

Langston University

Annual Student Assessment Report

2008 - 09



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EXECUTIVE SUMMARY

FINDINGS

SECTION I: ENTRY-LEVEL ASSESSMENT

- 636 first time entering candidates were assessed in English, Mathematics, and Reading which represented forty(40) percent increase over 2008 (546).
- Cut scores for English, Mathematics and Reading were seventy five (75). This change reflects moving from a paper and pencil to electronic mode of assessment.
- The five (5) year comparative review of subject area scores are unchanged. Reading and mathematics pose a challenge for student learners.
- 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 eighty five (185) 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 2009 were one hundred three (103) percent, eighty eight (88) percent, and thirty five (35) 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 69% with a range of 60 -85%.
- Five (5) of the seven (7) Agriculture Science graduates found employment within 3 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 – six of the eight graduating seniors (2008-09) who took the ETS major field test passed with a 70% or better. Up from 36% in 2007-08.
- Chemistry – Three (3) of the four (4) graduates entered graduate or professional school.
- The School of Arts and Sciences continues to use various assessment data to drive total quality improvement decisions.

School of Business

- Sixty five students in various business degree programs were tested utilizing the standard ETS core test (Business II).
- The scale mean score for the ETS Core test continued to decline for the main campus but showed improvement at the Tulsa campus.
- 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

- Twenty-two (22) candidates took the Oklahoma General Education Test (OGET) and earned a pass rate of 36.4%.
- Twenty-one (21) candidates took the Oklahoma Professional Teaching Examination (OPTE) and the “pass rate” was 76.2%.

School of Nursing and Health Professions

- During the 2008-2009 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 sixty nine (69) of the seventy four (74) 2008-2009 graduates. Seventy five (75%) 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.

SECTION IV: STUDENT SATISFACTION ASSESSMENT

- Students were given the opportunity to participate in an in-house online survey. Everyone with a valid e-mail address was given the opportunity to participate.
- One hundred and two (102) students responded for a response rate of 4%.

SECTION V: GRADUATE STUDENT ASSESSMENT

Graduate Programs

- 42 students sought admission to the Masters of Education program for the 2008-09 year.
- Nineteen (19) of the twenty one (21) graduate students who took written comprehensive exams passed.
- All candidates passed their portfolio reviews in 2009.

- 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.

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

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 an electronic exercise in a computer laboratory environment. During 2008-2009, a test supervisor and one (1) proctor for every twenty five (25) students administered the assessment instruments. Upon completion, the instruments were electronically scored, reviewed, and transferred to 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 twenty four (24) 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.

Students have retest option. They can retest after two (2) weeks of the initial test administration. No formal requests for retest were addressed during 2008-2009. The student retention task force is active in identifying potential student academic problems. This task force maintains contact with those students in need of academic intervention and support. These efforts are coordinated by the Office of Student Affairs and each academic school within the Office of Academic Affairs.

Analyses and Findings

I - 4. What were the analyses and findings from 2008-2009 entry-level assessment?

Data gleaned from the entry-level assessment database for 2008-2009 cannot be compared to previous years. We transitioned from a paper and pencil test format to an electronic mode of assessment that is scaled differently. Given the past years trend line, we must draw a reasoned conclusion the Fall 2008 results under the new format would yield similar results. The Fall 2008 test results seventy eight (78), fifty nine (59), and ninety three (93) percent of the established cut scores for Reading, Mathematics, and English respectively.

ENTRY-LEVEL BASIC SKILLS SUBJECT SCORES FALL 2003 – 2008

Fall Assessments

Subjects	Fall 2008*	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
Reading	59	11.4	10.7	11.1	10.1	11.0
Mathematics	44	14.7	14.8	14.8	14.1	14.4
English	70	22.7	22.5	23.3	22.1	22.4

* Reflects change in test instrument and format.

Mathematics and Reading experienced a one (1) and five (5) percent gain for 2008-2009 and English reflects no gain when compared to the six (6) year weighted average. English, Mathematics, and Reading scores for Fall 2008 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. Seven (7) 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. These interventions are achieving good results.

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 2008-2009, 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 2009 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 2008 – 2009 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.

Not Applicable.

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 2008 – 2009 fiscal year. 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 2009 pool of candidates was three hundred thirty (330) and one hundred eighty five (185) elected to participate. The fifty six (56) percent participation rate is an improvement over 2008.

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

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

We have not found an effective strategy to encourage student participation in the annual mid-level assessment. Many 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. During the Spring 2009, we were encouraged by the overall fifty six (56) percent participation rate.

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 2009 – 2009 mid-level assessment?

The mid-level assessment comparative mean scores during 2004 through 2009 are as follows:

**MID-LEVEL
BASIC SKILLS SUBJECTS SCORES
FISCAL 2004– 2009**

Subjects	2009	2008	2007	2006	2005	2004
English	77	77.0	25.8	27.3	23.0	24.9
Mathematics	26	25.0	18.2	19.2	16.1	17.0
Reading	66.4	68.0	12.7	12.8	12.4	12.5

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 2008-2009 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 eighty five (185) students elected to participate in the Midlevel assessment. Their weighted average scores were seventy seven (77), sixty six (66), and twenty six (26) for Sentence Skills (English), Reading, and Mathematics for 2009. These results reflect a one hundred three (103), thirty five (35), and eighty eight (88) percent of the established cut scores. Mathematics and Reading present a challenge for our student learning.

SECTION III: PROGRAM OUTCOMES ASSESSMENTS
SCHOOL OF AGRICULTURE AND APPLIED SCIENCES
PROGRAM OUTCOMES ASSESSMENT
2008-2009

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

Degree option	Assessment Measure	No. of Candidates
Agricultural Science	ACAT, Major Area Exam	7
	Employment Rates	
	Graduate School Entry Rate	1
Associate, Pre-Vet	ACAT, Major Area Exam	1

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-09 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 2008-2009 graduates on the ACAT was 69% with a range of 60 - 85%. Five of the seven Agricultural Science majors were employed within 3 months of graduation. One entered graduate school at Langston University. The other one has been interviewed by several USDA agencies. Alumni and recent graduates continue to be satisfied with the training received. The graduation rates in the associate programs continue to be dismal. It is generally agreed that there is still a need to emphasize the fundamentals of agriculture. Strong farm background is believed to help enhance the students' classroom performance.

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 direct impact on it. Hence, students seldom prepare for it, thus making it difficult to truly assess the learning and the improvement that have occurred. Nonetheless, based on the concepts that were missed on the tests, faculty members are advised to emphasize those problematic areas in their respective courses. Wireless connection and a new plot printer in our GIS/GPS laboratory have been installed through our Service Learning grants. The Annual Wichita Wildlife Refuge field trip has become a required activity for which students will receive academic credit (3 CR) for participating in it. Thirteen juniors and seniors participated in this

year's program. The associate programs were also reviewed. The Horticulture program was terminated due to lack of enrolment, while an extension was concluded for the Pre-Vet program.

Many changes have been made to enhance our teaching capability in the department in the past academic year. A new department chair has recently been hired. The Chair brings in much research, extension and teaching experience to strengthen classroom instruction in animal and food sciences, and integration between the department and the American Institute for Goat Research. Seminars with agriculture-related topics such as international agriculture, agriculture (food) cooperative, organic agriculture, etc., have been planned with internal as well as external experts. A new computer laboratory with 16 computers has been installed and a monitoring plan has been made to provide access to all students for internet service and on-line study. To enhance hands-on experiences of our students, effort has been made to increase opportunities for work study, internship, and student research projects within the department as well as in the American Institute for Goat Research. In addition, the USDA Liaison Officer is working more closely with faculty to assist them in arranging field trips to animal clinics, farms, processing plants and places of agricultural interest. Professionals in the field and industry are invited to make on-campus demonstrations of equipment and techniques for students. 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 was the main complaint. In addition, most Animal Science courses are instructed by adjunct professors from the American Institute for Goat Research and there is a lack of continuity in classroom instruction. The students find it difficult to get assistance and advice from adjunct professors. Because of it, students have a tendency to skip class and attendance becomes a major problem in some of those classes. Overall, students continue to demonstrate desire to learn and are very happy with the training they are receiving and their experiences in the department.

SCHOOL OF ARTS AND SCIENCES
PROGRAM OUTCOMES ASSESSMENT
Mathematics Department

Administering Assessment

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

ETS Major Examination Nationally Normed Examination	Number of Students Assessed 1	Internally Developed Test Career Portfolio
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III – 2. What were the analyses and findings from the 2008-2009, program outcomes assessment?

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
Mathematics	1	ETS Major Examination Overall Performance (50 percentile) on major components (Calculus, Algebra, Math Statistics, Analysis)	100%
	1	Career Portfolio (80%) Assessed using Departmental Portfolio Rubrics	100%

- The performance of candidates was a scaled score of 155 on the ETS Examination. The performance of the candidate was at the benchmark level of the 50th percentile.
- The performance of candidates was 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.

School of Arts and Sciences
Biology

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			
	8 Graduating Srs, 2008-2009	ETS Major Field Test (Biology)	6 out of 8 scored 70% and above

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-09 programs outcomes assessment?

In Spring 2009, a total of 8 students took the Exit Test valued at 200, with 6 earning scores of 70% or above.

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

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

Numbers in parentheses show percent of examinees scoring *at or below* the sub-scores for Langston University Biology majors.

COMPARISON OF SCORE WITH CURRENT NAT'L COMPARATIVE DATA

	Cell Bio	Mol Bio/ Genetics	Organism Bio	Popln Bio	Evol/Ecol
1	158	54(40%)	56(55%)	62(70%)	55(45%)
2	141	54(40%)	56(55%)	32(5%)	34(5%)
3	147	48(25%)	48(30%)	46(25%)	49(30%)
4	133	48(25%)	48(30%)	24(1%)	27(1%)
5	156	63(70%)	69(80%)	48(30%)	49(30%)
6	151	51(35%)	48(30%)	54(45%)	51(35%)
7	131	42(15%)	37(5%)	32(5%)	29(1%)
8	162	71(85%)	59(60%)	62(70)	55(45%)
Mean	147	54 (40%)	53(45%)	45(25%)	44(20%)

(Mean Scaled Score =74)

Instructional Changes

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

Faculty continues to evaluate course content, implementing modifications to enhance the learning experience.

Discussion continues to focus on incorporating a *capstone course* to be offered during the summer semester. At this time, students are encouraged to enroll in the course entitled *Concepts in Biology* (a 3000-level, non-laboratory course). The course provides a thorough review of basic biological principles.

In addition, greater emphasis is 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 is administered to all biology majors in the final semester.

School of Arts and Sciences
Music Department

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Self-Developed Assessment Measures	Assessment Percentages
Music:	2	Piano Proficiency	80% (pass rate)
	3	Senior Recital	100% (pass rate)
	12	Theory Placement	30% (pass rate)
Bachelor of Arts in Education (Music)			

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-09 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., 12 tested, 3 successfully passed pre tests). The theory placement only tests skill for music fundamentals. A senior exit exam covering music theory and music history is being 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.

School of Arts and Sciences
Communications

Administering Assessment

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

DEPARTMENT	NUMBER OF STUDENTS ASSESSED	ASSESSMENT MEASURE	ASSESSMENT PERCENTAGES
BA - BROADCAST JOURNALISM	11 GRADUATING SENIORS	DEPARTMENTAL EXIT EXAM	10 OUT OF 11 AVERAGED 70% OR HIGHER ON BOTH SECTIONS OF THE EXAM
BA - BROADCAST JOURNALISM	11 GRADUATING SENIORS	SENIOR PORTFOLIOS	15 OF 22 EVALUATIONS, ON 11 CRITERIA, WERE 3.0 (“EXCELLENT”) OR HIGHER

Analysis of Findings

III – 2. What were the analyses and findings from the 2008 – 2009 programs outcomes assessment?

Students continue to perform well on experiential, production oriented projects and assignments. Language skill development remains a cause for concern; only 64% of seniors scored 70 or higher on vocabulary/grammar/syntax section of exit exam.

Instructional Changes

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

We will establish a speech lab beginning in Spring 2010, with computer software dedicated to building student language skills, especially articulation and pronunciation. Work in the lab will be incorporated into all studio classes (BJ3332 Radio Production, BJ3163 Television Production I, BJ3143 Announcing). Faculty will also require more frequent assignments to promote writing skill development.

School of Arts and Sciences
Technology Department

Administering Assessment

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

Department/ Degree Program	Number of Individuals Assessed	Assessment Measures	Assessment Percentages
TECHNOLOGY ELECTRONICS	3	Internally Developed Test	74%, 73%, 71%

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-09 programs outcomes assessment?

The Technology Department used a self-developed Outcomes Assessment Exam. This year three seniors completed the assessment exam and all electronics majors. Of the three seniors tested only one is a fall 2009 graduating senior. The exam was developed by a team of department adjunct instructors and members of the Technology Department Advisory Team composed of Federal Aviation Administration (FAA) Electrical Engineers and/or Electronic Technicians. This year the scores ranged from 71% to 74% correct with a mean of 72.7%.

Instructional Changes

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

Continuing with the spring 2008 and again this year the 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 Technology. Three separate exams were developed, one for each option. This year three Electronics Majors completed the Outcomes Assessment exam.

The advisory committee suggests 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". The spring 2009 exam was the second year to include the BEST test given to electronic majors. After the third year, the advisory committee will again assess the results. The advisory committee continues with the concerns of a department without a full-time electronics professor. The department must rely on the use of adjunct professors. Student numbers are declining, and with the lack of full-time faculty, recruitment will be difficult.

School of Arts and Sciences
English And Foreign Languages Department

Administering Assessment

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

Chart #1

Bachelor of Arts 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	59%	52% - 70%	5
Grammar (Teacher-made) 100	47%	42% - 52%	5
Essay 100	76%	69% - 82%	5

OVERVIEW

On April 15, 2009, five students who were scheduled to graduate in either Spring or Summer were given the three-part exit assessment as required by the School of Arts and Sciences. All five (5) of these students are pursuing the Bachelor of Arts in English.

The three-part exit assessment is a teacher-made assessment involving a fifty-item literature examination, a fifty-item grammatical usage examination, and an essay from which the student chooses one of seven possible essay topics on which he/she must write a 500-word essay. The literature and grammatical usage examinations are multiple choice with 50 items each. Two English faculty evaluated each student's essay and assigned 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 2008-2009 programs outcomes assessment?

Each student was been assigned a one-digit number for the privacy of this report, numbers 1 through 5. Each assessment has a 100-point value.

Given below are the 2008-2009 results, as well as comparisons of the students' performances from previous years. The performance values for each of these percentages are:

A = 90% - 100%

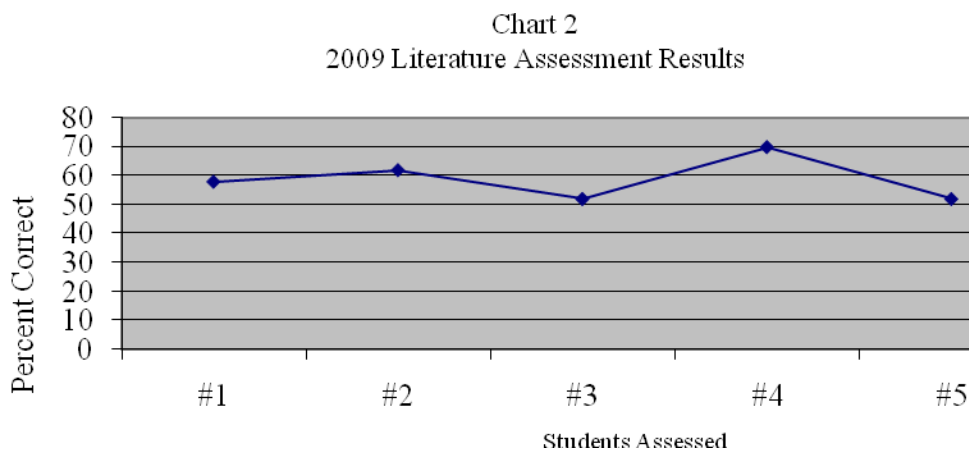
B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

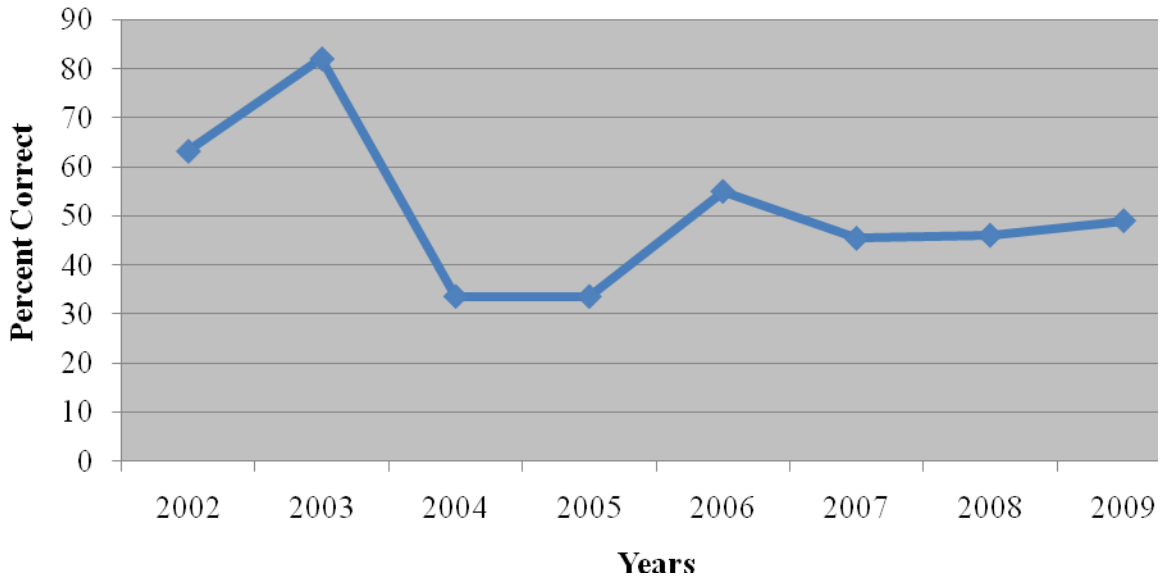
F = 50% and Below

Chart 2 shows the 2009 percentages on the Literature assessment. These students' percentages are as follows: #1 = 58%; #2 = 62%; #3 = 52%; #4 = 70%, and #5 = 52%, with a class average of 59%. From this evaluation one student scored in the "C" range, one scored in the "D" range, and three students scored 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%; 2007-2008 = 46%, and 2008-2009 = 59%. 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
8-year Literature Average Comparison

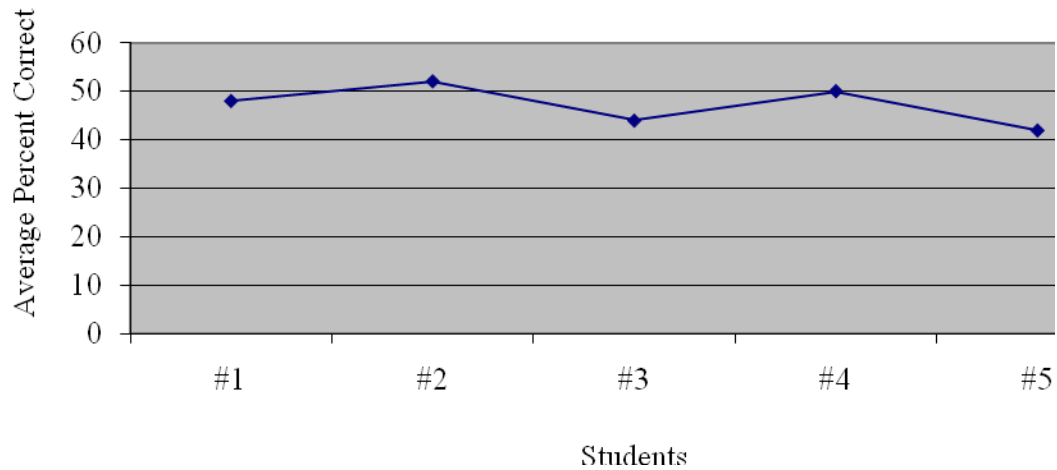


The percentages attained by the 2009 English graduates on the grammar assessment are given in Chart 4. The scores of the graduates were as follows:

Student #	Percentage
#1	48%
#2	52%
#3	44%
#4	50%
#5	42%

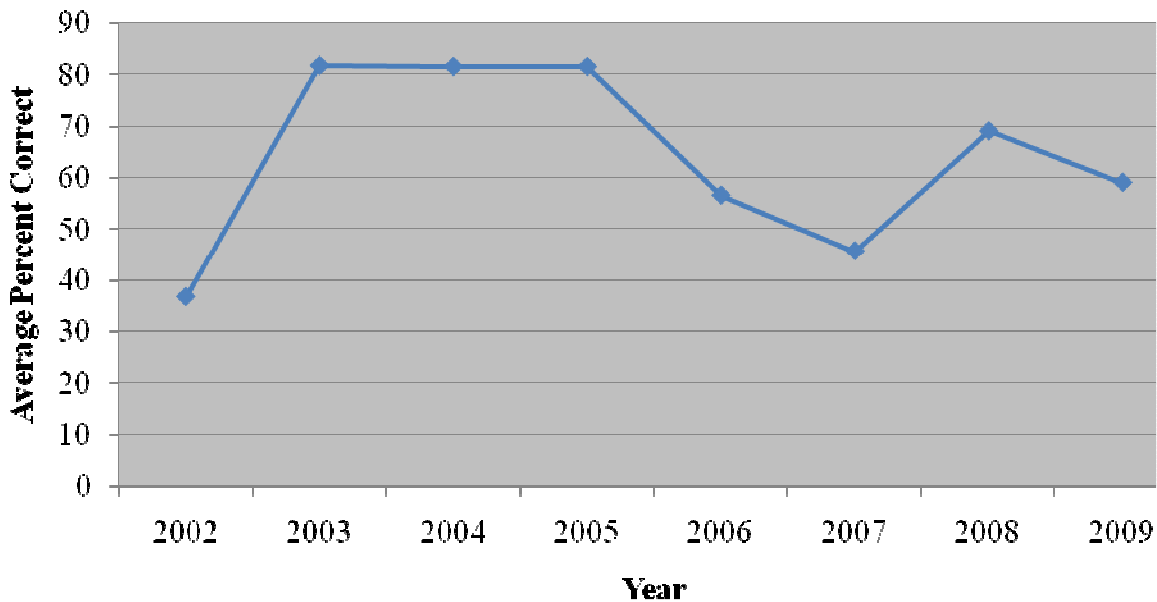
All five of the graduating seniors attained a dismal equivalent grade of “F” on the grammatical usage assessment as given in Chart 4.

Chart 4
2009 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 2008-2009. 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. In 2009, the five students

Chart #5
8-year Grammar Assessment Comparison



performed even worse – all five seniors scored in the “failing” category with a class average of 47% (the range was 42% - 52%).

Chart 6 shows the 2009 scores on the essay. Each essay was evaluated by two readers who evaluated them for content and organization, grammatical 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 2009 graduates are as follows: and are exhibited in Chart 6.

Student	Average
#1	77%
#2	74%
#3	82%
#4	80%
#5	69%

Chart 6
2009 Essay Assessment Results

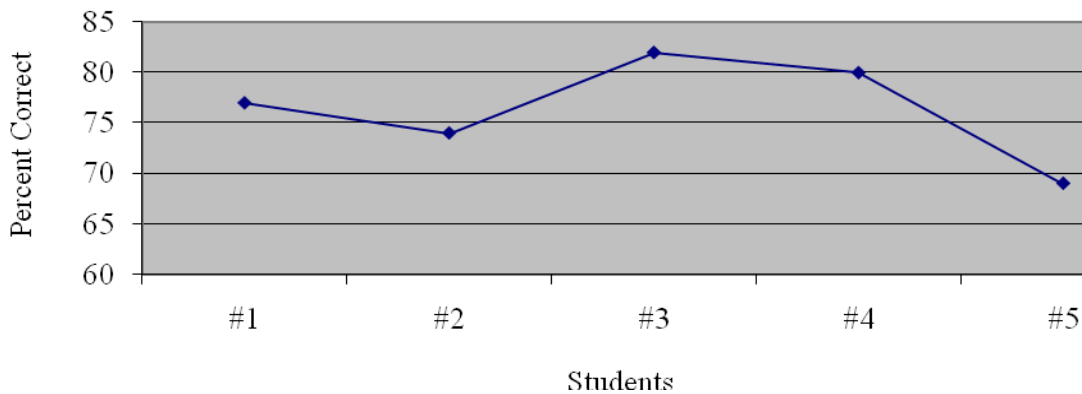


Chart 7 shows a eight-year comparison of the averages graduates received on their exit essay from 2002 through 2009. The students’ writing performances, as evidenced by the averages they have received over the years, far surpass their performance on the other two assessments. The averages on the essay are as follows: 2002 = 88%; 2003 = 85%; 2004 = 82%; 2005 = 82%; 2006 = 82%; 2007 = 77%; 2008 = 88%, and 2009 = 76%. The eight year average on the essay is 76%, which is a grade equivalent of “C,” and is not an acceptable grade for an English major.

Chart #7
8-year Essay Assessment Comparison

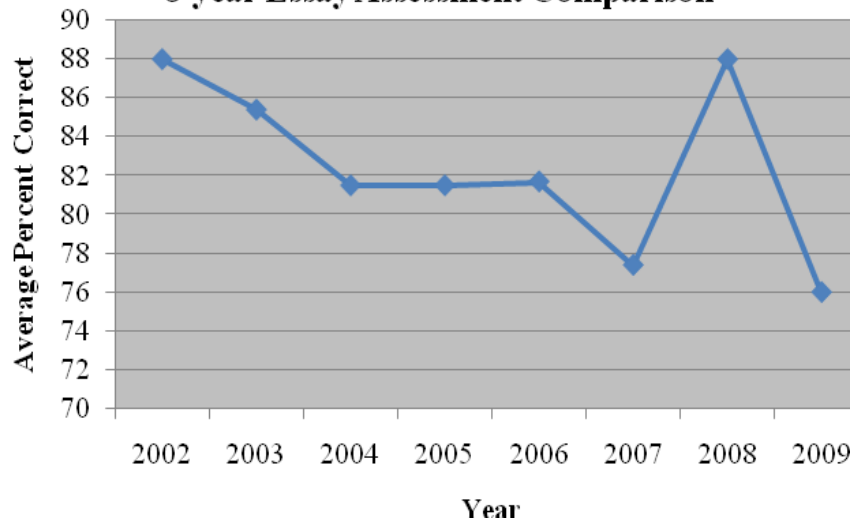


Chart #8
2009 Group Collective Results

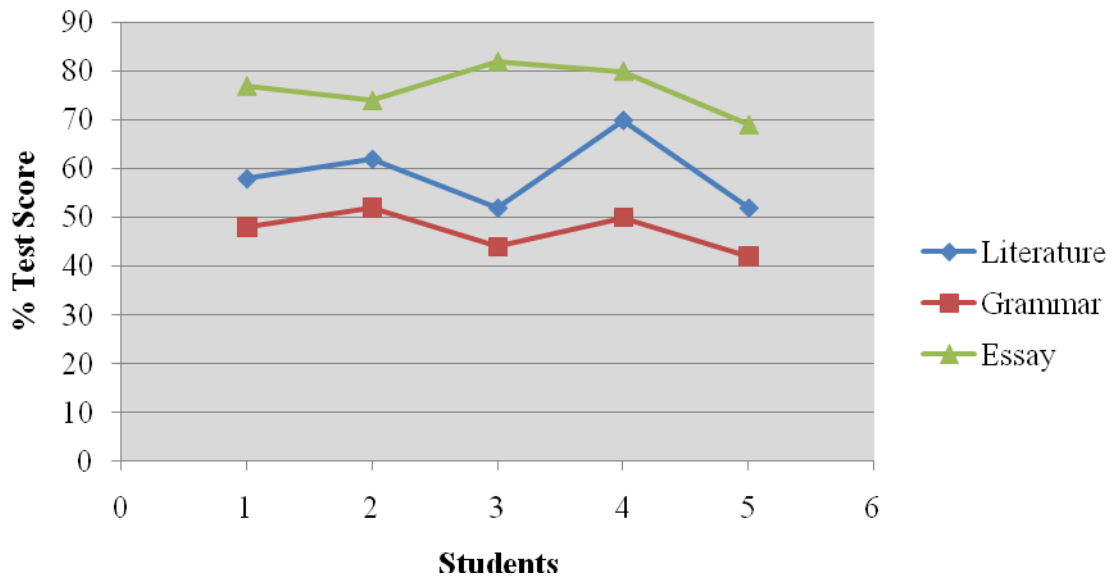
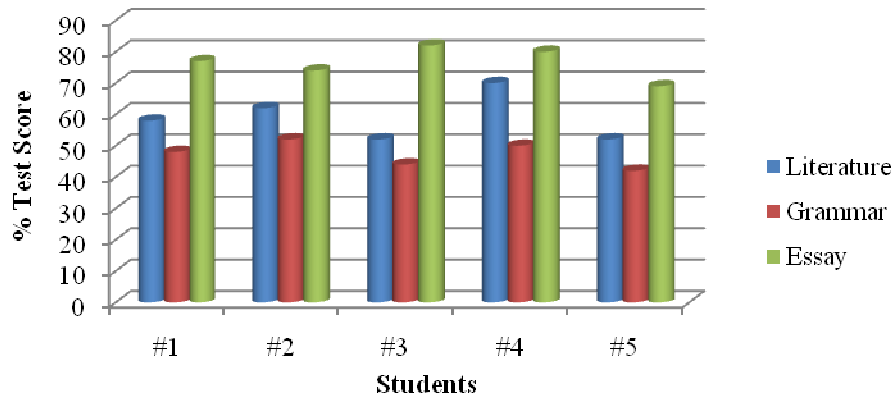


Chart #9
2009 Individual Collective Assessment Results



Instructional Changes

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

As a result of the 2008-2009 assessment results, the faculty in the English and Foreign Languages Department proposed the following changes for the 2009-2010 academic year:

- To require majors to volunteer at least 10 hours per semester in the writing laboratory as a requirement for the following courses. Specific emphasis will be placed on grammatical usage and composition.
 - English Composition I
 - English Composition II
 - Advanced Composition
 - Technical Writing
 - Advanced Grammar (20 hours)
 - Special Topics
 - History of the English Language (20 hours)
 - Methods of Teaching Language Arts (20 hours)
 - Advanced Writing Workshop (20 hours)
- To give all English majors in their Freshman year a baseline assessment in grammatical usage and composition. For majors who declare after their freshman year, the assessment will be given on declaration.
- To assess each major in grammatical usage and composition during the fall semester of each year. In the semester of their junior year, they will take the three-part battery of examinations with the graduating seniors.
- To give each major the results of each year's assessment and give recommendations for improvement
- 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.
- Introduce a second grammar course in the curriculum.

School of Arts and Sciences
Social Science

III – 1. List a table format with the 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			
	7	ETS Major Field Test	

III -2. What were the analyses and findings from the 2008-2009 program outcomes assessment?

In April 2009, seven (7) students took the ETS Major Field Test in Sociology, a two-hour exam, consisting of 140 multiple choice questions. The test evaluates the student’s ability to apply sociological concepts and theories, understand relationships, analyze and solve problems, and interpret data. 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 gives the results for Langston University students.

Student	Campus	Total Score	Subscore 1 Core Sociology	Subscore 2 Critical Thinking
1	Tulsa	137	33	38
2	Main	146	42	45
3	Tulsa	128	29	31
4	Tulsa	144	36	51
5	Tulsa	140	36	43
6	Tulsa	128	31	29
7	Tulsa	156	42	54

Comparative data available from ETS for August 2006 to June 2009 show that the institutional means total score was 148.4, with a standard deviation of 8.2; however, for LU, the mean was 139.9, with a standard deviation of 9.3. Of the seven (7) students, one (1) scored above the national mean, with a total score of 156.

The institutional mean for subscore 1 was 48.9, with a standard deviation of 8.1; for LU, the mean was 35.6, with a standard deviation of 4.7. As gauged by the standard deviation scores, our students performed better than national in subscore 1 as is reflected in the lower standard deviation for LU students.

The institutional mean for subscore 2 was 47.7, with a standard deviation of 7.5. However, the mean for LU was 41.6, with a standard deviation of 8.8. Of the seven (7) students, two (2) scored above the national mean, with scores of 51 and 54.

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

Faculty will continue to

- Evaluate course content, instructional strategies/resources and modify as necessary to enhance the learning experience.
- Explore ways to address students' difficulty with theory and methods courses.
- Encourage students to utilize writing, math, and computer labs available on campus.
- Address the improvement of students' writing skills by making writing a part of all junior/senior courses.
- Encourage students to attend study and test-taking seminars offered by the department and university libraries.

School of Arts and Sciences
Chemistry

Administering Assessment

III – 1. List, in table format, assessment measures and numbers 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 23
Enrollment Records	MAJORS 23
Record of ACT and or SAT Record of University Entry Exams Student's Course Objectives	MAJORS 23
Student's Career Goals	MAJORS 23
Student's Evaluation of Department	MAJORS 23
Student's Evaluation of Curriculum	MAJORS 23
Statement of Student's Weaknesses	MAJORS 23
Statement of Student's Strengths	MAJORS 23
Departmental Diagnostic *ACS Standardized exam (All General Chemistry Students)	All General Chemistry Students 103
Mid-term and course grades	MAJORS 23
Mid-Level	
Plan of Study	MAJORS 23
Enrollment Records	MAJORS 23
Student's Career Goals	MAJORS 23
Student's Evaluation of Department	MAJORS 23
Student's Evaluation of Curriculum	MAJORS 23
Statement of Student's Weaknesses	MAJORS 23
Statement of Student's Strengths	MAJORS 23
Mid-term and Course Grades	MAJORS 23
*ACS Standardized Exam General Chem. I	67 Students
ACS Standardized Exam in General Chem. II	25 students
Exit-Level	
Educational Testing Service	MAJORS 4
Research Thesis	MAJORS 4
Evaluation of Research Thesis	MAJORS 4
Seminar Oral Presentation	MAJORS 4
Evaluation of Seminar Presentation	MAJORS 4
FOLLOW-UP LEVEL	
Student's evaluation of department's instruction, curriculum, departments strengths and weaknesses	4

***Instituted Spring 2003**

Analysis of Findings

III-2. What were the analyses and findings from the 2009-08 programs outcomes assessment?

Entry -Level

ACS standardized exams were administered for the General Chemistry I course during the fall 2008 & spring 2009 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 2008-9 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 2008-2009 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 four (4) chemistry majors who graduated since last year's assessment. 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 four senior chemistry majors during the spring semester. 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. Two of the four seniors scored at the national average or higher. The results of the ETS exam, in my opinion, do not reflect an accurate measure of the academic prowess of our students. However, it does provide an indication as to the strength & weaknesses of each student.

All seniors graduated with a GPA above 3.00. Three (3) of the four (4) graduates will enter graduate or professional school. One graduate plans to attend Dental school during the Fall 2010 semester. The department will remain in continuous contact to encourage these graduates to seek graduate study.

Instructional Changes

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

Approximately 62% of the 103 students passed the General Chemistry course for 2008-2009 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.

A test preparation course has been approved and is currently listed in the most recent LU 2008-2019 Catalog. Course CH 3001 Test Preparedness will be teamed taught by instructors of general, organic, analytical, biochemistry and physical chemistry courses. Heavy emphasis is on the subject content of the GRE and ETS comprehensive exams and on strategies for taking comprehensive tests including ACS exams. The department is planning to make this a required course beginning the fall 2010. Senior students will enroll in this course during the first semester of their senior year.

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 past two years. There were ten (10) chemistry majors who graduated the past two years. This number compares favorably with any institution the size of LU; the average graduation rate is below two grads per year. Presently there are 23 chemistry majors; it is on track to increase this number to 30 during the next five 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 \$2.7 million dollars in grant support 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.

SCHOOL OF BUSINESS
PROGRAM OUTCOMES ASSESSMENT
2007-2008
Business Programs

We continue 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>2009</u>	<u>2008</u>	<u>2007</u>
Bachelor of Business Administration	ETS II General Business	65	72	41
Bachelor of Science Computer and Information Science	ETS – Computer Science	0	3	0

Table 13

Assessment Indicator Number	Assessment Indicator Title	2009				2008			
		Avg	Main	OKC	Tulsa	Avg	Main	OKC	Tulsa
1	Accounting	39	32	33	52	40	34	40	45
2	Economics	37	30	36	44	33	31	34	42
3	Management	40	35	36	48	40	39	37	44
4	Quantitative Business Analysis	38	39	35	46	36	35	33	40
5	Finance	40	39	35	46	41	39	46	48
6	Marketing	44	40	42	50	36	34	33	41
7	Legal and Social Environment	35	31	29	45	29	29	28	30
8	Information Systems	52	46	48	63	48	48	45	51
9	International Issues	38	36	33	45	37	36	38	37

Analysis of Findings

III-2. What were the analyses and findings from the 2009-08 programs outcomes assessment?

Overview Of The ETS Business Ii Test

The mean score on the ETS Business II Test for 2009 on the main campus was 135 (70.16%) with a standard deviation of 8. This compares with a mean score of 142 (67.5%) in 2008. In OKC the mean score was 137 (68.0%) in 2009 with a standard deviation of 8, compared to 68.8% in 2008. In Tulsa, the mean score was 150 (75%) in 2009 and 141 (72%) in 2008 with standard deviation of 17 and 14 respectively. The large standard deviations render the comparisons meaningless. All it shows is that main campus and OKC students' scores were very close to each other, whereas scores at Tulsa were widely scattered. In many areas the scores for 2009 were greatly improved and better than those for 2008.

Analysis by Subfield

Accounting: The average score on accounting on all three campuses was 39 compared to 40 in 2008. The score on the main campus was 32 and this had the effect of dragging down the average for all three campuses. Highest score was 52 on the Tulsa Campus. The average score on the OKC campus was 33. A closer examination of the students who presented for the examination in OKC 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 37 compared to 33 in 2008. This was a significant improvement from last year. The increase is still paltry and may be

explained by the fact that there were no economics graduates in 2009 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 2009 average score in Management was 40 compared with 40 in 2008. The dispersions among the scores on the three campuses were minimal. We must double efforts to improve scores on this important core course.

Quantitative Business Analysis: The mean score in 2009 was 38 compared to 36 in 2008. This was the second poor 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. Although the showing is poor given serious efforts that have been made in the past to boost quantitative reasoning skills, we are pleased that the fall in scores has been halted.

Finance: The average score in finance was 40 in 2009 compared to 41 in 2008. This continues the serious decline that started last year. Average score was dragged down by scores from OKC.

Marketing: The average score in marketing was 44 in 2009 compared to 36 in 2008. A sharp jump and one that is very encouraging.

Legal and Social Environment: This sub-field saw a modest increase in the scores across the three campuses. The average score of 35 in 2009 was higher than the score of 29 in 2008.

Information Systems: The 2009 average was 52 and the 2008 average was 48.

International Issues: The 2009 average of 38 compares with the 2008 average of 37. Tulsa and main campus students performed better.

Instructional Changes

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

We plan to improve classroom management and strengthen the rigor of teaching and testing in OKC and main campus. 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
2008-2009**

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.

**2008 – 2009 Academic Year
Program Outcome Assessment Measures**

Degree Program Assessed	Assessment	Number of Candidate/Student Assessed
A. Department	B. Measures	From August 2008 to July 2009
1. Elementary and Special Education	1. Major's Field Test in Education (ETS)	10
	2. Certification Examination For Oklahoma Educators (CEOC)	
	A. OGET	18
	B. OSAT	9
	C. OPTE	15
	3. Portfolio	10
	4. Admission to Teacher Education	7
	5. Admission to Clinical Teaching	12
	6. Program Completers	10
2. Teacher Education Programs (Secondary Education)	1. Major's Field Test in Education (ETS)	4
A. Biology Education	2. Certification Examination for Oklahoma Educators (CEOC)	
B. Chemistry Education	A. OGET	4
C. English Education	B. OSAT	4
D. Family & Consumer Sciences	C. OPTE	6
E. Physical Education	3. Portfolio	4
F. Mathematics Education	4. Admission to Teacher Education.	3
G. Music Education	5. Admission to Clinical Teaching	3

	6. Program Completers	5
2. Health Physical Education and Recreation	4. Content Area Appraisal Examination	7
	5. Leadership Skills Inventory (Pro-Ed)	7

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-2009 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 2008-2009 testing period, seventy-four (74) candidates were tested and earned an overall passing score of 62.2%. Thirteen (13) elementary majors were tested. Five (5) took the Elementary Education – Subtest 1 and 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 three instrumental music, three early childhood, one Oklahoma history, three middle-level social studies, and two mild-moderate disability and three middle-level mathematics candidates. Twenty-two (22) candidates took the Oklahoma General Education Test (OGET) and earned a pass rate of 36.4%. Twenty-one (21) candidates took the Oklahoma Professional Teaching Examination (OPTE) and the “pass rate” was 76.2%.

Major Field Assessment in Education

During the 2008-2009 academic year, the ETS Major Field Test in Education was administered to fourteen (14) 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 fourteen examinees who took the Major Field Test in Education for the *2008-2009 Program Year* was 149. The maximum possible score is 200. 28.5% of the candidates obtained an 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 *2008-2009 Program Year*. Fourteen (14) 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).

**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)	74
RN-AssessTest/ATI Comprehensive Predictor Assessment Exam	74
NCLEX-RN	68

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 2008-09 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, fall 2008. During spring 2009 students took the ATI Comprehensive Predictor exam in place of the ERI RN-AssessTest.

Students were required to score at a specified level above the national average on the RN-AssessTest/ATI Comprehensive Predictor exam 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 prepared for the RN-AssessTest/ATI Comprehensive Predictor exam 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 testing, 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/ATI Comprehensive Predictor exam.

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 sixty-eight of the seventy-four 2008-09 graduates. Seventy-five (75%) of the graduates taking the NCLEX-

RN were successful on their first licensure examination attempt. The result is not currently available for six graduates.

Continuous quality improvements are implemented to strengthen our program through course work, technology integration, service learning, internship experiences and community projects.

Instructional Changes

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

Maintaining an appropriate balance between concerns about program completion/student retention rates and graduate success on the licensure examination is an ongoing challenge. Measures have been implemented to address program concerns and overall graduate performance on the licensure examination.

The Program for Academic Success in Nursing (PASN) is being continued for both campuses.

The Langston University School of Nursing initially contracted with Educational Resources Incorporated (ERI) for standardized testing for its students. During the spring 2009 semester, Langston-Tulsa campus faculty learned that some of the ERI exams had been compromised. Assessment Technologies Institute (ATI) had purchased ERI and assumed technical support for the ERI exams until such time as ERI contracts expired. ATI was notified of the breach in ERI exam security and the offered the opportunity to use ATI exams.

The new Allied Health Center has provided the School of Nursing and Health Professions with outstanding technology resources enabling nursing students to develop/practice clinical skills with several patient-simulators covering the entire life-span. Students who are not engaged with the simulators will be able to observe their classmates.

PROGRAM OUTCOMES ASSESSMENT
2008-2009
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	5
Exit Exam	6

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-09 programs outcomes assessment?

Five out of the six graduates 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
2008-2009
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	13
Exit Comprehensive Exam	12

Analysis of Findings

III – 2. What were the analyses and findings from the 2008-09 programs outcomes assessment?

Thirteen of the fourteen graduates successfully completed the portfolio component of the major area assessment. Their portfolio reflects appropriate skill and competence levels. Twelve of the fourteen graduates completed the exit examination for health professions based on the American College of Healthcare Executives model at the required level.

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?

An in-house, on-line student survey was conducted in the Spring of 2009. The survey consisted of 90 items designed to assess student satisfaction with a variety of aspects of the university. E-mail invitations to participate were sent to all students who had a valid e-mail address on record with the university.

IV - 2. What were the analyses and the findings from the 2008 – 2009 student satisfaction survey?

A total of 102 surveys were completed for a response rate of about 4%. This represents a drastic decrease in the number of respondents from the 2008 administration (542). This is primarily due to the difference in distribution method. Over 300 of the 2008 surveys were collected by administering the surveys during class time, but that was not a possibility during this administration. Also, the validity of the student e-mail accounts is still a question. Students do not always use their lunet.edu accounts and they are currently not required to use them to receive information from the school.

The results of the survey indicated that Langston University students have a slightly lower opinion of the school services and environment when compared to last year and to the 2008 national averages, as 89 of the 93 items on the survey were below the 2008 scores. Fifty nine (59) of the sixty three items (63) 2009 items were below the 2008 National averages provided by ACT. However 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. This mirrored the results of the 2008 survey. The lowest scores by far were for Food Services, Financial Aid, and Computer Services. These areas were also where several follow up questions were directed due to conversations with the retention committee. All the follow up questions with these items are in Appendix B and for each category, the follow up questions yielded similar results as the overall question. Food Service received low marks for quality, variety, and cleanliness. Financial Aid received low marks for “promptness of disbursements”, “availability” and “helpfulness” of the staff, and “understandability of the process.” Computer Services received the lowest scores for reliability of the network and several other criteria. The lowest scores for the College Environment were for the Student Union (which is under construction), billing procedures, and availability of financial aid information. The highest and lowest scores for each category (services and college environment) are below. 2008 National Average data is available for the ACT standard questions used in 2008.

DISCUSSION

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

2008-2009

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 2008-09 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	42	2.95	2.84	2.47 – 3.70
GRE: Verbal	42	380	320	260 - 550
GRE: Quantitative	42	553	540	470 - 660
GRE: Combined Verbal and Quantitative	42	933	860	730 - 1210
Writing Skills Test	42	85	83	81 - 92

Recommendation of Applicants by professors or professionals

	Poor	Average	Good	Outstanding	Unable to Rate
Academic Performance/Potential		2 (5%)	5 (12%)	35 (83%)	
Personal Appearance			7 (17%)	35 (83%)	
Motivation/Career Goals			4 (10%)	38 (90%)	
Leadership Skills			4 (10%)	38 (90%)	
Interpersonal Skills		3 (8%)	9 (21%)	30 (71%)	

Verbal Skills		2 (5%)	8 (20%)	32 (75%)	
Writing Skills			1 (2%)	41 (98%)	
Quantitative Skills			3 (8%)	29 (69%)	10 (22%)
Occupational Background/Related Experiences		6 (15%)	15 (36%)	21 (49%)	

N=42

Mid-Level Qualifying Examination

Assessment Measured	Number Successful	Mean Composite Scores	Median Composite Scores	Range
Qualifying Examination	22	2.20	2.35	2.00-2.70
Number Failed	0			0

N=22

Final Level

Assessment Measured	Number Successful	Mean Score	Median Score	Range
Comprehensive Written Exam	19	2.20	2.12	2.10 – 2.43
	Not Successful			
	2	1.50	1.75	1.52-1.81
	Number Successful			
Portfolio	19	All M.Ed. .Candidates' Successfully Completed Portfolio		

N=21 – Comprehensive Written Exam

N= 21 - 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>			3 (16%)	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>			2 (11%)	17 (89%)
<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)		18 (95%)
<i>There is a good communication between faculty and master's students regarding students' needs, concerns, and suggestions</i>	1 (5%)			19 (100%)
<i>Faculty exhibits scholarly and professional competency</i>			3 (16%)	16 (84%)
<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%)	2 (11%)	16 (84%)
<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 students progress toward the degree is regular and ongoing</i>			2 (11%)	17 (89%)
<i>Evaluation of the professional competency of masters students is regular and ongoing</i>			2(11%)	17 (89%)
<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>		2 (11%)	15 (79%)	2 (11%)

<i>Financial assistance grants, loans, assistantships, etc., for students in the program is available</i>		1 (5%)	17 (89%)	1 (5%)
<i>I served on department or university-wide committees</i>	17 (89%)	2 (11%)		
<i>The program prepares scholars and researchers</i>			4 (21%)	15 (79%)
<i>The program is a good program for preparing teachers</i>				19 (100%)
<i>Preparing other practitioners</i>			4 (21%)	15 (79%)
<i>Preparing students for advanced study</i>			2 (10%)	17 (89%)
<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

Master of Education candidates unanimously agreed strongly (100%) that there is a good communication between faculty and candidates with regards to the candidate’s needs, concerns, and suggestions. All nineteen candidates, (100%) strongly agreed that they worked hard to meet the demands of the program, and eighteen (95%) agreed strongly that the evaluation procedures used in their courses were effective. All of the candidates (19) believed that the program provided them with personal enrichment, while seventeen (89%) believed that the program prepared them for advanced studies.

With regards to the University’s commitment to the program, eighteen (95%) agreed “with reservation” that the University is committed to the program, while seventeen (90%) of the candidates indicated that the overall financial resources in support of the program was adequate.

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

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 (15 students in the DPT program)
Year III 100% of student (11 students in the DPT program)

Doctor of Physical Therapy Program Outcomes Assessment Measures

Instrument	Year I	Year II	Year III	2009 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 with less than a 3.0 but greater than 2.6 are placed on academic probation. The student must restore a GPA of	Students must receive a minimum GPA of 3.0 each semester to remain a student in good standing. Students with less than a 3.0 but greater than 2.6 are placed on academic probation. The student must restore a GPA of	Students must receive a minimum GPA of 3.0 each semester to remain a student in good standing. Students with less than a 3.0 but greater than 2.6 are placed on academic probation. The student must restore a GPA of	Exit interview questions for the graduating DPT students are directed at appraising the final grade reporting system and the assessment results generated and interventions provided to assist students with less than a B in a

	3.0 within 2 semesters for continued enrollment in the program.	3.0 within 2 semesters for continued enrollment in the program.	3.0 within 2 semesters for continued enrollment in the program.	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 resources; constructive feedback, etc. The faculty advisor also assesses the student.	DPT students must self assess on their progress in their “generic” abilities that include: professionalism, communication, effective use of time and resources; constructive feedback, etc. The faculty advisor also assesses the student.	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 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 education course. The purpose of the focus group is to evaluate progress towards meeting the expected student	Students are required to participate at the end of every semester and every clinical education course. The purpose of the focus group is to evaluate progress towards meeting the expected student	Students are required to participate at the end of every semester and every clinical education course. The purpose of the focus group is to evaluate progress towards meeting the expected student	Students participate in a final focus group at the time of graduation to discuss issues that arise as part of the individual exit interview process.

	outcomes	outcomes	outcomes	
Professional Portfolios				<p>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.</p>
National Physical Therapy Examination				<p>The graduates of the program are eligible to take the National Physical Therapy Examination (NPTE) examination 8 weeks after graduation. The expectation is that 100% of the graduates will take the exam within three</p>

				months of graduating the DPT program.
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Administration of Assessment

V-2. What were the analyses and findings from the 2008-09 student satisfaction assessment?

100% of the year III DPT students (Class 2009) 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 2009.

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 2008 three students in Year I (Class 2011) were placed on academic probation for receiving C grades that placed their GPA at less than 3.0 but greater than 2.6. One student in Year II (Class 2010) was placed on academic probation. Spring 2009 one student (Class 2011) continued on academic probation.

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 2009.

Course and Instructor Evaluations: 100% of the courses and the instructors who taught the courses in summer 2008, fall 2008, and spring 2009 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 , Year II, and Year III students.

Focus groups—100% of the Year III students (Class 2009) participated in focus groups during the fall and spring semester. 100% of the Year I (Class 2011) and Year II (Class 2010) students participated in the scheduled focus group in spring 2009. The clinical education focus group for Year II and Year III students occurred in Spring 2009.

Portfolios 100% of the students (Class 2009) 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) 90% of the students took the examination within three months of graduating the program in May 2008. 80% of the Class 2009 graduates passed the examination by November 2009.

Other Assessment Plans

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

1. The DPT Students completed the Practice Examination & Assessment Tool (PEAT) in April 2009. Faculty worked with students to develop a study plan for the NPTE.
2. The PEAT will be used as the exit assessment measure for the DPT students.
3. Student satisfaction with financial aid services was rated poorly. Greater communication with financial aid services personnel has been introduced through new student orientation and continued student meetings with financial aid representatives.

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.