors at Langston University. Although our initial goal was that at least 75% of students would score within the standard deviation of the mean, only 22% met this standard. The table below provides the total scores reported for the 9 students.

Student	Total Score
1	132
2	142
3	137
4	137
5	127
6	130
7	149
8	121
9	125
LU Mean	133.3
ETS Mean/Standard Deviation	150.9 / 8.8

The second assessment measure is the internship. Students attend and document a total of 240 hours work during the semester, with a criminal justice or equivalent agency approved by the faculty coordinator. Students maintain a weekly journal of their daily activities and submit a final 10-page paper describing their internship experiences. These documents are submitted via email attachment to the faculty supervisor. The agency supervisor is also asked to complete a performance evaluation at the end of the internship. Using “needs improvement,” “meets standards,” or “exceeds standards,” the supervisor rates the student in the following categories: (1) attendance and punctuality (2) appearance (3) ability to follow directions and procedures (4) ability to accept feedback (5) ability to work with others (6) ability to communicate effectively (7) quantity of work (8) quality of work (9) anticipates supervisor’s needs (10) application of theory to practice. Our goal is that at least 95% of students will receive a rating of “meets” or “exceeds” standards on at least 7 of the 10 areas of performance. This standard was met by each of the 16 students who participated in the internship program.

Instructional Changes

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

The MFT (in criminal justice) draws questions from the following content areas in corrections: history and philosophy, juvenile vs. adult systems, probation and parole, theories of punishment, prison organization and management, issues and trends, and community corrections. Courses and instruction offered in these areas will be critically evaluated and modified where needed to ensure that our students are prepared for national assessment. Several study and test-taking workshops will be offered by the department.

PROGRAM OUTCOMES ASSESSMENT

2007-2008

English and Foreign Languages Department

Administering Assessment

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

Chart 1

Bachelor of Arts and English and Bachelor of Arts in English Education

Assessment tool & # of items	Average Percent Correct	Range Percent Correct	Total # Assessed
Literature (Teacher-made) 100	46%	26% - 65%	9
Grammar (Teacher-made) 100	69%	26% - 81%	9
Essay 100	88%	68% - 95%	9

Overview

On April 24, 2008, nine graduating seniors were given the three-part exit assessment as required by the School of Arts and Sciences. Seven (7) of these students were pursuing the Bachelor of Arts in English and two (2) of these students were pursuing the Bachelor of Arts in Education.

The literature and grammar assessments were both teacher-made, and the students chose from a list of ten subjects from which they wrote the essay. The literature and grammar tests were multiple choice with 100 items each. Two English faculty evaluated each students' essay and gave a point value of either "superior" = 93-100; "excellent" = 85-92; "good" = 80-84; "fair" = 75-79; "poor" = 70-74, and "very poor" = 69 and below.

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

Each student has been assigned a one-digit number for the privacy of this report, numbers 1 through 9. Each assessment has a 100-point value.

Given below are the 2007-2008 results, as well as comparisons of the students' performances from previous years. The performance values for each of these percentages are:

A = 90% - 100%

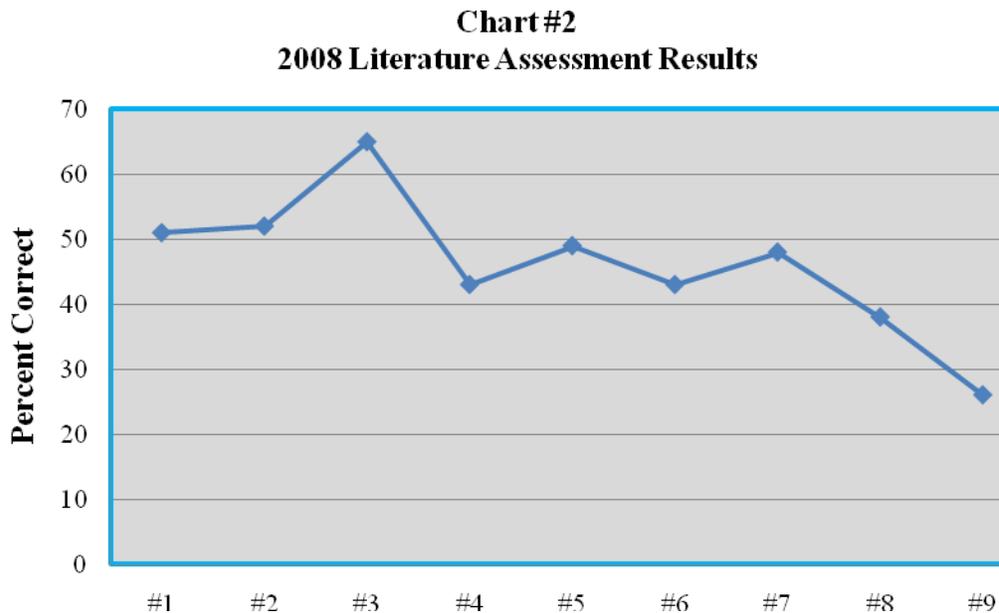
B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 50% and Below

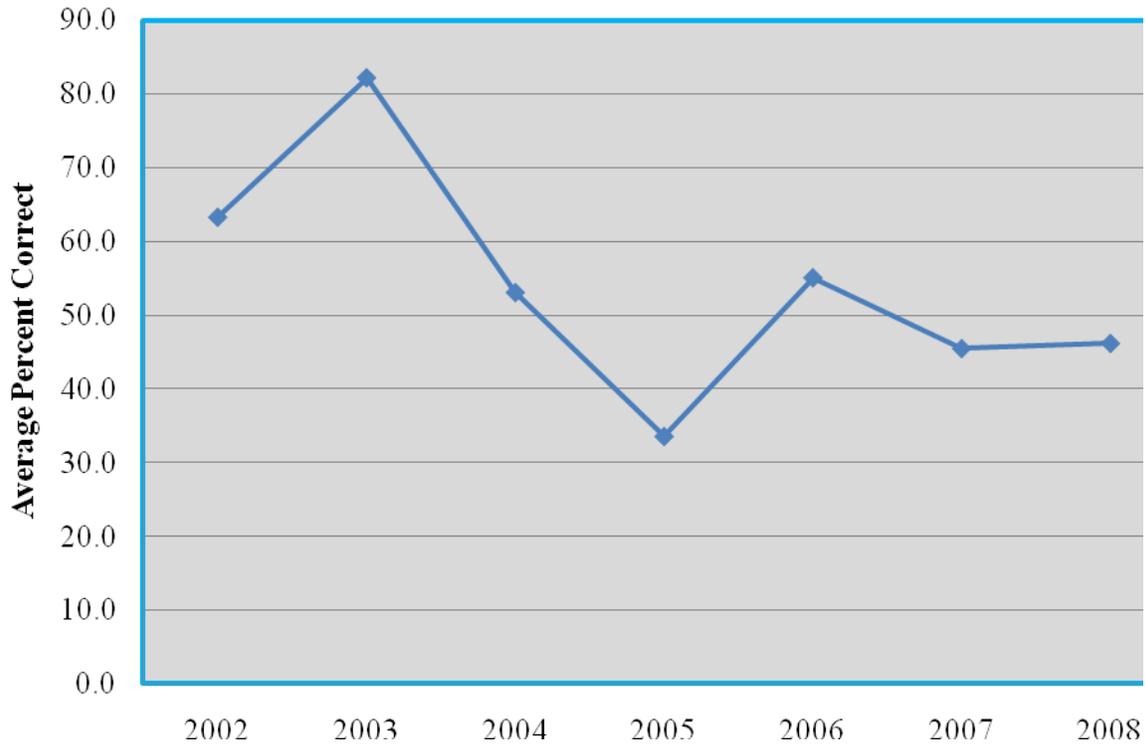
Chart 2 shows the 2008 percentages on the literature assessment. These students' percentages are as follows: #1 = 51%; #2 = 52%; #3 = 65%; #4 = 43%; #5 = 49%; #6 = 43%; #7 = 48%; #8 = 38%; #9 = 26%. From this evaluation, one student scored in the "D" range, with the remaining eight scoring in the "F" range.



In comparing the students' performance on the literature tests over a period of years, we find that the average percents have been as follows: 2001-2002 = 63%; 2002-2003 = 82%; 2003-2004 = 53%; 2004-2005 = 34%; 2005-2006 = 55%; 2006-2007 = 45%; and 2007-2008 = 46%. The 2003 graduates are the only ones who received scores (82%) representative of the objectives of the English and Foreign Languages Department. The succeeding years have all resulted in students'

scoring in the “failing” range. The department has initiated several measures to improve these results; however, to date these measures have not produced the desired results.

Chart #3
7-year Literature Assessment Comparison

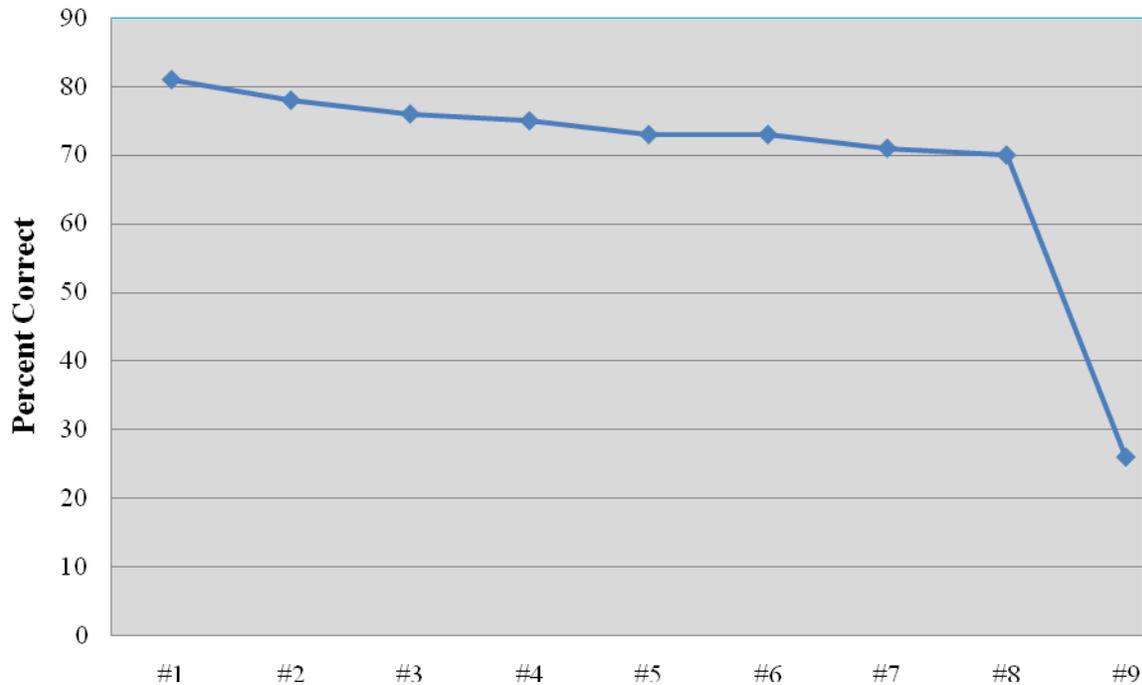


The percentages attained by the 2008 English graduates on the grammar assessment are given in Chart 4. The scores of the graduates were as follows:

Student #	Percentage
#1	81%
#2	78%
#3	76%
#4	75%
#5	73%
#6	73%
#7	71%
#8	70%
#9	26%

Eight of the nine students tested attained an equivalent letter grade of “C”, with one student producing a dismal equivalent grade of “F.”

Chart #4
2008 Grammar Assessment Results



In Chart 5, a comparison is given of the students' performance on the Grammar Assessment for the past seven years – 2001-2002 through 2007-2008. Graduates for the years 2002, 2003, and 2005 scored 80% to 88% or equivalent to a “B” grade; whereas, graduates in 2006 and 2007 scored 57% and 47%, respectively, an “F” equivalent. The graduates of 2008 had a grammar score range of 81% to 26%, with eight of the nine scoring between 70% and 81%. One student scored 26% which is totally unacceptable for an English major.

Chart #5
7-year Grammar Assessment Comparison

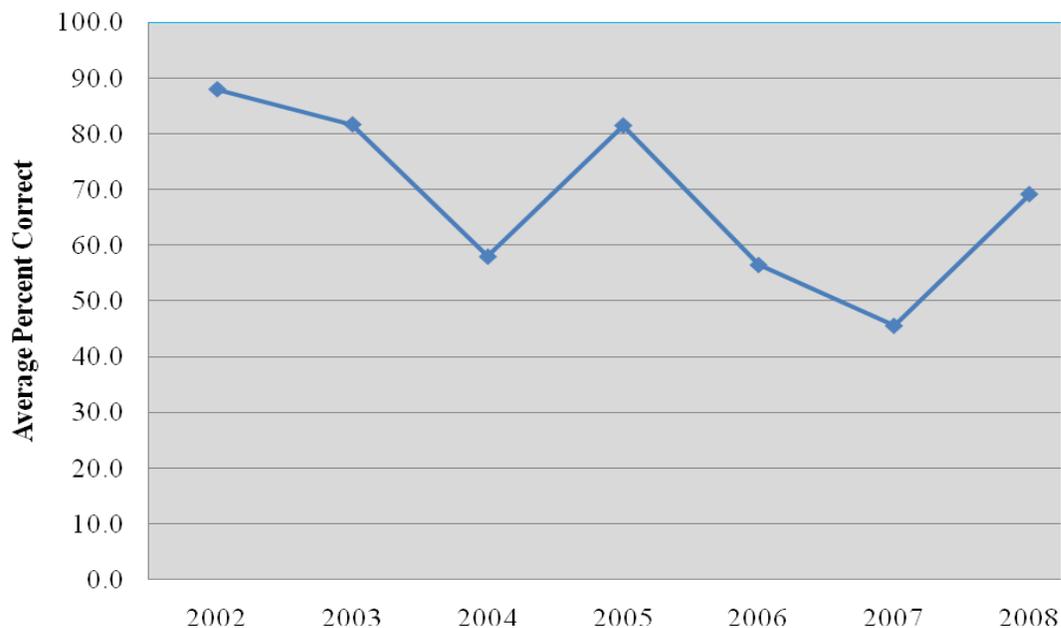


Chart 6 shows that the 2008 scores on the essay. Each essay was

evaluated by two readers who evaluated them for content and organization, usage, and mechanics of punctuation. Weighted grammatical errors were subject-verb agreement, comma splices, fragments, run-ons, and verb form/tense errors. The scores of the 2008 graduates are as follows:

Student	Average
#1	95%
#2	95%
#3	94%
#4	93%
#5	85%
#6	85%
#7	88%
#8	85%
#9	68%

Chart #6
2008 Essay Assessment Results

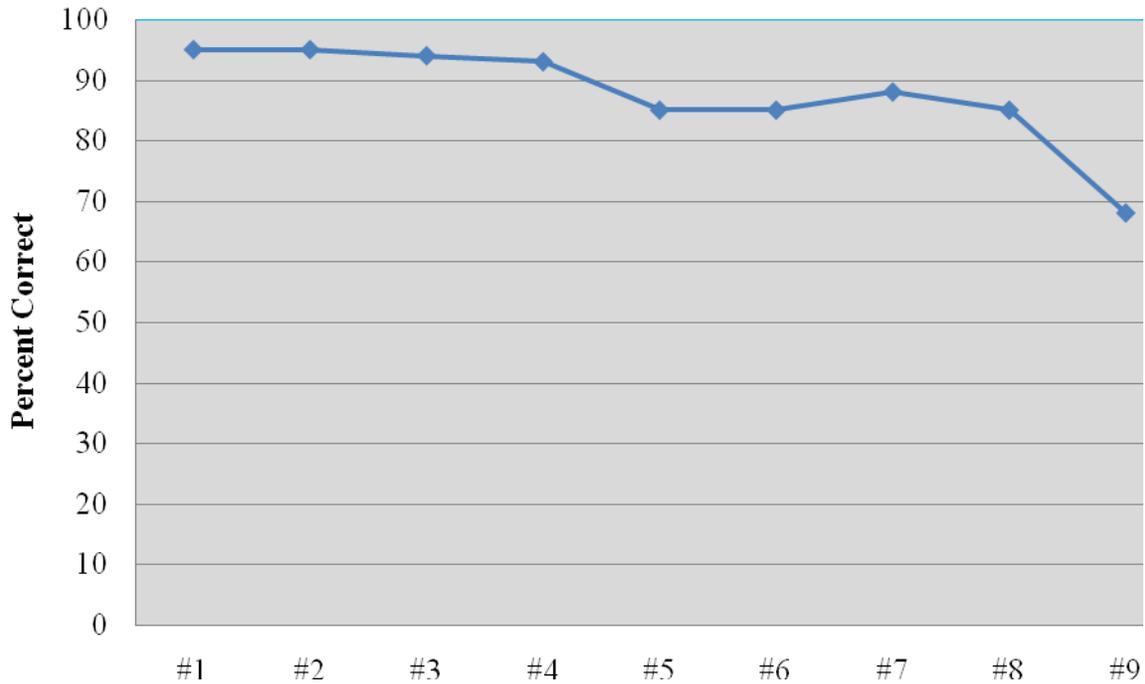


Chart 7 shows a seven-year comparison of the averages graduates received on their exit essay from 2002 through 2008. The students' writing performances as evidenced by the averages they have received over the years, far surpass their performance on the other two assessments. The averages on the essay are as follows: 2002 = 37%; 2003 = 85%; 2004 = 82%; 2005 = 82%; 2006 = 82%; 2007 = 77%; and 2008 = 88%. The seven year average on the essay is 76%, which is a grade equivalent of "C."

Chart #7
7-year Essay Assessment Comparison

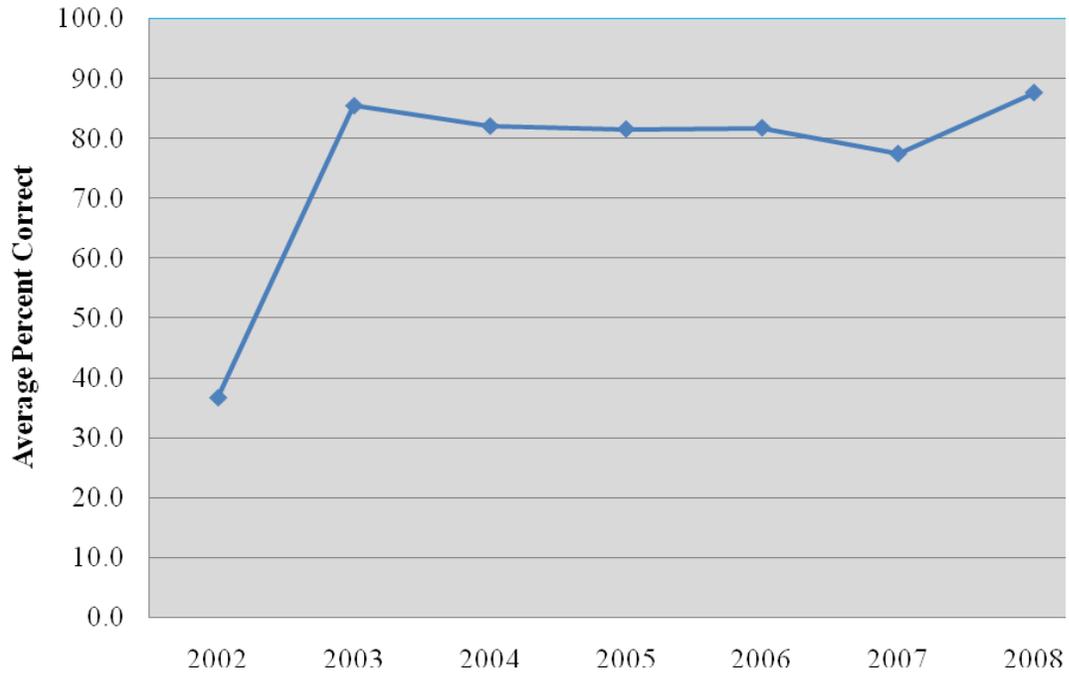
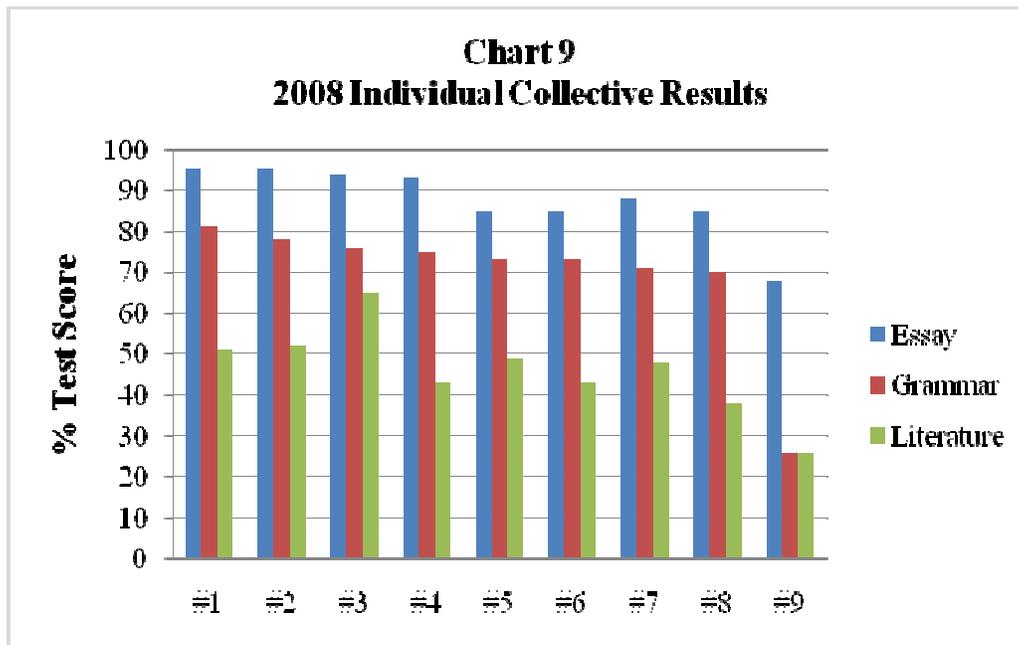


Chart 8
2008 Group Collective Results





Instructional Changes

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

As a result of the 2007-2008 assessment results, the faculty in the English and Foreign Languages Department have made the following changes:

As a result of the scores attained by the 2008 graduates, the faculty in the English and Foreign Languages Department have made or are making the following changes:

- Continue to scrutinize the literature courses to ascertain the retention of information.
- Give students a summary of the points to know from each literature course.
- Incorporate instruction for compiling, reviewing, and retaining information for improving students' performance on assessments.
- Assign English majors to English faculty who will serve as mentors to these majors. The purpose of the mentors is to give reviews of literature, grammar, and composition to their mentees.
- Incorporate requirements in several upper-division courses for English majors to serve as assistants to the writing laboratory. The intent is to give majors practice in explaining and applying grammatical principles on a regular basis.
- Continue to give a "pre-assessment" to juniors to ascertain their strengths and weaknesses. Discuss the results with them and give them a plan of action to improve.
 - Introduce a second grammar course in the curriculum

PROGRAM OUTCOMES ASSESSMENT

2007-2008

Mathematics Department

Administering Assessment

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

ETS Major Examination Nationally Normed Examination	Number of Students Assessed 5	Internally Developed Test Career Portfolio
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Analysis and Findings

III – 2. What were the analyses and findings from the 2007-2008, program outcomes assessment?

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
Mathematics	5	ETS Major Examination Overall Performance (70%) on major components (Calculus, Algebra, Math Statistics, Analysis)	71%
	5	Career Portfolio (80%) Assessed using Departmental Portfolio Rubrics	95%

- The performance of candidates ranged between 68% and 75% on the ETS Examination. The average performance of candidates was at the benchmark level of 70%.
- The performance of candidates ranged between 90% and 100% on the Career Portfolio which cataloged the students' research experiences, special projects, knowledge gained and post experience evaluations.

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 research and project development. This effort will help bring about more in depth knowledge and 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. Current and future students are enrolled in or will enroll in economics, computer science, and bio-informatics courses.

PROGRAM OUTCOMES ASSESSMENT
2007-2008
Music Department

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Self-Developed Assessment Measures	Assessment Percentages
Music: Bachelor of Arts in Education (Music)	3	Piano Proficiency	50% (pass rate)
	3	Senior Recital	100 (pass rate)
	8	Theory Placement	42 (pass rate)

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

The analysis indicates that the students are being prepared for graduation. First-time entering freshmen music majors tend to perform at or below the median level pertaining to theoretical skills deemed necessary for success in the music program (e.g., 8 tested, 3 successfully passed pre tests). The theory placement only tests skill for music fundamentals. A senior exit exam covering theory and history will be developed. The exit exam will serve as a true measure for skills/knowledge gained.

Instructional Changes

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

Sight singing and ear training labs will be added to music fundamentals and theory courses to increase theoretical skills at all levels. A class piano model will be initiated in secondary piano to address piano proficiency passage rate.

PROGRAM OUTCOMES ASSESSMENT

2007-2008

Sociology

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
Sociology – BA Degree			
	5	ETS Major Field Test	

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

In April 2008, five students took the MFT in Sociology. Overall student scores are reported (by ETS) on a scale of 120-200; subscores are reported on a scale of 20-100. The table below provides the total score and subscores reported for each student.

Student	Total Score	Subscore 1 Core Sociology	Subscore 2 Critical Thinking
1	142	33	47
2	141	42	36
3	134	51	31
4	139	42	43
5	145	38	49
LU Mean	140.4	41.2	41.2
ETS Mean & Standard Deviation	148.6 8.5	49.1 8.4	48.5 7.8

Instructional Changes

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

Faculty will continue to evaluate course content, instructional strategies and materials to ensure best practices are represented.

PROGRAM OUTCOMES ASSESSMENT
2007-2008
Technology Department

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
TECHNOLOGY ELECTRONICS	7	Internally Developed Test	85%,78%,76%,75%,7 2%,70%,67%

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

The Technology Department used a self-developed Outcomes Assessment Exam. This year seven seniors completed the assessment exam all were electronics majors. Of the seven seniors tested three were graduating seniors. The exam was developed by a team of department adjunct instructors and members of the Technology Department Advisory Team from the Federal Aviation Administration (FAA). This year’s scores ranged from 67% to 85% correct with a mean of 74.7%.

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. This year 1/3 of the exam included portions from the FAA’s “The Basic Electronics Screening Tool” known as (BEST – Test). Test questions from the BEST test included “Series-Parallel Resistive Circuit”, “Diode Circuits”, and “Push-Pull Amplifier”. With this being the first assessment exam to include the BEST Test and the second year 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
2007-2008
Business Programs

It became necessary this year to present breakdown of the ETS Business II Test by campus. In previous years, the ETS gave a composite report aggregated at its origin with scores properly weighted. However, this year, they have allowed us to print results by campus and since we are not familiar with their aggregation techniques, it is only possible to report the average score along with the individual campus outcomes. This is actually preferable in that it permits us to find where weaknesses and strengths may be found in all three campuses. The ETS Business II Test is given to graduating seniors annually on a set date in the Business Policy class.

Administering Assessment

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

As usual, we are reporting the results of the ETS Business II Test – the test that evaluates students’ competencies in the nine common business core courses. A total of seventy-two (72) students were assessed: 43 students from the main campus, 17 students from Oklahoma City campus and 12 students from Tulsa campus. Three students were assessed in Computer Science. Because of the small number of students taking the computer science test, the ETS did not provide us with a weighted composite score. These are shown on Table 12 with corresponding numbers from last year. The three students who took the computer science test scored 124, 129 and 134 respectively. None of the computer science students scored up to 70%, which is our benchmark.

Table 12

Department Or Degree Program	Assessment Measures	Number of Individuals Assessed	
		<u>2008</u>	<u>2007</u>
Bachelor of Business Administration	ETS II General Business	72	41
Bachelor of Science Computer and Information Science	ETS – Computer Science	3	0

Table 13

Assessment Indicator Number	Assessment Indicator Title	2008				2007		
		Avg	Main	OKC	Tulsa	Avg	Main	Tulsa
1	Accounting	40	34	40	45	44	47	40
2	Economics	33	31	34	35	42	41	42
3	Management	40	39	37	44	42	40	43
4	Quantitative Business Analysis	36	35	33	40	40	41	39
5	Finance	41	39	46	38	46	42	49
6	Marketing	36	34	33	41	43	42	44
7	Legal and Social Environment	29	29	28	30	40	38	42
8	Information Systems	48	48	45	51	55	51	59
9	International Issues	37	36	38	37	44	40	48

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

Overview Of The ETS Business Ii Test

The mean score on the ETS Business II Test for 2008 was 135 (67.5%) with a standard deviation of 8. This compares with a mean score of 142 (71%) and a standard deviation of 11 in 2007. In OKC the mean score was 137 (68.5%) in 2008 with a standard deviation of 16. There were no data for 2007 from OKC. In Tulsa, the mean score was 141 (70.5%) in 2008 and 144 (72%) in 2007 with standard deviation of 14 and 16 respectively. The large standard deviations render the comparisons meaningless. All it shows is that main campus students' scores were very close to each other, whereas scores at Tulsa were widely scattered. In every area the scores for 2008 were worse than those for 2007. Unfortunately, we are not able to pinpoint where the problem lies although it is possible to make a subjective guess apropos the caliber of that graduating class. Even when we discount the fact that OKC students were not able to complete the test due to power outage at the time of the test, we are still left with the inability to explain why there should have been such a disparity between last year's result and 2007.

Analysis by Subfield

Accounting: The average score on accounting on all three campuses was 40 compared to 44 in 2007. The score on the main campus was 34 and this had the effect of dragging down the average for all three campuses. Highest score was 45 on the Tulsa Campus. The average score on the OKC campus was 40. A closer examination of the students who presented for the

examination in Tulsa shows that they were mostly main campus students who worked and lived in OKC or in Edmond and chose to take the test in OKC.

Economics: Average score on the economics component of the test was 33 compared to 42 in 2007. This was a drastic drop. This can be explained by the fact that there were no economics graduates in 2008 and there were only 3 students in financial economics. The absence or near absence of economics students in the cohort weighed heavily on the economics scores on the test. Economics is one subject that students often don't get concerned about after they have completed the principles courses unless they are economics majors. Therefore the abysmal performance in the economics component can be understood even though it is not acceptable. There was no statistical significance in the scores on the three campuses.

Management: The average score in Management was 40 compared with 42 in 2007. The dispersions among the scores on the three campuses were minimal. We can explain the minor difference between 2008 and 2007 average by attributing it to the power outage that took place during the test in Oklahoma City. The OKC students were not able to complete the test. In fact they had more than 30 minutes left when the outage occurred.

Quantitative Business Analysis: The mean score in 2008 was 36 compared to 40 in 2007. This was the worst showing in more than five years. Scores in this sub-field has been inching up steadily over the last five years since the inclusion of management science in our curriculum. We are not able to explain what happened in 2008, but we will have to wait and see if it was an aberration or something more serious in the way the quantitative courses are taught or whether we can ascribe the poor performance to the quality of the cohort of students who took the test.

Finance: The average score in finance was 41 in 2008 compared to 46 in 2007. This is a serious decline. However, finance subfield score continues to improve when compared to previous years.

Marketing: Here again, there was a sharp decrease in the average score from 2007 from 46 in 2007 to 36 in 2008. It follows the pattern described above for the other subfields.

Legal and Social Environment: This subfield saw the steepest decrease in the scores across the three campuses. The average score of 40 in 2007 fell to 29 in 2008.

Information Systems: The 2007 average was 55 and the 2008 average was 48—a sharp decline. Given that the raw data shows that the worst performance was in OKC, we can conclude that the power outage in OKC did have impact of student performance.

International Issues: The 2008 average of 37 fell short of the 2007 average of 44. Students performed poorly across all three campuses.

Instructional Changes

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

We will undertake a major review of our learning outcomes statements if the situation does not improve in 2009. We also plan to improve classroom management and strengthen the rigor of teaching and testing. There must be shared responsibility between professors and students in the learning process—faculty members will be required to spend more time in preparing and developing pertinent teaching materials and students will be encouraged to ask for more help if needed. An examination of our computer science curriculum has been deemed necessary over the last few years and the Dean has directed that the computer science faculty reexamine their mission and set fresh goals and objectives for improving computer science instruction in the School.

**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES
PROGRAM OUTCOMES ASSESSMENT
2007-2008**

Education and Behavioral Sciences Programs

Administering Assessment

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

**2007 – 2008 Academic Year
Program Outcome Assessment Measures**

Degree Program Assessed	Assessment	Number of Candidate/Student Assessed
A. Department	B. Measures	From August 2007 to July 2008
1. Elementary and Special Education	1. Major's Field Test in Education (ETS)	4
	2. Certification Examination For Oklahoma Educators (CEOC)	
	A. OGET	17
	B. OSAT	19
	C. OPTE	4
	3. Portfolio	4
	4. Admission to Teacher Education	6
	5. Admission to Clinical Teaching	7
	6. Program Completers	4
		From August 2007 to July 2008
2. Teacher Education Programs (Secondary Education)	1. Major's Field Test in Education (ETS)	4
	2. Certification Examination for Oklahoma Educators (CEOC)	
A. Biology Education	A. OGET	17
B. Chemistry Education	B. OSAT	19
C. English Education	C. OPTE	4
D. Family & Consumer Sciences		
E. Physical Education	3. Portfolio	4
F. Mathematics Education	4. Admission to Teacher Education	18
G. Music Education	5. Admission to Clinical	16

	Teaching 6. Program Completers	4
3. Health Physical Education and Recreation	4. Content Area Appraisal Examination	2
	5. Leadership Skills Inventory (Pro-Ed)	2

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

Certification Examination for Oklahoma Educators (CEOE)

The CEOE Program consists of fifty-three tests. Forty-eight tests are subject area tests, four are professional teaching examinations, and one is a general education test.

While the content covered by each test is different, the structure is essentially the same. The content of each testing field is organized in six sub areas. The sub areas define the major content area of the test. They include several test objectives that provide specific information about the body of knowledge prospective teachers are expected to have prior to beginning to teach in their special areas of concentration. The tests include between 80 to 120 test questions that are designed to measure the test objectives.

Tests are an indispensable tool in the measurement toolbox. Good tests can provide consistent, comparable, and useful information about our candidates' and students' achievement not easily obtained through other means. We also realize that tests are not perfect. Several factors unrelated to learning can cause test scores to fluctuate at the individual or aggregate levels. Consequently, we conclude that test scores do not always mean what people and educators think they mean.

Each examinee's performance on a test is evaluated against an established level of competence represented by a minimum – 240/300 passing score. The scale score is computed by determining the number of scoreable questions answered correctly and converting that number to a total test score in the 240 or above range. To pass the test, an examinee must attain a total test score of 240 or higher. Scores below 240 are failing.

Oklahoma General Education Test

The Oklahoma General Education Test is designed to assess examinee's knowledge and skills in the areas most traditionally considered basic arts and sciences. In general, materials on this examination cover the core curriculum areas of reading/language arts, mathematics, science, and social studies, as well as having a written component (OCTP).

Oklahoma Professional Teaching Examination

The Oklahoma Professional Teaching Examination is designed to measure examinees' skills and knowledge with respect to topics typically associated with professional teacher education. Broad topic areas include learners and the learning environment, instructional and assessment, and the environment.

Four versions of the Oklahoma Professional Teaching Examination are available, each of which matches a particular level or classification of certification.

During the 2007-2008 testing period, seventeen (17) candidates were tested and earned an overall passing score of 71%. Eighteen (18) elementary majors were tested. Ten (10) took the Elementary Education – Subtest 1 and earned a pass rate of 60%. Eight (8) took the Elementary Education Subtest 2, and the “pass rate” was not reported because “number tested” was less than 10. Similarly, the aggregated Oklahoma Subject Area Test (OSAT) pass rate was not reported for one instrumental music, two early childhood, one biological sciences, two middle-level social studies, and three mild-moderate candidates. Seventeen (17) candidates took the Oklahoma General Education Test (OGET) and earned a pass rate of 100%. Four (4) candidates took the Oklahoma Professional Teaching Examination (OPTE) and no “pass rate” was reported because there were fewer than 10 candidates. Overall, the Langston University’s teacher candidates earned a pass rate of 71% for the 2007-2008 Program Year.

Major Field Assessment in Education

During the 2007-2008 academic year, the ETS Major Field Test in Education was administered to four (4) teacher education seniors. The test covers 1) *Educational Goals (15%)*, 2) *Administration and Supervision of School (14%)*, 3) *Curriculum Development and Organization (16%)*, 4) *Teaching and Learning (39%)*, and 5) *Evaluation and Research Appraisal (16%)*.

The content specifications from the Major Field Tests reflect the basic knowledge and understanding gained in the undergraduate curriculum. According to ETS, the tests have been developed and designed to assess the mastery concept, principles, and knowledge expected of students at the conclusion of their study in specific areas.

Scores on the tests provide useful information to the school faculty and the progress of our students. The test also evaluates the professional education curriculum.

The average score for the twelve examinees who took the Major Field Test in Education for the 2007-2008 Program Year was 143. The maximum possible score is 200. Two of the candidates obtain average score of 160 or higher (80%).

Portfolio Assessment

The 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 non-dominant 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 2007-2008 Program Year. Four (4) portfolios were evaluated. The results show that our candidates’ portfolios were in compliance in all stages (entry, mid and exit level) and with the standards set by the Oklahoma Commission for Teacher Preparation (OCTP).

Portfolio Assessment Using Rubrics

Presentation Competencies	2.748
Portfolio Components	2.474
OCTP Competencies	2.881
TE General Competencies	2.634
TE Knowledge Bases	2.579
Candidates' Dispositions	2.603

The table above showed the assessment of candidates' portfolio for the *2007-2008 Program*

Year. Candidates performed higher in four of the six sub-scores: *presentation competencies, OCTP competencies, TE general competencies, and candidates' dispositions*. Overall, the candidates obtained relatively lower ratings in *portfolio components, and TE knowledge bases*.

Major Field Test in Psychology 2007-2008 Academic Year

The ETS major fields tests in psychology were administered to a total of thirty-eight (38) students majoring in psychology at Langston University. Thirty-five (35) or 92% obtained scores of 140 or higher. For the total or composite scores, the mean was 143.3 with a standard deviation of 12.0 and standard error 2.50. The scale range for the total scores was 120-200 and that for the sub-scores was 20-100.

Specific areas covered by the tests were (1) learning and cognition; (2) perception, physiology, ethnology; (3) clinical, abnormal, and personality; (4) developmental and social. The scores for these areas were:

Fifteen (15) seniors were enrolled in their *Senior Practicum*. All or 100% successfully completed the experience earning a grade of C or better. All the graduating seniors completed the *Student Satisfaction/Follow-up Questionnaire*, with eighty-five percent indicated that the curriculum met their expectation and that they felt well-prepared for their professional goals.

Students also asked to indicate their educational plans. Four students were undecided, and six had no plans beyond the bachelors degree. 80% of the graduating seniors indicated that they plan to enroll in a graduate or professional program.

PROGRAM OUTCOMES ASSESSMENT 2007-2008 Program: Health, Physical Education and Recreation

Introduction

Four (4) students planned to graduate during *2007-2008 Program Year*. Of the four, two (2) completed the requirements for graduation. Both were in the recreation and non-teaching component of the program. There were no students who matriculated and completed the requirements for teacher education. All four (4) students were administered the *Leadership Skills Inventory*.

The Leadership Skills Inventory is a battery of questions that help ascertain eight competency areas for each student within the HPER program of study. This inventory is made up of statements that focus on the knowledge and skills of leadership. The responses on the survey were analyzed for internal consistency utilizing both Kuder-Richardson statistics analysis. All the average T-scores were greater than 60. The maximum possible T-score for each subtest is 70. All T-scores were greater than 60. The data suggested that all the average scores were one standard deviation above the mean. Students expressed high knowledge skills in *written communication, group dynamics, and problem-solving*. Relatively, students report lower scores in *speech communication and values clarification*. The data suggests that the students reported similar scores across all eight competencies in their leadership skills.

Competency	X (T-scores)	SD
Fundamentals of Leadership	63.50	5.745
Speech Communication	60.25	5.737
Written Communication	65.50	2.646
Values Clarification	61.50	0.577
Decision Making	62.00	1.414
Group Dynamics	65.00	0.816
Problem Solving	65.25	1.500
Personal Skills	62.25	3.775

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

**SCHOOL OF NURSING AND HEALTH PROFESSIONS
PROGRAM OUTCOMES ASSESSMENT**

2007-2008

Nursing

Administering Assessment

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

Assessment Measures	# of Students Assessed
Pre-RN Exam (ERI)	59
RN-AssessTest	59
NCLEX-RN	59

Analysis of Findings

III – 2. What were the analyses and findings from the 2007-08 programs outcomes assessment?

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

During the 2007-08 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 above the designated levels on both the Pre-RN examination and the RN-AssessTest after repeated attempts. The most significant program measure is performance on the licensure examination. NCLEX-RN results are available for fifty-one of the fifty-nine 2007-08 graduates. Seventy-eight (78%) of the graduates taking the NCLEX-RN were successful on their first licensure examination attempt. The result is not currently available for eight graduates.

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 professions students.

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 analyzed ERI Test and NCLEX-RN performance data to determine the number of times students should be allowed to re-test (ERI). Faculty evaluation of the data resulted in the following statement being added to appropriate course syllabi in order to improve graduate NCLEX-RN pass rate.

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. Students will be allowed to repeat ERI tests a **maximum of two (2) times**. Students who do not achieve the designated score by the third attempt will receive a failing grade for the course.

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

2007-2008

Gerontology Program

Administering Assessment

III-1. List, in table format, assessment measures and number 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 2007-08 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.

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
2007-2008
Health Administration

Administering Assessment

III-1. List, in table format, assessment measures and number 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 2007-08 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.

SECTION IV: STUDENT SATISFACTION ASSESSMENT

IV - 1. How were students selected?

The ACT Student Opinion Survey was administered in the Spring of 2008. The survey consisted of the base ACT items as well as 30 additional items. E-mail invitations to participate were sent to all students who had a valid e-mail address on record with the university. Additionally, select instructors were recruited to administer the survey during their classes to help ensure a larger participation.

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

The results of the survey indicated that Langston University students have a slightly lower opinion of the school services and environment when compared to the national averages, as 55 of the 65 items on the standard survey were below the national averages and only 10 items were above the national averages. However, of the scores, none of the items were so low or high as to be outside of 1 standard deviation of the national means. The items that Langston University received the highest scores for tended to be just above the national average, but items that the university scored lowest on tended to be of a greater magnitude below the national average.

Highest 5 Scores for Services:

RK	ITEM#	ITEMS	LU	NATIONAL	
			AVG	AVG	SD
1	2	PERSONAL COUNSELING SERVICES	3.94	3.92	1.00
2	18	HONORS PROGRAMS	3.94	3.89	0.98
3	3	CAREER PLANNING SERVICES	3.88	3.81	0.98
4	1	ACADEMIC ADVISING SERVICES	3.86	3.90	0.95
5	22	VETERANS SERVICES	3.82	3.77	1.12

Highest 5 Scores for College Environment

RK	ITEM#	ITEMS	LU	NATIONAL	
			AVG	AVG	SD
1	7	CLASS SIZE RELATIVE TO THE TYPE OF COURSE	4	4.15	0.81
2	2	COURSE CONTENT IN YOUR MAJOR FIELD	3.88	3.95	0.85
3	9	AVAILABILITY OF YOUR ADVISOR	3.87	3.86	0.98
4	3	INSTRUCTION IN YOUR MAJOR FIELD	3.86	3.98	0.86
5	1	TESTING/GRADING SYSTEM	3.79	3.81	0.77

Lowest 5 Scores for Services:

RK	ITEM#	ITEMS	LU	NATIONAL	
			AVG	AVG	SD
19	19	COMPUTER SERVICES	3.33	3.91	0.96
20	12	RESIDENCE HALL SERVICES AND PROGRAMS	3.21	3.49	1.08
21	8	STUDENT HEALTH INSURANCE PROGRAM	3.20	3.35	1.18
22	10	FINANCIAL AID SERVICES	3.05	3.78	1.06
23	13	FOOD SERVICES	2.57	3.32	1.14

Lowest 5 Scores for College Environment:

RK	ITEM#	ITEMS	LU	NATIONAL	
			AVG	AVG	SD
39	27	CAMPUS BOOKSTORE	3.23	3.59	1.04
40	33	BILLING AND FEE PAYMENT PROCEDURES	3.22	3.53	0.97
41	13	AVAILABILITY OF FINANCIAL AID INFORMATION	3.18	3.64	1.00
42	31	AVAILABILITY OF THE COURSES YOU WANT	3.18	3.21	1.14
43	26	STUDENT UNION	2.92	3.61	0.91

Highest 5 Additional Items:

Item #	ITEMS	LU AVG
LU08	ADVISOR'S KNOWLEDGE ABOUT YOUR PROGRAM	3.89
LU15	HELPLEFULNESS OF LIBRARY STAFF	3.86
LU09	ADVISOR'S SETTING OF REALISTIC ACADEMIC GOALS	3.83
LU16	HOURS OF LIBRARY OPERATION	3.60
LU17	AVAILABILITY OF REQUIRED BOOKS AND MATERIALS IN THE LIBRARY	3.57

Lowest 5 Additional Items:

	ITEMS	LU AVG
LU18	RELIABILITY OF THE CAMPUS NETWORK	2.83
LU28	COST OF UNIVERSITY PROVIDED HOUSING	2.41
LU25	QUALITY OF FOOD IN THE CAFETERIA	2.36
LU05	PROMPTNESS OF FINANCIAL AID DISBURSEMENT	2.36
LU26	VARIETY OF FOOD IN THE CAFETERIA	2.34

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

The data gathered from the student satisfaction survey was disseminated throughout the University and will be used to guide ongoing efforts to increase student satisfaction. Several of the areas of concern were known to the administration prior to the survey (network problems, building a new Student Union) and are in the process of being addressed. Other areas will be brought to the attention of the appropriate departments to work on addressing the problems.

SECTION V: GRADUATE PROGRAM

PROGRAM OUTCOMES ASSESSMENT

2007-2008

Graduate Program

Administration of Assessment

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

The responsibility for the ongoing management of collecting, summarizing, analyzing, and communicating of data resides in the Office of the Director: Integral to the Offices' work are the activities associated with the programs' three-transitional points that represent multiple forms of assessments. The data collected are organized in reports for assessment at the following transitional points:

Entry Level

Prospective graduate students are required to meet certain admission requirements. The requirements are predictive of success in the graduate programs. They include:

- a. official transcript for a bachelor's degree at an accredited college university;
- b. maintained a minimum undergraduate cumulative grade point average (GPA) of 2.50 on a scale in which 4.0 equals and "A" or a minimum GPA of 3.00 in the candidate's major;
- c. recommendation of candidate by professors or professionals based traits and performance verifying readiness for the rigor of graduate studies;
- d. submitted the aptitude section of the Graduate Record Examination (GRE); and
- e. obtained a minimum score of 80 on the Langston University Writing Skills Tests.

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 assess 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 score of 2.00 is required for satisfactory performance.

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.

Comprehensive Written Examination

A written comprehensive examination is required of all candidates for the Master's degree. The six-hour examination consists of questions within the candidates' area of concentration and the core requirements. Candidates are expected to demonstrate knowledge

and skills appropriate at the Master’s level integrating facts, concepts from diverse sources in systematic, well-reasoned, well-written narrative.

The comprehensive examination for the Master of Education candidates is scored on the basis of a three-point scale (3 2,1) and a 2.00 average is required for satisfactory performance.

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 by marking with either “agree strongly” (code 4), “agree with reservation” (code 3), “disagree with reservation (code 2) or “disagree strongly (code 1).

Analysis and Findings

V-2. What were the analyses and findings from the 2007-08 graduate student assessment?

The following tables represent the findings of the assessment measures

Entry Level

Assessment Measured	Number Assessed	Mean Score	Median Score	Range
GPA	47	2.91	2.62	2.50-3.87
GRE: Verbal	47	3.59	300	270-500
GRE: Quantitative	47	423	315	250-600
GRE: Combined Verbal and Quantitative	47	782	615	520-1100
Writing Skills Test	47	83	84	79-95

Recommendation of Applicants by professors or professionals

	Poor	Average	Good	Outstanding	Unable to Rate
Academic Performance/Potential		2 (4%)	10 (21%)	35 (75%)	
Personal Appearance		3 (6%)	12 (26%)	32 (68%)	
Motivation/Career Goals			9 (19%)	38 (81%)	
Leadership Skills			15 (32%)	32 (68%)	
Interpersonal Skills		2 (4%)	9 (19%)	36 (77%)	
Verbal Skills		7 (13%)	18 (40%)	22 (47%)	
Writing Skills		11 (21%)	30 (57%)	12 (22%)	
Quantitative Skills		6 (11%)	27 (51%)		20 (38%)
Occupational Background/Related Experiences		12 (22%)	30 (57%)	11 (21%)	

N=47

Mid-Level Qualifying Examination

Assessment Measured	Number Successful	Mean Composite Scores	Median Composite Scores	Range
Qualifying Examination	28	2.15	3.00	2.00-3.00
Number Failed	0			1.00

N=28

Final Level

Assessment Measured	Number Successful	Mean Score	Median Score	Range
Comprehensive Written Exam	21	2.35	2.15	2.00-2.37
	Not Successful			
	2	1.50	1.75	1.30-1.80
	Number Successful			
Portfolio	19	All M.Ed. .Candidates' Successfully Completed Portfolio		

N=23 – Comprehensive Written Exam

N= 19 - Portfolio

STUDENT QUESTIONNAIRE

	Code 1	Code 2	Code 3	Code 4
<i>Faculty members were genuinely interested in the welfare and professional development of master's students</i>		1 (5%)	2 (11%)	16 (84%)
<i>Master's students worked hard to meet the demands of the program</i>				19 (100%)
<i>I would advise a friend with similar interests to study in the program</i>			4 (21%)	15 (83%)
<i>The program is an intellectually stimulating place in which to study</i>			1 (5%)	18 (95%)
<i>Faculty members prepare carefully for their master's level course</i>		1 (5)	2((11%)	16 (84%)
<i>There is a good communication between faculty and master's students regarding students' needs, concerns, and suggestions</i>	1 (5%)			18 (95%)
<i>Faculty exhibits scholarly and professional competency</i>	1 (5%)		3	18 (95%)
<i>Evaluation procedures used in graduate courses (e.g., grades, papers) are effective</i>	1 (5%)			18 (95%)
<i>Teaching methods used in graduate courses (e.g., seminars, audio visuals aids) are stimulating</i>		1 (5%)		18 (95%)
<i>Accessibility of faculty members to master's students in the program is good</i>		2 (11%)	4 (21%)	13 (68%)
<i>Evaluation of master's</i>		4(21%)	2 (11%)	13 (68%)

<i>students progress toward the degree is regular and ongoing</i>				
Evaluation of the professional competency of masters students is regular and ongoing			2(10%)	17 (90%)
<i>The University is committed to the program</i>	1 (5%)	18(95%)		
<i>Overall financial resources in support of the master's program is adequate</i>	17 (90%)	2 (10%)		
<i>Financial assistance grants, loans, assistantships, etc., for students in the program is available</i>	19(100%)			
<i>I served on department or university-wide committees</i>	17(90%)	2 (10%)		
<i>The program prepares scholars and researchers</i>		2 (8%)	4 (20%)	15 (80%)
<i>The program is a good program for preparing teachers</i>				19 (100%)
<i>Preparing other practitioners</i>		15 (80%)	4 (20%)	
<i>Preparing students for advanced study</i>			2 (10%)	17 (40%)
<i>Providing personal enrichment</i>				19 (100%)

N=19

Code 1 – Disagree Strongly

Code 2 – Disagree with Reservation

Code 3 – Agree with Reservation

Code 4 – Agree Strongly

All nineteen candidates (100%) strongly agreed that the Master of Education candidates worked hard to meet the demands of the program. When asked whether the program was an intellectually stimulating place in which to study, eighteen (18) candidates (95%) indicated that they “strongly agree” that it was and one (1) candidate respond that he/she “Agree with Reservation.” Nineteen (19) 100% of the candidates believed that the program provided them with personal enrichment, while seventeen (17) 90% indicated that the program prepared candidates for advanced studies. All of the candidates (100%) said that the program is a good program for preparing teachers and fifteen (15) (80%) “Agree Strongly” that the program prepared scholars and researchers.

Eighteen (95%) of the candidates “Disagree with Reservation” that the University is committed to the program, while 90% or seventeen candidates indicated that the overall financial resources in support of the program was inadequate.

All nineteen candidates “Disagree Strongly” that financial assistance (grants, loans, assistantships, etc.,) for candidates in the program was available.

With regards to the faculty and teaching methods, sixteen (16) 84% if the candidates strongly agreed that the faculty members prepared carefully for their courses and eighteen (95%) strongly agreed that there was good communication between faculty and candidates. Eighteen candidates also strongly agreed that the teaching methods used were stimulating. Thirteen (13) 68% of the candidates strongly agreed that they were accessible to the faculty and that evaluation of the progress toward their degree was regular and on going.

Other Assessment Plans

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

No instructional changes is planned for the Graduate Program. However, ongoing curricula revisions are in strengthening the programs.

SCHOOL OF PHYSICAL THERAPY
Langston University
School of Physical Therapy
Doctor of Physical Therapy Program
Assessment Report to the Oklahoma State Regents for Higher Education
December 5, 2008

Section V – Graduate Student Assessment (2 pages)

(Only institutions that charged graduate students the student assessment fee in **2007-08** should respond to questions V-1 through V-4.)

Program Outcomes Assessment

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

Year I 100% of student--14 student in the DPT program
Year II 100% of student--12 students in the DPT program
Year III 100% of student --7 students in the DPT program

Doctor of Physical Therapy Program Outcomes Assessment Measures

Instrument	Year I	Year II	Year III	2008 Graduates
Midterm grade reports	Students must receive a B or better for each course. Students with less than a B meet with the advisor and instructor for scheduled supplemental instruction	Students must receive a B or better for each course. Students with less than a B meet with the advisor and instructor for scheduled supplemental instruction	Students must receive a B or better for each course. Students with less than a B meet with the advisor and instructor for scheduled supplemental instruction	Exit interview questions for the graduating DPT students are directed at appraising the midterm grade reporting system and the assessment results generated and interventions provided to assist students with less than a B in a course
Final grade reports	Students must receive a minimum GPA of 3.0 each semester to remain a student in good standing.	Students must receive a minimum GPA of 3.0 each semester to remain a student in good standing.	Students must receive a minimum GPA of 3.0 each semester to remain a student in good standing.	Exit interview questions for the graduating DPT students are directed at appraising the final grade

	Students with less than a 3.0 but greater than 2.8 are placed on academic probation. The student must restore a GPA of 3.0 within 2 semesters for continued enrollment in the program.	Students with less than a 3.0 but greater than 2.8 are placed on academic probation. The student must restore a GPA of 3.0 within 2 semesters for continued enrollment in the program.	Students with less than a 3.0 but greater than 2.8 are placed on academic probation. The student must restore a GPA of 3.0 within 2 semesters for continued enrollment in the program.	reporting system and the assessment results generated and interventions provided to assist students with less than a B in a course
Scheduled advisement	Students are provided with an advisor upon entry into the DPT program. The student has scheduled advisement each semester a minimum of 1 time and at other times as needed. The advisement sessions monitor the student outcomes at the time of midterm and final grade reports.	Students are provided with an advisor upon entry into the DPT program. The student has scheduled advisement each semester a minimum of 1 time and at other times as needed. The advisement sessions monitor the student outcomes at the time of midterm and final grade reports.	Students are in full-time clinical rotations and meet with the director of clinical education at the midpoint of each clinical internship. The DCE monitors the progress of the student in the clinical internship. Faculty support the DCE in working with students who require remediation.	Exit interview requires the student discuss the advisement process.
Generic abilities	DPT students must self assess on their progress in their “generic” abilities that include: professionalism, communication, effective use of time and	DPT students must self assess on their progress in their “generic” abilities that include: professionalism, communication, effective use of time and	Students must be at entry-level in the generic abilities to participate in clinical education courses in Year III of the program.	The exit interview requires the student complete the final generic abilities, a resume, and professional development plan as well as

	resources; constructive feedback, etc. The faculty advisor also assesses the student.	resources; constructive feedback, etc. The faculty advisor also assesses the student.		the core values document.
Clinical education course assessments	Students are assessed in their clinical education courses by their clinical instructor and by the Director of Clinical Education. The assessment occurs at the midterm and the final session of the internship. The Clinical Performance Instrument is used as the valid assessment tool.	Students are assessed in the clinical education courses by their clinical instructors and by the director of clinical education at the midpoint and the final session of the clinical internship. The Clinical Performance Instrument is used as the valid assessment tool.	Students are assessed in the clinical education courses by their clinical instructors and by the director of clinical education at the midpoint and final session of the clinical internship. The Clinical Performance Instrument is used as the valid assessment tool.	
Course and Instructor evaluations at the end of each course	Students are required to complete course and instructor evaluations for each course and instructor at the end of every semester and every clinical education internship	Students are required to complete course and instructor evaluations for each course and instructor at the end of every semester and every clinical education internship	Students are required to complete course and instructor evaluations for each course and instructor at the end of every semester and every clinical education internship	
Focus groups	Students are required to participate at the end of every semester and every clinical	Students are required to participate at the end of every semester and every clinical	Students are required to participate at the end of every semester and every clinical	Students participate in a final focus group at the time of graduation to discuss issues

	education course. The purpose of the focus group is to evaluate progress towards meeting the expected student outcomes	education course. The purpose of the focus group is to evaluate progress towards meeting the expected student outcomes	education course. The purpose of the focus group is to evaluate progress towards meeting the expected student outcomes	that arise as part of the individual exit interview process.
Professional Portfolios				Year II graduating students must present a portfolio to the faculty that addresses the professions core values, the philosophy, mission, and expected outcomes for the graduates of the program. Students self assess and provide artifacts and supportive statements of whether they met the objectives and the level of satisfaction they had in the DPT program to assist them with meeting the objectives.
National Physical Therapy Examination				The graduates of the program are eligible to take the national licensure examination 8 weeks after graduation. The

				expectation is that 100% of the graduates will take the exam within three months of graduating the DPT program.
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Administration of Assessment

V-2. What were the analyses and findings from the 2007-08 student satisfaction assessment?

100% of the year III DPT students reported they were satisfied with the DPT program and the education they received. 100% stated they were well educated and well prepared to participate in clinical education courses. 100% stated they were able to apply the Guide to Physical Therapist Practice Patient Client Management, and the Normative Model for Physical Therapist Education Practice Management and Professional Practice Expectations. These results were obtained through the exit interview, the clinical course evaluations, the focus groups, and the professional portfolio presentations completed by the graduating class in May 2008.

Midterm grade reports: 100% of the student received midterm reports as scheduled by the university. 20% of the students received a grade less than B. 100% of the students who received a grade less than B participated in tutoring and supplemental instruction.

Final grade reports—Fall 2007 Two students were placed on academic probation for receiving C grade that placed their GPA at less than 3.0 but greater than 2.8. One student was dismissed from the program due to poor academic performance—The student received 2 C grades and a GPA less than 2.8. Spring 2008 – the two students who were on academic probation restored their academic standing to a GPA of 3.0 and continue in the program with good academic standing.

Advisement: 100% of the student received scheduled advisement and completed the material required for advisement.

Generic abilities: 100% of the students enrolled in the DPT program work with their advisors on meeting the entry-level standards of the Generic Abilities Instrument. 100% of the students participating in full-time clinical education in Year III were at entry-level in their “generic” abilities in summer 2008.

Course and Instructor Evaluations: 100% of the courses and the instructors who taught the courses in summer 2007, fall 2007, and spring 2008 were evaluated by the students in the DPT program at the end of each course. The summary reports of the course evaluation were reviewed and used as the foundation for the focus groups with the Year I and Year II students.

Focus groups—100% of the Year III students participated in focus groups during the fall and spring semester; 100% of the Year II students participated in the scheduled focus group in spring 2008 and summer 2008. 100% of the Year I students participated in a scheduled focus group in summer 2008. The clinical education focus group for Year II students occurred in summer 2008.

Major recommendations that resulted from the assessment of the clinical course evaluations, the exit interviews, and the focus group as well as the exit interviews was that the students felt they could benefit from having completed all the didactic coursework by the end of Year II rather than coming back for an 8-week semester in Year III. They also felt that Clinical Education III should be longer than 7 weeks perhaps 9 weeks.

Portfolios 100% of the students prepared a portfolio and presented to the faculty prior to graduation. 100% reported they met the program met the philosophy and mission stated and each student reported they were educated to fulfill the mission and the expected outcomes of the program.

National Physical Therapy Examination (NPTE) 100% of the students took the examination within three months of graduating the program in May 2008. 100% of the students passed the examination by December 2008.

Other Assessment Plans

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

The assessment process has resulted in the following changes:

1. The fall Year III semester of three required courses: Pediatric Physical Therapy, Exercise Science and Sports Physical Therapy, and Nutrition Science are now offered in summer prior to going to the final clinical internships. The change was implemented in summer 2008.
2. Clinical Education II (12 week neurological rotation) which would have occurred in summer was offered in fall. The change was implemented in fall 2008.
3. Year III of the DPT program is now restructured in such a manner as to allow the students to participate in consecutive full-time of clinical internships with the associated clinical education seminar courses following the clinical education courses. Clinical Education II, III, IV are sequential. The change was implemented in summer 2008.

Graduate Admission Policy

V-4. How many students who enroll in graduate school scored below the minimum admission standard? None

How were the students selected?

- The selection and admissions process is conducted by a committee in the School of Physical Therapy. There are set criteria for enrollment in the program:
- Candidates must have an earned baccalaureate degree; a minimum GPA of 3.0 in undergraduate education; a prerequisite GPA of 2.8 for the prerequisite courses. The applicant must take the GRE or another standardized graduate entrance examination such as the MCAT; they must have 3 letters of recommendation; and the applicant must have completed 50 hours of observation. Qualified applicants must participate in an interview with the committee prior to admission to the program.