



LANGSTON **UNIVERSITY**

Annual Student Assessment Report Submitted to the Oklahoma State Regents for Higher Education December 3, 2021

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Annual Student Assessment Report of 2020-21 Activity

This template is to assist institutions in compiling the Annual Student Assessment Report. Institutions' response/rationale should follow each criteria of the policy (*Student Assessment and Remediation 3.20*). All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by **December 3, 2021**.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

(*Student Assessment and Remediation 3.20.4*)

Activities

I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2020-2021 (e.g., high school GPA and CPT cut scores)?

The ACT or SAT score is the starting point to determine course placement. A student must earn a 20 or above in each section of the ACT (an equivalency chart is used for the SAT). Students who score below 20 on a section of the ACT are placed in either a co-requisite or remedial course, depending on the course and subject.

I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?

The ACT subject scores are used for placement. The Accuplacer is used as a tool for mid-level assessment. Students who scored below 20 on the ACT subject exam were determined to need remediation.

I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?

Co-requisite courses are available in math, English, and Natural Science. Additionally, one credit remedial courses are available in math and reading. To remediate basic academic skill deficiencies, available resources include tutoring, as well as math, reading, and writing labs.

I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2020-2021 (e.g., high school GPA and CPT cut scores).

Students who scored below 20 on the ACT subject exam were determined to need remediation.

I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

As with traditionally aged students, if a non-traditional (i.e., adult) student does not have an ACT/SAT scores, the Accuplacer is administered. Course placement is based on established cut off scores.

Analyses and Findings

I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

In an effort to collect data on various Complete College America (CCA) initiatives, please complete the additional questions addressing developmental and co-requisite placement.

Complete the Online Reporting Form: <https://forms.gle/hUHBrjmoLM8yoaf1A>.

Co-requisite classes were piloted in mathematics in the spring of 2017. English corequisites were added in the fall of 2017. Upon their implementation, only Elementary Algebra remain as a remedial course at Langston for students scoring below a 20 on the ACT subject exam.

In English, a total of 447 students were enrolled in English Composition during the fall 2020 semester (173 in English Composition and 274 in Co-requisite English). In the spring 2021 semester, 100 students were enrolled in English Composition (35 in traditional English Composition and 65 in Co-requisite English).

Pass rates in the respective courses were as follows:

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2020 English Comp I	54% (94)	173
Fall 2020 English Comp I Co-req.	54% (149)	274
Spring 2021 English Comp I	60% (21)	35
Spring 2021 English Comp I Co-req	43% (28)	65

In mathematics, a total of 354 students were enrolled in College Algebra during the fall 2020 semester (58 in traditional College Algebra and 296 in Co-requisite College Algebra). In the spring 2021 semester, 25 and 47 students were enrolled in traditional and co-requisite College Algebra, respectively.

<u>Course</u>	<u>Pass Rate</u>	<u>Total Enrolled</u>
Fall 2020 College Algebra	66% (38)	58
Fall 2020 College Algebra Co-requisite	70% (206)	296
Spring 2021 College Algebra	44% (11)	25
Spring 2021 College Algebra Co-requisite	49% (23)	47

Section II –General Education Assessment

(Student Assessment and Remediation 3.20.5)

Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

The learning outcomes for general education: Students will demonstrate the ability to:

- Discuss the intricacies of diverse cultures and heritages;
- Explain multiple modes of inquiry, reason, and critical thinking;
- Communicate effectively using a variety of tools;
- Discuss the importance of creativity for the human experience;
- Explain the relationship between nature and science;
- Discuss the role of responsible, ethical, and engaged citizens;
- Value life-long learning, wellness, and personal enrichment; and
- Adapt to a constantly changing global society.

Each course identifies competencies that are measured in the course based on assignments/assessments. They are evaluated through assessments during the class and through the mid-level assessment given to students who have completed 45-60 hours.

During the fall 2021 semester, the English department began a pilot study using the VALUE rubrics for general education assessment to articulate student learning outcomes (SLOs) and course outcomes (COs) and report assessment results showing the degree to which SLOs and CLOs are met. The Written Communication VALUE Rubric is used to measure level of performance using the Benchmark as the baseline as determined by the beginning of the semester assessment. Students will be reassessed during mid-terms and the final written project to determine final outcomes.

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

Currently, assessments are administered as part of regular course work to all students enrolled in general education courses. Additionally, students who have completed between 45-60 hours of course work are asked to participate in a mid-level assessment that measures progress toward general education competencies.

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

Course grades are impacted by participation in in-class assessments. Students are encouraged by their academic departments to participate in the mid-level assessment.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

Beginning spring 2019, the University used ACT scores as the entry-level placement test. For the mid-level, assessments are continually reviewed to accurately reflect course content.

Results from the fall 2021 pilot student using VALUE Rubrics will determine action plans needed in the English department as a result of general education assessment results.

Analyses and Findings

II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

Langston currently does not include an analysis of sub-groups on assessments. Because over 75% of entering freshmen are not college ready, emphasis is on this group of students and the need to move them forward in their academic progress.

II-6. How is student performance tracked into subsequent semesters and what were the findings?

Multiple reports are used to track student performance. Retention and graduation rates are used to determine overall progress of students. A Comparison of Hours report is completed that shows the number of hours students enrolled and trends for graduation hours (this is part of our Complete College America work). The numbers of students on academic probation (or appeal as freshmen) is monitored, as well as mid-term grades and a DFW Report produced for Academic Affairs.

Findings

Our graduation trends show an increase in our 6-year graduation rates from 31% in 2019 to 32% in 2020. Although our total completers decreased from 390 in 2019-20 to 360 in 2020-21, there was increase in Associate degree awarded from 46 in 2019-20 to 64 in 2020-21, respectively.

One year retention rates for first-time, full-time, Bachelor degree-seeking students increased in fall 2021. 65% were retained from the 2020 cohort compared to 55% from the 2019 cohort. Furthermore, retention rates for all first-time, full-time freshmen remained steady and unchanged at 51%.

Langston University is participating in Complete College America at both the state and national levels. Preparing for this initiative brought together Academic Affairs, Student Affairs, Financial Aid, and academic advisors to focus on practices that promote on-time degree completion through a targeted emphasis on defining "full-time" status as enrollment in 15 credit hours per semester or 30 credit hours per year. Students are encouraged to enroll in 15 hours each semester rather than the 12 hours traditionally increasing the chances of on-time graduation. Trend data show 62% of fall 2020 students enrolled and completed 15 or more credit hours in their first semester compared to 23% in 2018.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

Field of Study	Assessment Measure	# Students Assessed	# and % of Students Passing
Agriculture Science	ACAT Exit Exam	8	8/100%
Biology	ETS Biology Test	10	7/70%
HPER	Senior Exit Exam	34	28/82%
Business Admin	Peregrine Assessment	26	25/96%
Chemistry	ETS Exam	4	2/50%
Computer Science	ETS Exam	6	6/100%
Corrections	PACAT	7	3/42%
Education	OGET	25	13/52%
	OPTE	1	1/100%
	OSAT (Elem Education)	2	1/50%

Family & Consumer Science (Child Development)	Portfolio Assessment	3	3/100%
Family & Consumer Science (BS: Early Childhood Educ)	PPAT Exam	1	1/100%
Health Admin	Special Topics (Healthcare Leadership)-2021	12	10/83%
Nursing	ATI NCLEX-RN Predictor Exam:		
	Fall 2020 – Ardmore Campus	12	83%
	Spring 2021 – LU Campus	15	40%
	Fall 2020 – Tulsa Campus	17	59%
	Spring 2021 – Tulsa Campus	11	45%
Physical Therapy	National PT Exam	14	14/100%
Music Education	Exit Exam	1	1/100%
Technology	Sr Exit Exams	3	1/33%

Analyses and Findings

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

School of Agriculture and Applied Sciences (Agriculture and Natural Resources)

Of the 15 graduating seniors, only 8 students (i. e.: 53%) participated in ACAT and RSES assessment. All 8 students scored above the 75% pass score for a 100% pass rate. In general, the students performed better in both the core subject area and subject-specific areas such as Natural Resources Management. Paid research skills, experience, and mentorship may have played a significant role in student assessment success.

School of Agriculture and Applied Sciences (FCS: Child Development)

The students that completed the program were late completers due to improper advisement and lag in paperwork.

School of Agriculture and Applied Sciences (FCS: Early Childhood Education)

One primary finding was that it is important to provide time to work with students on the PPAT exam. It will be important to create a series of study sessions to support students completing certification exams.

School of Arts and Sciences (Chemistry)

The Chemistry department elected to assess 4 graduating seniors using the Remote On-line ETS Exit Exam. 1 of 4 met target, 1 scored 1 point less than target; 2 did not meet target. Other indicators suggest favorable outcomes with regard to their readiness for success in the STEM marketplace, as well as preparedness for advanced study.

Despite continuing teaching pandemic protocols, 4 of 4 graduating chemistry majors (100%) successfully completed an Undergraduate Research Project and Oral Presentation.

School of Arts and Sciences (Corrections)

400 is the established cut score for the Degree of Corrections on the ACAT exam. Three of the 7 (42.857%) students achieved a passing score on the spring ACAT.

School of Arts and Sciences (Technology)

From the program outcomes assessment, the Department of Technology found that students tend to forget material learned during the early year of their study, therefore impacting the testing score on the topic and material.

School of Arts and Sciences (Biology)

This year the exit exam is below the expected performance indicator of 80% at 70%. All of the students were remote and took the exam online. Some of the students did note that they had employment obligations and the available scheduling for the exam may not have been ideal. This led to limited time to take the exam for some of the students. The next exit exam is planned to be held in class. Holding the exam in class will help to normalize the testing conditions for all of the students and provide better data for program modification.

School of Arts and Sciences (Music Education)

After reviewing the Essential Skills Assessment, it was determined that the juniors and seniors scored below 2.75 in the following areas:

- Ability to work creatively – improvise, compose, harmonize and play by ear.
- Ability to hear notes on the page.

School of Business (Computer Science)

For the ETS Subject test, the cut rate is 125 out of 200. The average for the 2020/2021 academic year is 126.3. The computer science department is meeting our goal. (The standard error of measurement, an index of the variation in all test scores due to the imperfect precision of the measurement process, should be considered when interpreting individual test results.)

School of Business (Business Administration)

Beginning in the 2020-2021 academic year, the SOB selected a minimum of one program learning outcome in each area of the BBA program and track attainment of that goal through mastery of individual course objectives. Achievement and assessment of student learning outcomes in Langston University's School of Business (LUSOB) are paramount and involves several different but interrelated tasks, each with different timelines and measures. All assessment activities measure attainment of our program and major level goals, the business common professional core (CPC), the impact of co-curricular activities, our responsiveness to stakeholder feedback, etc.

The purpose of this new assessment goal is to monitor the applicability and effectiveness of each course objective, document improvement efforts, and meet accreditation agency requirements. For example, the area of compliance in Accounting is particularly challenging. However, it will be addressed by integrating learning exercises on compliance in a minimum of two courses.

School of Physical Therapy

Based upon the compilation and analysis of data from all three cohorts in the DPT program, graduates, clinicians, and employees, the program is meeting the expected outcomes, and the accreditation standards for graduation, retention, and employment.

School of Nursing (Nursing)

In summary, Advanced Adult Health, Fundamentals, Childbearing, and Psychosocial are strong predictor courses for passing the NCLEX-RN Exam. High-performing students are more likely to pass the NCLEX-RN than lower-performing students. While reading scores were important predictors for success in the Fundamentals course, it was not ultimately a predictor of success on NCLEX. Student problem-solving skills or critical thinking skills are more highly developed in Advanced Adult Health, Fundamentals, Childbearing, and Psychosocial courses. It can be concluded through the data analysis presented here that increasing critical thinking skills in the other nursing courses through case studies, simulation, and the problem-solving application would be beneficial in ultimately increasing the NCLEX-RN pass rates.

School of Education and Behavioral Sciences (HPER)

The pass rate of our majors declined from previous years. Additionally, our mean score of 75%, although meeting the threshold of 70%, is also lower than previous years. These findings are based on three assumptions: 1) From fall 2019 to Spring 2021, four adjunct and one newly appointed faculty member have taught within our department. This has affected the continuity of instruction in terms of content alignment. 2) Students' level of engagement was impacted by the global pandemic. The primary instruction modality, hybrid (Zoom), was mildly accepted by the students as they preferred in-person instruction and experienced many issues with Wi-Fi connectivity. 3) We changed the test preparation method.

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

School of Agriculture and Applied Sciences (Agriculture and Natural Resources)

Recently, implemented action plans are working, as evidenced in student assessment achievement. Therefore, we do not intend to make any significant changes to it. Current action

plans had modified the core and subject tests to reflect more basic principles and concepts in general agriculture and focused more on hands-on experiential learning outcome. It also encourages faculty members in the subject options to assist the students in reviewing and preparing for the tests. Instead of provident credit incentives, students were encouraged to participate in paid mentorship activity. Although assessment results were successful, many students did not participate in it. Therefore, credit incentive might still be a viable option to consider among others we will need to identify.

School of Agriculture and Applied Sciences (FCS: Child Development)

The program will strengthen its' advisement and follow through on paperwork to ensure students are completing the program in a timely manner.

School of Agriculture and Applied Sciences (FCS: Early Childhood Education)

Faculty will set aside time to support students completing the PPAT and other certification exams.

School of Arts and Sciences (Chemistry)

Teaching pandemic protocols continued through the 2020-2021 school term (i.e. totally virtual instruction, continued to apply). Changes aligned with in-person instruction continued to be put on hold as a result.

Weaknesses assessed continue to be primarily related to weaknesses in problem solving, reading, interpretation, and analysis and creation. Emphasis will continue to be in those areas cited. The strengths of the students assessed in the ETS Exit Exam strongly correlated with the topics covered in our **Test Preparedness Course**. We are making plans to expand the **Test Preparedness course** from a 1-hour course to a 3-hour course.

School of Arts and Sciences (Corrections)

Although not entirely based on this year's assessment data, the Department of Social Sciences has recently made curriculum modifications to the Corrections program to ensure recurrent trends and best practices are represented in instruction and assessment.

School of Arts and Sciences (Technology)

The primary goal of the Chair and the team of instructors is to continue to guarantee that students are graduating with a sufficient level of theoretical and practical knowledge/proficiencies in their respective subject area that is required by the industry. A new full-time faculty will be hired to meet our growing demand in personnel; Laboratories environments should be upgraded to meet the industry standard and allow a self-paced study approach (theory and practice). We will continue to offer seminar series by field professionals to prepare our students for life after graduation.

The Chair will continue to use a reminder (from reminder.com and Teams) system to communicate approach with our students regularly and share opportunities such as club

meetings and activities; faculty organized tutoring sessions; internship offers, and the invitation to visit the Chair's office. We are convinced that our approach will help students below 70% (cut-off score) and better prepare future students.

Students are encouraged to work in a group to develop individual projects during students' activities organized by the Technology Club under the Chair's supervision using the available instructional material to improve and retain skills acquired through their study.

School of Arts and Sciences (Biology)

Plans are underway to revise the plan of study for the Biology Major and Biology Pre-Health. More short essay questions will be added to encourage critical thinking and writing in science. We plan to move to Lumen learning platform in Biology II so that all activities are integrated into the course. Also, we will offer non-major Biology I labs virtually.

School of Arts and Sciences (Music Education)

After reviewing the Essential Skills Assessment, the following changes will be made to the music program:

- Activities emphasizing creativity will be incorporated in all music theory, piano, applied instrumental and vocal courses. These activities will be introduced in the first semester of the freshman year and continue throughout the senior year. Implementing the activities in the curriculum will improve the creative skills of the music student.
- Ear training and music reading activities will be incorporated in all music theory, piano, applied instrumental and vocal courses. These activities will be introduced in the first semester of the freshman year and continue throughout the senior year. Consistent ear training and music reading exercises will help music students develop the skill of hearing the music in their heads after reading the notes on the page.

School of Business (Computer Science)

Based on assessment data, the computer science department will utilize project-based learning to engage students in real-world application of theories. Students are better able to make the connections between company goals vs. project requirements. Also, the computer science department has decided to adopt Zybooks for our courses. Zybooks are web-native interactive content textbooks.

School of Business (Business Administration)

The following changes will be made to the Department of Business Administration in the 2021/2022 Academic Year:

- Some courses will be streamlined and moved to 8-week traditional face-to-face courses.
- There will be five new learning outcomes based on 2020/2021 Assessment data.

- There will continue to be an increased focus on professional/soft skills and data analyticstechniques across the curriculum.

School of Physical Therapy

All expected outcomes and accreditation standards for graduation, retention, and employment were met. Therefore, no program changes will be made.

School of Nursing (Nursing)

The following strategies were identified to strengthen proctored exam and NCLEX-RN scores:

1. Make sure exams align with the NCLEX-RN test plan.
2. Exams will be reviewed by the test committee.
3. Move to a different NCLEX-Prep. Kaplan was implemented Fall 2019. The first graduating class to use Kaplan through-out the program will graduate Spring 2023. The graduating class of Spring 2022 will have used Kaplan for three semesters.

School of Education and Behavioral Sciences (HPER)

We intend to reevaluate the examination questions to ensure that course content is aligned with the assessment. The newly hired permanent faculty members will be integral in ensuring this alignment. Additionally, we will conduct multiple study sessions prior to the examination to provide clarity to concepts on the study guide. The study guide will be adapted to predominately open-ended questions. The previous guides lacked guided discovery questions, which resulted in mostly recall. This minimized assessment of students' ability to apply curriculum concepts.

Section IV – Student Engagement and Satisfaction

(Student Assessment and Remediation 3.20.7)

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

Noel-Levitz Student Satisfaction Inventory (SSI)

The Noel-Levitz SSI was administered during the fall 2020 term to assess levels of satisfaction of campus resources. All currently enrolled students were invited to participate from the Langston, Tulsa, and Ardmore locations.

Co-Curricular Activities

Langston University students participate in co-curricular activities to supplement student learning outside of the classroom. Samples of co-curricular activities are provided below.

School of Agriculture and Applied Sciences (Agriculture and Natural Resources)

Due to the unique nature of agricultural sciences, many courses in our department require students to take field trips to beef, dairy and research farms, food processing plants, horticulture and crop demonstration sites as supplemental co-curriculum activities. We provide transportations and invite industrial leaders and professionals to share the real-world technologies, management plans, and problem-solving skills with our students. Braum's Dairy Farm and Processing Plant, Express Ranch (Beef Cattle Breeding Center), LU Goat research farms, OSU dairy, beef and sheep farms, botanical gardens, local cash-crop farms are our routine destinations.

A one-to-one mentoring program has been enhanced with a new course (Fundamentals of Agriculture) for all incoming freshmen. Based on the student's concentration in agricultural science, a faculty member or research scientist is arranged to mentor his/her for his/her education at LU. A portfolio is made to monitor the student's academic progress towards graduation. They communicate on a regular basis and actively interact in research projects. Specific assistances and personalized advisements are provided in the students' career and professional developments.

School of Arts and Sciences (Chemistry)

Each student who participates in summer research internships is required to develop a written accounting of the research project. Mentoring support by Langston's STEM teaching staff help the young researchers hone the report on their work into an Abstract format that meets competitive guidelines for student research presentations. Abstracts are then submitted for consideration to various regional and national venues, where competition might come not only from HBCUs across the U.S., but also from comprehensive universities that have minority students in STEM disciplines. Students complete a co-curricular survey that captures their evaluation of the benefit of their Research Internship experience.

School of Arts and Sciences (Sociology)

Sociology majors complete an internship relevant to course of study consisting of 120 hours at a Social institution or equivalent government agency. Students compose three (3) reaction papers on varied topics related to the internship experience throughout the semester. These writing assignments assess student ability to incorporate classroom abstract theories and learned examples concrete with real life work situations consistent with future employment prospects. Time logs are also submitted as designated signed by both student and placement (agency) supervisor. For the fall 2021, summer 2021, and spring 2021 semesters, 4 sociology seniors interned with the following agencies: Logan County Drug Court, Department of Human Services in Oklahoma County, Wings of Hope

Stillwater, and the YMCA of Oklahoma County. Each student participated in co-curricular assessment.

School of Arts and Sciences (Biology)

The biology department has the Langston University NASA Advanced Research in Biology Center (LUNAR-BC). LUNAR-BC allows students to conduct NASA research in immunology and participate in summer internships at the NASA research centers.

A new partnership with Oklahoma Medical Research Foundation (OMRF) was established where students from LU are now able to perform research during the summer term at the OMRF research facility.

School of Business (Business Administration)

In 2020/2021, the LUSOB looked more intentionally and captured how co-curricular involvement (a) affected our students and their learning experiences. We implemented a new co-curricular survey aligning student learning outcomes with all co-curricular activities. The survey asks for leadership development, social responsibility, communication skills, multicultural competency, personal goals, etc. Additionally, the survey asks the students to identify one learning outcome associated with this program event and one potential area of improvement.

Overall, students found the program events contributed to their personal/educational development; however, they also noted an opportunity to enhance the multicultural aspects of co-curricular activities.

School of Education and Behavioral Sciences (Rehabilitation Counseling)

One key co-curricular activity, which is sponsored by the Department, is the Social Justice Symposium. This event is located in Tulsa, Oklahoma and is held annually in October; it is a one-day conference designed to create conversation around three core aspects of social justice: awareness, advocacy and activism. The attendance to the conference is free to the public and encouraged of all students who are enrolled in the Rehabilitation Counseling Program. Its training components meet the criteria set forth by the Commission on Rehabilitation Counselor Certification (CRCC) for continuing education requirements for professionals who maintain the CRC designation and for those professionals without the CRC designation who may require professional development credit to maintain their positions within the field. As such, formal evaluations are conducted at the conclusion of the event.

School of Education and Behavioral Sciences (Psychology)

The Psychology Department received a grant from the American Psychological Association (APA) that allowed for the support and inclusion of student researchers under the mentorship of faculty.

Faculty advise the Active Minds student organization that facilitates mental health support across campus.

School of Nursing and Health Professions (Healthcare Administration)

Students participate in the Healthcare Administration club. Students are selected by their declared major and program/course enrollment.

School of Nursing and Health Professions (Nursing)

Nursing students participate in several co-curricular experiences: Student Nursing Association, Cultural Diversity Forum, and Minority Health Forum.

School of Nursing and Health Professions (Public Health)

All graduating seniors complete a 120-hour fieldwork/internship experience during their final semester. Additionally, the Public Health Student Association is open to all program majors and minors. The Association has submitted a proposal for condom dispensers to be placed in all student campus housing and has engaged in several health education and promotion activities. The proposal for condom dispensers is awaiting final approval.

School of Physical Therapy

The physical therapy students attend the American Physical Therapy Association's Combined Section Meeting (CSM). CSM is the premier physical therapy conference in the United States. Any student enrolled in the DPT program can attend the conference.

After the conference, a survey is sent to the students. The data collected is used to determine if the co-curricular activity contributed to the students' professional development.

IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?

The Noel-Levitz SSI was administered during the fall 2020 term to assess levels of satisfaction of campus resources. All currently enrolled students were invited to participate from the Langston, Tulsa, and Ardmore locations.

Findings:

During mid-fall 2020, all students were invited to participate in the online Noel-Levitz satisfaction survey. Survey results are used to gauge how campus resources and services can be used more efficiently and effectively. The survey asked students to indicate both levels of importance and satisfaction for survey items. The summary section provide information on college expectation and overall satisfaction levels.

The Strategic Planning section identified areas of strengths and challenges for our institution. Of the total 12 scales, the top strengths that were both important and satisfactory to students were identified within the academic advising, instructional effectiveness, campus support services, and campus life scales. Students felt that their academic advisors are knowledgeable, approachable, and add clarity to major requirements. Students reported feeling that the course content add value to their major and they are satisfied with faculty availability after class and during office hours. Library resources and computer labs are adequate. Additionally, library staff are helpful and approachable.

Survey results identified the campus climate scale as a challenge for our institution. Although students reported feeling a strong commitment to racial harmony on our campus, there were lower satisfaction levels related to an “enjoyable experience” and “tuition paid is a worthwhile investment” on the campus. Survey responses on this scale may have been impacted from the COVID-19 pandemic experience in spring 2020 since faculty pivoted from traditional to hybrid or online classes. Although the survey took place during the COVID-19 pandemic, results from our summary report show that over 60% of the students feel that their college experience is about or better than what was expected.

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

To help mitigate some the challenges experienced by students, additional resources were made available to students through Coronavirus Aid, Relief, and Economic Security (CARES) Act to help with everyday experiences and specialized technology needs. Additionally, financial assistance was provided to eligible students to assist with short-term financial stress due to the pandemic during the fall 2020 semester. Additional funding was made available to eligible students through the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA) for the Higher Education Emergency Relief Funds II (HEERFII) in spring 2021. This funding was identified to assist students with their cost of attendance or emergency costs due to COVID-19 to ultimately help students persist with their academic success.

Results from student engagement and satisfaction surveys are shared with faculty, Retention Committee, and administrators at Langston University to provide insights on how to improve student learning and target needed changes for quality faculty interactions toward continuous improvement.

Section V – Assessment Budgets

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (*Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions*).

Provide the following information regarding assessment fees and expenditures for 2020-2021:

Assessment Fees and Expenditures for 2020-2021	
Assessment Fees for ACT Residuals	\$0.00
Operational Costs:	
Accuplacer Exams (fall 2020)	\$2,238.15
Mid-Level Testing (Accuplacer)	\$0.00
Distributed to Other Departments (ETS, Peregrine, PACAT)	\$11,011.50
Total Operating Costs	\$13,249.65
Total Expenditures	\$13,249.65