

EAST CENTRAL UNIVERSITY

ANNUAL ASSESSMENT REPORT 2008-09

**REPORT COMPLETED BY
THE CENTER OF ASSESSMENT AND INSTITUTIONAL RESEARCH
January 2010**

Section I - Entry-Level Assessment

I.1. All tests were administered electronically.

I.2. Tests were administered to all beginning freshmen with ACT subject scores below 19.

I.3. During freshmen enrollment, the appropriate ACT COMPASS module(s) were administered. Scores on secondary tests were binding for students whose ACT subject scores were below 19 in a given subject area. Students who were not satisfied with their performance were given one opportunity to retake the placement tests 30 days (or more) after their initial testing date. Tutoring in English for currently enrolled students is available at the ECU Writing Center. Tutoring in math is available from the Missouri Club, a math majors' club. In addition to the secondary testing guidelines listed above, students enrolled in zero-level English are given an in-class essay exam the first week of class as a third test-out opportunity. In the zero-level Intermediate Algebra course, students may request to take a departmental exam as a third test-out opportunity. Students who score below 77 on the COMPASS Reading module are given the Nelson Denny Reading Test during the first week of class as a third test-out opportunity. If these students read at the 13th grade level or higher on the Nelson Denny, they remove their skills deficiency in reading and do not have to complete the zero-level reading course. Students who score below 20 on the COMPASS Math module and 70 on the COMPASS Reading Module must take the zero-level science course. Students may take the Integrated Process Skills Test in Science as an additional test-out opportunity. They must score 28 or higher to test out. Thirty days or longer after taking any test module, students required to take a zero-level course may retake the test module once for another test-out opportunity.

I.4. A total of 641 beginning freshmen were evaluated during the 2008-09 academic year. Of this number, 422 beginning freshmen (unduplicated count) or 66% of all beginning freshmen had at least one ACT subject score below 19. Of this latter group, 303, 47% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. One hundred, 16% of all beginning freshmen, had more than one academic skills deficiency. The following table summarizes the results. In this table, students are grouped by category.

ECU Entry-Level Assessment of 2008-09 Beginning Freshmen Compared to 2003-08 Averages									
Subject Area	Students Eligible for College-Level Course Work Without Secondary Testing [Cohort "N"]			Students Who Passed Secondary Testing and are Eligible for College-Level Course Work [Cohort "C"]			Students Identified as Needing Zero-Level Course work before Taking College-Level Course Work [Cohort "R"]		
	2008-09		2003-08 Average	2008-09		2003-08 Average	2008-09		2003-08 Average
	Number	%	%	Number	%	%	Number	%	%
English	400	62%	64%	201	32%	28%	40	6%	9%
Math	295	46%	50%	55	9%	13%	291	45%	37%
Reading	462	72%	73%	130	20%	16%	49	8%	11%
Science	454	71%	75%	115	18%	21%	72	11%	4%

Note: Adult petition students are not included in this year's freshman cohort since state policy does not require them to go through entry-level assessment and placement.

About 94% of the entering freshmen qualified to take college-level English. Approximately 55% of this

cohort qualified to take a college-level math course while about 92% qualified to take reading intensive college-level course work. About 89% qualified to take college-level science courses. As the table shows, the 2008-09 placement distributions for English and Reading show improvement compared to the average placements for the 2003-04 through 2007-08 freshman classes (2003-08) with a significantly higher percentage of students passing the COMPASS Writing secondary placement and significantly fewer students required to take the associated zero-level courses. The placement distributions for Mathematics and Science show an overall decline with fewer students passing the COMPASS Algebra cut score for Math placement and COMPASS Math and Reading cut scores for Science placement. However, direct comparisons with the previous five-year average cannot be made since the placement cut scores for Math increased significantly from previous years, and Science placements using Math and Reading COMPASS scores had not been used in the past.

I.5. Students in the “N” cohort had ACT subject scores of 19 or higher. Students in the “C” cohort had ACT subject scores lower than 19 but passed secondary testing. Students in the “R” cohort had ACT subject scores lower than 19, scored below the cut-scores in secondary testing, and were required to take and pass a zero-level course. Students were reported in these categories in the Oklahoma State Regents for Higher Education (OSRHE) Remediation Survey.

I.6. Performance of Students in Zero-Level Courses

The following table summarizes the performance of 2008-09 beginning freshmen in four zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the combined results for 2003-04 through 2007-08, the pass rates for ENG 0123 and MATH 0214 exceeded the 2003-08 average. The pass rate for EDUC 0111 was equal to the 2003-08 average pass rate. The pass rate for PHSCI 0123 was somewhat less than the 2003-08 average pass rate.

2008-09 Beginning Freshmen Performance in Zero-Level Courses Compared to 2003-08 Averages						
Subject Area	Course	“R” Students Enrolled	“R” Students Passing	Percent Passing		2008-09 Minus 2003-08 Average
				2008-09	2003-08 Average	
English	ENG 0123	31	25	81%	72%	9%
Math	MATH 0214	195	169	87%	56%	31%
Reading	EDUC 0111	35	29	83%	83%	0%
Science	PHSCI 0123	52	40	77%	80%	-3%

Performance of Students in College-Level Courses

The performance of the freshman class of 2008-09 in college-level courses is shown in the table below.

2008-09 Beginning Freshmen Performance in Selected Entry-Level College Courses						
Cohort	College Course	Students Enrolled or Enrollments	Grades of C or Higher	Percent C or Higher 2008-09	Percent C or Higher 2003-08 Average	2008-09 Minus 2003-08 Average
English - "N"	ENG 1113	361	244	68%	72%	-4%
English - "C"	ENG 1113	194	128	66%	66%	0%
English - "R"	ENG 1113	18	12	67%	79%	-12%
Math - "N"	MATH 1413	55	49	89%	66%	23%
Math - "C"	MATH 1413	28	14	50%	54%	-4%
Math - "R"	MATH 1413	1	1	100%	58%	42%
Math - "N"	MATH 1513	214	94	44%	56%	-12%
Math - "C"	MATH 1513	29	12	41%	48%	-7%
Math - "R"	MATH 1513	57	14	25%	29%	-4%
Reading - "N"	Selected	1019	606	59%	69%	-10%
Reading - "C"	Selected	265	147	55%	59%	-4%
Reading - "R"	Selected	95	27	28%	44%	-16%
Science - "N"	Selected	174	107	61%	71%	-10%
Science - "C"	Selected	32	13	41%	41%	0%
Science - "R"	Selected	0	0	nd	67%	na

Selected courses associated with Reading are: American History, American Federal Government, Psychology, and Sociology. Selected courses associated with Science are: Astronomy, General Biology, and Earth Science. The figures for both Reading and Science represent the total enrollments and total grades earned. na = not applicable; nd = not defined

Only students who took courses in the subject area are listed in the table. Second, students in the "R" cohort were required to *pass the zero-level course in the subject area* before taking the college-level course in every subject area, except reading. The performance of each cohort is measured by the percentage of grades of C or higher earned in the course or course group. Withdrawals (Ws) are counted with Ds and Fs in the calculations as unsatisfactory outcomes. For the freshman class of 2008-09, ECU's secondary placement test cut scores appeared to be effective for ENG 1113 and the Reading course group when the performance of the N and C placement groups is compared i.e. both placement groups had approximately the same percentage of grade C's and higher. The cut scores were not as effective for the other subject areas. This is surprising for the math and science courses since the secondary placement test cut scores for these subjects were raised significantly. The following table indicates the number of years the entry-level performance goal for college-level courses has been met.

East Central University Entry-Level Performance Goal 70 Percent Grades C or Higher Number of Years Goal Was Met in Eight Years Covering 2001-02 - 2008-09			
College Subject	“N” Cohort	“C” Cohort	“R” Cohort
ENG 1113	4	3	5
MATH 1413	5	3	2
MATH 1513	1	0	1
Reading Courses Group	2	0	0
Science Courses Group	2	0	2

As the table shows, entry-level assessment and placement works best for English Composition I (ENG 1113). Students with Math ACT subject scores of 19 or higher (“N” Cohort) and the “C” cohort also do relatively well in Survey of Math (MATH 1413) when compared to MATH 1513. Both the ACT and the secondary tests cut scores have not come close to meeting the 70% Cs and higher objective for College Algebra (Math 1513), the reading group, and the science group. Given the difficulty of the test-exempt “N” cohort in achieving the 70 percent C or higher performance goal, it is probably unrealistic to expect the same level of performance from the other placement cohorts. As far as reaching the 70% performance goal, there is little difference between the three placement groups for the three subjects/subject areas. Given the poor academic backgrounds of many entering freshmen, the remediation offered at ECU in math, reading, and science is not sufficient in many cases to provide some students with the skills necessary to succeed at the college level.

I.7. No additional studies were conducted during 2008-09.

I.8. N.A.

I.9. No instructional changes are currently planned.

Section II - Mid-Level Assessment/General Education

II-1. The following table lists the measures used to assess the general education competencies. The measures used during 2008-09 are shown in bold.

East Central University Assessment of General Education Literacy Understanding Skills, Outcomes, and Instruments		
Literacy Understanding Skill	Student Outcome(s)	Assessment Instruments
Written Communication	Students should write coherent, organized, and mechanically proficient prose.	CAAP, FFG, SFG, ACTAS, ECUF, UNIV 3001, UAC

**East Central University
Assessment of General Education
Literacy Understanding Skills, Outcomes, and Instruments**

Literacy Understanding Skill	Student Outcome(s)	Assessment Instruments
Reading	1. Students should identify assumptions and implications in written material.	CAAP, FFG, SFG, ACTAS , ECUF
	2. Students should interpret written material.	
Oral or Expressive Communication	Students should effectively communicate a message derived from their own ideas with credible support appropriate to the topic, purpose and audience.	FFG, SFG, ACTAS , UNIV 3001
Computer Literacy	Students should use computers for word processing, spreadsheet, database, or electronic communication applications.	FFG, SFG, ACTAS , ECUF
Critical Thinking	1. Students should distinguish between fact and inference.	CAAP , FFG, SFG, ACTAS , ECUF
	2. Students should criticize supporting evidence.	
Library Skills	Students should use basic library research techniques.	FFG, SFG, ACTAS , ECUF, UNIV 3001
Mathematics	1. Students should interpret numerical information presented in a variety of ways, including graphical, symbolic, or verbal.	CAAP, FFG, SFG, ACTAS , ECUF, UAC
	2. Students should use mathematical methods for modeling, analyzing, or evaluating situations and apply techniques that lead to an eventual solution.	

Assessment Instruments: College Assessment of Academic Proficiency (CAAP) from ACT; Faculty Focus Groups (FFG); Student Focus Groups (SFG); ACT Alumni Surveys (ACTAS); East Central University Folio of Student Work in General Education (ECUF); the University Assessment Committee (UAC); and the General Education Capstone Course (UNIV 3001).

II.2. During 2008-09, 418 students took one of the CAAP multiple-choice sections or the CAAP Writing Essay as part of the course requirements for UNIV 3001. The test was administered to all UNIV 3001 students. This is the third year ECU has used CAAP, so longitudinal data is limited to critical thinking and the writing essay.

CAAP 2008-09 vs. 2006-07 and 2007-08 Combined East Central University Students Scoring At or Above the Fiftieth Percentile Nationally					
Cohort	Critical Thinking 2006-07 and 2007-08	Critical Thinking 2008-09	Writing Multi-C 2008-09	Writing Essay 2006-07 and 2007-08	Writing Essay 2008-09
Number	120	39	55	187	146
Percentage	50%	39%	41%	79%	78%
Number Tested	242	99	133	236	186
Student Motivation - Student Reported					
Student Tried Their Best %	41%	31%	37%	NA	NA
Student Gave Moderate Effort %	20%	26%	20%	NA	NA
Student Gave Little or No Effort %	4%	8%	3%	NA	NA
Student Gave No Response	35%	34%	40%	NA	NA

II.3. Students received 50 course points (one letter grade) for completing the assigned section of the exam. For a one-hour course this strategy may not induce meaningful participation on the part of many students. ECU students examined in Critical Thinking in 2008-09 responded that their motivation was lower than students taking Critical Thinking in the 2006-07 and 2007-08 academic years. While 61% of the students taking the Critical Thinking Exam in 2006-07 and 2007-08 indicated they “tried their best” or “gave moderate effort”, 57% of the 2008-09 examinees indicated the same level of motivation. The corresponding percentage for the Writing multiple choice Exam was also 57%. In addition, 40% of the students taking the Writing multiple choice Exam in 2008-09 did not answer the motivation question, compared to 34% for Critical Thinking. These data suggest students took the Critical Thinking exam less seriously in 2008-09 with significantly fewer students (39%) scoring at or above the fiftieth percentile nationally.

II.4. The table below shows the graduation and retention rates of students who took either the College BASE or the CAAP. During the last five academic years, 86% of those examined have either graduated from ECU or are still enrolled at ECU. This combined graduation/retention rate is more than twice the average six-year graduation/retention rate for the institution. The data continue to show that students who took the College BASE/CAAP have developed the academic skills necessary to complete a degree program.

Graduation and Retention Rates of ECU Students Taking the College BASE/CAAP Exam								
Academic Year	Total Number	Number Graduated	Percent Graduated	Average GPA-G	Number Currently Enrolled *	Percent Currently Enrolled	Average GPA-E*	Percent Retained or Graduated
2004-05	372	312	83.9%	3.17	6	1.6%	2.87	85.5%
2005-06	326	245	75.2%	3.13	10	3.1%	2.77	78.2%
2006-07	373	276	74.0%	3.23	45	12.1%	2.94	86.1%
2007-08	358	151	42.2%	3.22	161	45.0%	3.09	87.2%
2008-09	418	32	7.7%	3.16	355	84.9%	3.08	92.6%
Totals	1,847	1,016	55.0%	3.18	577	31.2%	3.09	86.2%

* Have not graduated but were enrolled in Fall 2008.

II.5. The table below summarizes the results of the 2008-09 administration of the two multiple-choice sections and the Writing Essay section of the CAAP to 418 ECU students enrolled in UNIV 3001.

CAAP Performance of East Central University Students 2008-09 Average Exam Scores by Subject and National Percentile			
Academic Year Cohorts	Critical Thinking Multiple Choice	Writing Skills Multiple Choice	Writing Essay
ECU 2008-09 CAAP	61.1	63.0	3.2
National Percentile of Average Score	43	43	59
Number Tested	99	133	186

The 2008-09 cohort's average scores for Critical Thinking and Writing Skills were higher than 43% of the students who took these exams nationally, below the national average. On the other hand, ECU students scored higher than 59% of the students who took the writing essay nationally, above the national average. the national average.

Section III - Program Outcomes

III.1

Undergraduate Program	Assessment Instruments	Number Assessed
School of Business		
Accounting	CPA Exam, Achievement Test for Accounting Graduates, MFAT in Business, VCS, Student Writing Assignments and Oral Presentations	32
Business Administration	MFAT in Business, VCS, Locally Developed Computer Proficiency Exam	64
College of Education and Psychology		
Early Childhood Education	CEOE: Early Childhood, Teacher Preparation Program Review, VCS	40
Elementary Education	CEOE: Elementary Education, Portfolios, VCS	116
Kinesiology	CEOE, VCS, Locally Developed Exams in Athletic Training, Exercise Science, and Recreation	276
Physical Education	Physical Ed Content Exam, Portfolios, VCS	237
Special Education	CEOE: Mentally Handicapped, CEOE: Physically Handicapped, VCS	13
Psychology	Psychology ACAT, VCS	14
College of Liberal Arts and Social Sciences		
Art	Art ACAT, CEOE: Art, Portfolios, Student Art Show	51
English and Languages	Portfolios, CEOE: All English Exams, VCS	33
Communication Studies	Senior Projects, Research Paper, Presentations, CEOE, OSAT, VCS	29
Criminal Justice	MFAT, Okla. Council on Law Enforcement & Training (CLEET), VCS	54
General Studies	Student writing, Faculty/Supervisor Surveys, Student Surveys, Senior Projects	na
History	CEOE: History & Oklahoma History, Portfolios, History ACAT	23
Human Resources Counseling	Locally developed comprehensive exam, internship evaluation, VCS	62
Legal Studies	Portfolios, VCS	3
Mass Communications	Locally Developed Exam, VCS	85
Music	CEOE, VCS	21
Native American Studies	Writing Assignments, VCS	10
Political Science	Portfolios, VCS	38
Social Work	Social Work ACAT, VCS	45
Sociology	Research Proposal in Capstone Course, Locally Developed Exam, Writing Skills Assessed	9
College of Health and Sciences		
Biology	Biology ACAT, CEOE: Biology, VCS	63
Cartography/Geography	Portfolios, VCS	41
Chemistry	Chemistry MFAT, VCS	58
Computer Science	MFAT, VCS	28
Environmental Health Science	Nat. Environmental Health Assoc. Assessment Exam, Portfolios, VCS	25
Family & Consumer Sciences	CEOE: Vocational Home Economics, Locally Developed Core Curriculum Exam, Practicums, VCS	20
Health Information Management	National Certification Examination, VCS, Clinical Supervisor Evaluations	15

Undergraduate Program	Assessment Instruments	Number Assessed
Mathematics	Mathematics MFAT, CEOE: Mathematics, Writing Assignments, Consulting Teacher Evaluations	16
Medical Technology	Biology ACAT, VCS, Acceptance/Completion Rates of students in hospital-based clinical year programs	9
Nursing	California Critical Thinking Skills Test, NCLEX Exam, VCS	64
Physics	Pittsburgh State U. Achievement Test in Physics, CEOE, VCS	46
Total Students Assessed (Headcounts may be duplicated)		1645

Instrument Title	Abbreviation
Area Concentration Achievement Test	ACAT
Major Field Achievement Test (ETS)	MFAT
Nursing Certification and Licensing Exam	NCLEX
Certification Examinations for Oklahoma Educators (formerly the Oklahoma Teacher Certification Exam)	CEOE
Various Constituent Surveys	VCS
Oklahoma Subject Area Test (part of CEOE)	OSAT

III.2

ECU Undergraduate Program Assessment Results for 2008-2009	
Program	Assessment Results
School of Business	
Accounting	<p>Twelve students took the ETS MFAT exam in April 2009. Nine (75%) scored above the national mean of 152.9. As a group, the 12 students scored above the national average on accounting (73% versus 49.8% correct), economics (53% versus 47.4%), management (62% versus 54.7%), finance (65% versus 54.9%), legal and social environment (52% versus 46.1%), and international issues (56% versus 54.0%). The 12 students scored below the national mean on quantitative business analysis (43% versus 46.2%), marketing (49% versus 52.0%), and information systems (57% versus 58.0%). Seventy three percent of the students completing 3383 - Federal Income Tax Accounting successfully completed the comprehensive tax return project. However, 53% of the students who started the class withdrew during the semester. Ten of the fifteen students (67%) scored 70% or higher on the analysis conducted for the second tax memo. Results improved from 9/15 (60%) on Tax Memo 1. Eleven of the fifteen students (73%) scored 70% or higher on the written portion of the second tax memo. Improved from 8/15 (53%) on Tax Memo 1. Fourteen of seventeen students (82%) satisfactorily completed the research project which examines the financial accounting repercussions of deferred tax assets and liabilities.</p>
Business Administration	<p>Forty-two percent of business administration majors taking the ETS MFAT exam scored at or above the national average (50th percentile). While not reaching the goal, this is a 1% decline over the scores last year. Last year the department, working with the Dean, attempted to embed assessment measures into the individual core business courses of the business administration degree. While this practice can be valuable for each of the professors teaching the course, it has been difficult to administer and manage. Further, the performance goals listed, while appropriate for the overall program, are not always appropriate for specific courses.</p>
School of Education and Psychology	
Early Childhood Education	<p>Of the 24 ECU Candidates who took the OSAT test, 92% passed, compared to a statewide pass of 74.6%.</p>
Elementary Education	<p>Goal was met with 80% of candidates tested passing on the Certification Examination for Oklahoma Educators - Sub-Test 1 in 2008. Goal was met with 90% of those tested passing the Sub-Test 2 in 2008. The pass rate on the Oklahoma Professional Teaching Examination was 83% which indicates that the goal was met.</p>
Kinesiology	<p>The overall average student performance on a departmentally developed and embedded core curriculum knowledge exam was 88%. (N=32.5) The overall student performance on departmentally developed and embedded content specific exam was ATEP = 77% (N=8.2), Exercise Science = 81% (N=48.8), and Recreation =91% (N=40.4). The average score for 28 students on the CAAP was 3.31 which did not meet the goal of 3.75 or above.</p>

ECU Undergraduate Program Assessment Results for 2008-2009	
Physical Education	The overall average student performance on a departmentally developed and embedded core curriculum knowledge exam was 88%. (N=32.5) The average student performance on the Oklahoma Subject Area Test (OSAT) for 24 students was ECU = 240 and State = 250. The overall student performance on departmentally developed and embedded content specific exam was 85%. (N=39.4). The average score for 28 students on the CAAP was 3.31 which did not meet the goal of 3.75 or above.
Psychology	Goal was not met that 50% of the students taking the Area Concentration Achievement Test in Psychology will score at or above the fiftieth percentile.
Special Education	The results of the 2008 Certification Test on Understanding Students with Mild/Moderate Disabilities, Assessment of Students and Development of IEP's, "Promote student development and learning and be knowledgeable in current special education policy and procedure", "Collaborative learning communities", "Constructive Response" indicated an overall ECU pass rate of 100% (8 out of 8). This compares to an overall state pass rate of 72%.
School of Humanities and Social Sciences	
Art	For 2003-2009, 83% of ECU students tested scored at or above the fiftieth percentile on the Art ACAT. For the years 2002-2008, 100% of the ECU students tested passed the OSAT exam. The average score of ECU students was 274, above state average of 259.
Communication Studies	Two of two senior project presentations were evaluated 3 or higher with an average score of 4 on a 5 point scale with 5 being far above average and 1 being far below average. Twenty-seven of 27 presentations were evaluated 3 or higher with an average score of 4.26 with 5 being far above average and 1 being far below average. Two of two student projects were evaluated 3 or higher with an average score of 3.5 on a 5 point scale with 5 being far above average and 1 being far below average on the written portion of the senior project. Five of six student written term projects were evaluated at 3 or higher from 3000 and 4000 level courses.
Criminal Justice	Results of Nationally normed assessment exams are administered during the Spring semester. Only 17 students of the 23 eligible completed the exam with 69% scoring at or above the 70 th percentile (Score at or above 140 points of 200 total points). Student scores ranged from 128 to 169 with a mean score of 149.0. Sixteen students completed the COPS program in 2008. Of this group, 14 students attempted the CLEET exam with all 14 passing with a score of 70 or above.

ECU Undergraduate Program Assessment Results for 2008-2009

English and Languages	<p>Since 2005, thirty-seven students have taken the CEOE tests. In 2008-09, student performance on Subarea 5: Constructed Response shows ECU's average score at 241, which is passing, compared to the state's declining scores of 224. This total marks the third consecutive year of improved ECU performance in this Subarea. Since 2005, all seventy-three graduating students have completed the portfolio assessment process. With more than twice the graduates this year than last, the overall quality of the 2009 portfolio assessment suffered a reduction from the previous year as scores were pushed toward the statistical average. Yet, five-year averages in the writing section continue to attain the performance goal of 4.0. Traditionally, the writing section has outperformed literature and language in student portfolio scores, and the 2009 numbers allow the section to retain its top ranking with an overall average of 4.5. Yet in spite of the large number of portfolio responses, four of six categories registered unanimous passing scores, and all categories met the performance goal of an average score of 4 or greater in the literature section at a 97% success rate. "Non-print Media" remains a category of concern for the department, recording a five-year average of 4.11, lowest of the six literature categories. In Subarea 3: Reading, 100% of ECU examinees passed with an average score equal to the state's average. The average score of Subarea 4: Language and Literature dropped from last year, but 100% of examinees eventually passed the test and had an average score just slightly below the state average. For Subarea 1: Listening and Speaking, this year's average scores fell below last year's totals both for ECU students as well as statewide, each reaching the lowest performance in the last five years. This past year's performance was the first to fall below the minimum required score of 240.</p>
General Studies	Data not available.
History	<p>Performance in writing declined for the third year in a row. ECU students perform above the statewide mean on the American History Constructed Response portions of the Oklahoma State Teacher Certification, but fewer than 50% meet the cut score on that portion of the exam. American history performance on the exam improved over the past two years. Economics and the constructed response are the low test areas but are continuing to improve. American history performance on the exam is good and reveals a high level of knowledge. World History performance continues to improve. Seventy-one percent of the students passed the overall exam for World History.</p>
Human Services Counseling	<p>Student performance on the revised (126 item) locally developed comprehensive examination was Total Mean N=62 (71%) 90.50, Rehabilitation Mean N=16 (73%) 92.50, Counseling Mean N=43 (69%) 87.60, Services to Deaf Mean N=3 (73%) 91.50. Students overall answered over 60% correctly. (89 of 126 items).</p>
Legal Studies	Data not available.
Linscheid Library	<p>For 2008, the library met expectations 71% of the time, and exceeded expectations 28% of the time. The library had a 99% positive response rate on Reference Assessment Cards. Peer evaluations showed a 72% meets expectations rate, and a 28% exceeds expectations rate. No negative responses from the faculty were received on the faculty evaluation. There were no negative responses from the students on the student evaluation. For 2008, there was a 322.27% overall increase from 2007 in access numbers. There was a 94% satisfaction rate from the faculty on the faculty survey, and a 93% satisfaction rate from the students on the student survey.</p>

ECU Undergraduate Program Assessment Results for 2008-2009	
Mass Communication	Thirty-eight students completed the grammar pre-tests and post-tests during the Fall 2008 semester. The average rating for the pre-test was 55.95. The average rating for the post-test was 56.55. No students (0%) who took both the pre-test and the post-test earned a rating of 80 or above. The performance goal was not met. The decrease in average ratings over the course of the three semesters indicates pedagogy and content are helpful but insufficient to remediate deficiencies of students entering the program.
Music	The ECU student average on the Oklahoma State Teaching Certification Exam; sub-area 1, Music Theory, was 88; the state average was 89; sub-area 4, Music History, was 86; the state average was 84; sub-area 2, Music Performance, was 93; the state average was 89; sub-area 5, Music and Other Disciplines, was average of 88; the state average was 89; Vocal Music Composite was 89 (state average 87), and the average for Instrumental Music Composite was 85 (state average 87). The ECU average for Vocal Music Composite was 89 (state average 87), and the average for Instrumental Music Composite was 85 (state average 87).
Native American Studies	For 2008-2009, all students exceeded the minimum requirements and had a collective average of 3.975 on matrix scored writing assignments. For 2008-2009, graduating seniors exceeded the minimum requirements and had a collective average of 2.125 on the exit questions.
Organizational Leadership	Because this is a statewide program, the assessment plan along with assessment tools is currently being developed. Consequently, there is no data to report. The first two students graduated from the Program in December 2008.
Political Science	In 2008-2009, 9 portfolios were collected from graduating seniors. The average score for general understanding of political science on these portfolios is 3.56. The average score for critical thinking and written communication is 3.55. In 2008-2009, 27 political science majors were identified. Nineteen (70.3%) participated in some form of service and 8 did not (or their service was unknown).
Social Work	Eleven of the 21 students tested (52%) on the ACAT scored, overall, at or above the fiftieth percentile.
Sociology	Of the 9 students taking the assessment exam, 3 scored in the excellent range, 2 scored in the above average range, 2 scored in the average range, and 2 scored in the below average range in knowledge of theory. Of the 9 students taking the assessment exam, 3 scored in the excellent range, 2 scored in the above average range, 1 scored in the average range, and 3 scored in the below average range in statistics.
Spanish Education	Since this is a new program, no data is available at this time.

ECU Undergraduate Program Assessment Results for 2008-2009

School of Mathematics and Sciences

Biology	The performance on the ACAT in 2008 was the worst performance since the Biology Department started recording data. - worst on a calendar year basis. Only 29% of students tested scored above the fiftieth percentile. In calendar year 2008, four Biology program graduates took the CEOE. Three students who took the test passed (75%), compared to 34% of statewide examinees who took and passed this exam. In 2008, ECU program graduates exceeded the performance goal.
Chemistry	Performance goals were met in organic chemistry and in Biochemistry on the embedded questions on upper-level final examinations. Goals were met in Physical Chemistry by slight margins for basic thermodynamics and phase equilibria, but not in chemical equilibria and electrochemistry. ACS Standardized exams
Computer Science	The National Average on the Major Field of Achievement Tests offered by ETS in 2008-09 was 150.58 for males, and 139.9 for females with standard deviation of 16. Twelve (one female) ECU students took the test. The ECU average was 139.0, within a standard deviation of the National average. Specifically, the test showed ECU has three disciplines: Programming Fundamentals, Discrete Structures, and Systems with scores below 50% correct in each instance. "Portfolio" assessment applied to two major assignments, measuring usage of English Language, Logical Organization, Technical Vocabulary, Technical Content. Each category's expectation was a score of 1.0/2.0. All areas scored at least 1.0/2.0 - an improvement from last year.
Environmental Health Science	One hundred percent of students taking an examination consisting of ten questions from each of 14 different subject areas as listed in an EHS self study course published by the federal Centers for Disease Control scored at or above 50%. Greater than 90% of senior level students were able to apply occupational-related skills to complete a skills test in EHS 4802. Approximately 67% of students achieved a rating of 3 or greater on their writing portfolios in EHS 4703. This level of performance is the lowest for the five year period of the report. These results indicate that about two thirds of EHS students can communicate effectively in written formats. The performance goal was not met on quality demonstrated in oral presentations in EHS 4703 and of internship experience.
Family & Consumer Science	Three students took the OCTP test and two passed. Nine of ten students met the performance goal on a locally developed exam over the Family and Consumer Sciences Core Curriculum. Seven students met the performance goal on the Retail Merchandising Internship Portfolio criteria evaluation. Students must score at least 75 out of 100 points on the evaluation. Five students who completed the General FCS major portfolio evaluation met the goal.
Health Information Management	ECU's passing rate on the national certification exam for registered health information administrators was not met. ECU's passing rate was 55.6% which was below the national rate of 69.3%. Nine students took the exam, and five of the nine passed. Of the four students who failed the exam, two students took the exam one year or more after graduating, and one student has "test anxiety." In addition, one of these students admitted to spending only two days studying prior to taking the exam. These conditions definitely have an impact on the program's average scores.

ECU Undergraduate Program Assessment Results for 2008-2009	
Mathematics	The performance goal on the Educational Testing (ETS Major Field Test (MFT) is not being met. One hundred percent of ECU majors passed the Oklahoma Subject Area Test (OSAT).
Medical Technology	One of three scored above the 50 th percentile on the ACAT in Biology which is below the outcome goal. The overall performance was between the 40-60 percentile.
Nursing	Ninety-four percent of the 2008 graduates passed the National Council Licensing Exam for Registered Nurses on their first attempt. The mean state passing rate was 85%, and the mean national rate was 87%.
Physics	Basic Principles on the 27 administered Alumni Surveys were rated as follows: 63% excellent, 15% slightly less than excellent, 22% about right. Knowledge of Physics on the 27 administered Alumni Surveys were rated as follows: 59% excellent, 15% slightly less than excellent, 22% about right. There were no low scores on the Alumni Surveys. Employer/advisor surveys were rated as follows: 100% were rated as having excellent or good preparation for employment, 75% were rated as having excellent or good preparation for grad school. One student applied to East Carolina University in medical physics and was admitted, but chose not to attend. Nevertheless, the goal was met. No student sought permanent employment. The one seeking temporary employment was hired as a pharmacy technician. The second graduate is delaying employment until his wife graduates. The goal was met.

III.3

ECU Undergraduate Program Changes Due to Assessment Results for 2008-2009	
Program	Changes Resulting from Assessment
School of Business	
Accounting	Two sections of tax will be offered in the Fall 2009 semester in hopes that smaller class sizes will promote improved student learning of Federal Income Tax Accounting. Encourage participation in research workshop held outside of class. Add an additional workshop: the two workshops will now cover research methods and writing memos. Encourage greater participation in Accounting Club. Encourage students to become ECU Ambassadors and to become actively involved in student government and other non-accounting student organizations. Submit Fall 2009 student research findings for publication in <i>CPA Focus</i> .
Business Administration	Upon review of last year's scores on the ETS MFAT, two changes were made pertaining to BUS 4303, the course in which the standardized test is administered. First, students must take the course during their last semester. Second, the prerequisites for Principles of Marketing and Principles of Management, two courses covered by the test, were changed to include ECON 2003, Principles and Problems of Economics.

ECU Undergraduate Program Changes Due to Assessment Results for 2008-2009	
Program	Changes Resulting from Assessment
College of Education and Psychology	
Early Childhood Education	Redesign EDUC 3043 with a strong emphasis on child development and learning theory. Place stronger emphasis on literacy development in EDUC 3463 & 3493. Due to the growth of pre-K enrollments in schools, place more emphasis on pre-K instruction, especially oral language in EDUC 3463 & 3043. EDUC 3043 will continue to stress DAP & standards set up by NAEYC. Provide study sessions and materials will be available to students taking the OSAT test. Remediation will be provided for those needing extra help on the OSAT sub-area III, Child Development and Early Childhood Programs.
Elementary Education	Tutoring programs and practice material will be available to students to supplement study sessions for the OSAT. Also, constructed response exercises will be implemented in education courses. We are working to align curriculum needs with specific courses. Restructuring the Student Teaching Seminar should enhance the preparation of the teacher candidates as they prepare for the Oklahoma Professional Teaching Examination.
Psychology	Address the disconnect between low test scores on the exit exam and the students' beliefs they are competent in most areas of psychology. More emphasis will be placed on the clinical/counseling psychology topics covered in the Abnormal Psychology and Personality courses. More emphasis on oral communication skills in experimental psychology course. More emphasis will be placed on research methods for both experimental and applied fields of psychology.
Special Education	Special Education Faculty revised existing course requirements based on surveys, OSAT test scores, and committee recommendations. Program changes were submitted and approved by the Teacher Education Committee and the Academic Committee.
College of Liberal Arts and Social Sciences	
Criminal Justice	The Score of Assessment Indicator 3: Law Enforcement was 45.0, below the performance objective. New course content was added in accordance with SB 920. The Score of Assessment Indicator 1: Theory was 42.0, below the performance objective. Faculty will review Criminal Behavior course content to determine gaps in theory knowledge.

ECU Undergraduate Program Changes Due to Assessment Results for 2008-2009	
Program	Changes Resulting from Assessment
English and Languages	In response to previous assessment reports, the department implemented in 2008-09, a mid-level advisement plan, which includes a systematic portfolio collection process, to raise faculty and student awareness of the importance of the portfolio and to increase the capture of appropriate responses. In 2008-09, the department experienced an unusually high number of senior students, twice the number of the previous year. Yet the writing section recorded high levels of performance and portfolio collection, suggesting that the implementation of the mid-level advisement plan may be an effective tool. In response to recent results in Constructed Response, departmental faculty implemented an increased number of timed writing responses in required course work. The department's return of literature survey courses to the required curriculum might explain the recent rise in scores in the "Historical Periods" and "Authors" categories, both of which post five year averages of 4.45 and 4.43 respectively. In response to lower numbers in "Non-print Media," the department returned ENG 3143 Introduction to Film to the required curriculum for teacher-certification majors. The course was offered for the first time in four years in the Spring term of 2009. The department expects the course to reverse the low trend of scores in the "Non-print Media" category, raising them to levels attained by the other literature categories.
History	The department will implement a new portfolio system in Fall 2009. The History faculty will implement a new scoring system for written work. Each faculty member will implement in Fall 2009 an internal exam for non-teacher certification majors. Each faculty member will report cohort results for assignments in their courses as they relate to the content outcomes.
Linscheid Library	The library did not meet expectations in one area (<i>Does the librarian seem at ease and take steps to make the user comfortable?</i>). The library will provide professional development in this area.
Mass Communication	Results appear to confirm faculty observations that students are unprepared for the professional standard of writing required in mass media. Faculty members have proposed adding an 8-week grammar lab component to the 18-week course in order to bring student writing up to professional standards.
Political Science	Professors will work more closely with students to make sure their work reflects a better understanding of political science. Faculty will work together to integrate more critical thinking exercises into the curriculum. Include all students in opportunities to participate in internships and simulations, especially freshmen and sophomores. Add items to the exit survey needed to measure political efficacy and the importance of political community.

ECU Undergraduate Program Changes Due to Assessment Results for 2008-2009	
Program	Changes Resulting from Assessment
College of Health and Sciences	
Chemistry	Greater emphasis on selected areas of Inorganic and Physical Chemistry. More emphasis in Physical Chemistry on over-arching concepts in addition to mechanics of problem solving. More emphasis in Advance Inorganic Chemistry on Group Theory. Continued emphasis on report writing and communication skills.
Family & Consumer Science	Faculty will reinforce ability to use professional language in core courses. Faculty will place more emphasis in two of the seven areas tested on the Oklahoma Teacher Certification Exam with course preparation. A study session for the Oklahoma Teacher Certification Exam will be established on a one-on-one basis. Faculty will reinforce criteria evaluated in the portfolio as a part of the internship course. Faculty will analyze and revise the FCS Core Curriculum (locally developed) Exam to ensure it corresponds to the core curriculum, since the student performance goal has not been met. In addition, faculty will conduct a study session for 09-10 examinees.
Health Information Management	Incorporate virtual lab exercises into courses. Each faculty member will supplement at least one course per semester with a minimum of one virtual lab exercise. The faculty will meet with the Management Information Systems faculty of the School of Business to review program curriculum requirements. The faculty will seek advisory committee members and local HIM professionals to assist in curriculum evaluation. In addition, they will educate students with various critical thinking items that should be covered in a written assignment, by going over a review of the critical thinking process as well as the department rubric.
Mathematics	The Math department eliminated the criterion of performance of students on an expository paper in order to increase amount of time spent focused on writing of mathematical proofs in an effort to improve student performance on the writing of mathematical proofs. The department will incorporate an additional methods course during the sophomore year. One three-hour senior-level course does not provide adequate preparation for teacher candidates. Performance will be closely monitored to determine this change's effect on Learning portfolios submitted during their student teaching experience.
Nursing	Initiate retention activities per HRSA grant 2008. Hire additional full-time faculty to implement retention plan. Pharmacology identified as weak area - addition of Pharm II class. HESI required for graduation. Expand number of facilities using preceptors.
Physics	From the alumni survey, we learned students needed more computer programming and software experience, lab and instrumentation skills, and scientific research experience. To meet these needs, we instituted and taught two new courses, an ultrasound lab and a x-ray and nuclear physics lab.

Section IV - Student Satisfaction Assessment

IV.1. The main assessment instrument used for student satisfaction assessment at East Central University during 2008-09 was ACT's Survey of Student Opinions. During the Spring 2009 semester, the Assessment Center collected data on the satisfaction of currently enrolled students by surveying 438 students using the ACT Survey of Student Opinions. This sample consisted of lower-level and upper-level course sections selected by programs going through program review. While this sample was not random, this sampling procedure ensures that the students and alumni of all programs are surveyed every five years. The consistency of responses from one year to the next for most survey items suggests this survey method yields accurate results.

IV.2. ECU students' responses to the ACT Student Opinion Survey concerning College Environment were summarized and compared to the average responses for public colleges. Differences between the average responses of ECU students and the public college averages were also reported. The 2008-09 results show ECU students still rate 55% of the survey items higher than the public college norm, 26% significantly higher. The rating for "availability of your advisor" exceeds the public college norm by the largest amount. Nineteen percent of the ratings fell significantly below the public college norm. The survey items receiving the lowest ratings are "purposes of student activity fee use", "campus bookstore", and "athletic facilities". Overall, the students responding to the survey indicated they were more satisfied with the ECU college environment than the average public student is with their college environment. "Availability of computers when you need them" received the highest average rating of items under campus facilities, followed closely by "computer labs" and by the "student union".

Section II of the ACT Student Opinion Survey rates College Services. The following table shows the number of students who used each service, the importance to students of the service, the ECU 2004-08 ratings of each service, the ECU 2008-09 ratings of each service, the public college norm for each service, and the average ratings for all services. Absolute differences of +/- 0.10 or greater, shown in bold, were statistically significant at the .05 level or better.

East Central University ACT Student Opinion Survey Results for 2008-09 Section II: College Services Ranked in Descending Order of Importance to Students							
Item Text	Local Frequency 2008-09	Number Rating This Item 2008-09	Importance to Students 2008-09 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2008-09 Less Public College Norm
				ECU 2004- 08	ECU 2008- 09	Public Colleg e Norm	
Financial Aid Services	438	339	4.20	3.81	3.88	3.81	0.07
Parking Facilities and Services	438	393	3.92	2.81	2.83	2.87	-0.04
Academic Advising Services	438	380	3.82	3.92	3.99	3.84	0.15
Computer Support and Services	438	331	3.59	3.86	3.82	3.92	-0.10
Library Facilities and Services	438	368	3.58	4.08	4.02	4.08	-0.06
Career Planning Services	438	190	3.45	3.62	3.61	3.61	0.00
Student Health/Wellness Services	438	285	3.41	4.07	4.06	3.82	0.24

East Central University ACT Student Opinion Survey Results for 2008-09 Section II: College Services Ranked in Descending Order of Importance to Students							
Item Text	Local Frequency 2008-09	Number Rating This Item 2008-09	Importance to Students 2008-09 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2008-09 Less Public College Norm
				ECU 2004- 08	ECU 2008- 09	Public Colleg e Norm	
Job Placement Services	438	132	3.39	3.34	3.33	3.38	-0.05
Student Employment Services	438	195	3.09	3.69	3.70	3.57	0.13
Food Services	438	255	2.87	3.26	3.26	3.42	-0.16
College-Sponsored Tutorial Services	438	149	2.86	3.64	3.59	3.77	-0.18
Personal Counseling Services	438	155	2.76	3.58	3.73	3.67	0.06
Credit-By-Examination Program	438	125	2.73	3.73	3.72	3.53	0.19
Honors Programs	438	141	2.71	3.51	3.63	3.63	0.00
Student Health Insurance Program	438	122	2.68	3.36	3.40	3.38	0.02
College-Sponsored Social Activities	438	237	2.67	3.58	3.59	3.59	0.00
College Orientation Program	438	245	2.63	3.59	3.62	3.69	-0.07
Residence Hall Services and Prgms.	438	188	2.61	3.24	3.31	3.42	-0.11
Recreational and Intramural	438	188	2.59	3.81	3.82	3.69	0.13
Cultural Programs	438	160	2.59	3.55	3.50	3.55	-0.05
Day Care Services	438	66	2.13	3.27	3.23	3.36	-0.13
AVERAGES	438	293	98.48	3.59	3.60	3.60	0.00

Student satisfaction with college services has significantly improved over the previous survey period. The overall average for college services now equals the public college norm. The number of services rated above the public college norm was eight, the same as last year. Items of relatively high importance with highest ratings in the relatively high satisfaction section were “library facilities and services” and “student health/wellness services”. During the prior academic year, 13 of 21 services received negative ratings, nine of which were statistically significant. This year, 10 of 21 services received negative ratings, of which only five were statistically significant. “College-sponsored tutorial services” and “food services” received the largest relative negative ratings compared to the public college norm.

IV.3. Use of the Survey of Student Opinions will continue to provide a more refined analysis of importance to students of various services as well as satisfaction ratings. Items with significantly low ratings will continue to be studied along with their level of importance and the number of students responding. This will continue to enhance administrative efforts to use assessment of student satisfaction to effectively target needed changes.

V-1.

East Central University Graduate Program Assessment in 2008-09		
Graduate Program	Assessment Instruments	Students Assessed
Elementary Education (M.Ed.)	Portfolios, Various Constituent Surveys (VCS), Research Product, State Elementary Principal Certification Exam, Oklahoma State Subject Area Test (OSAT)	39
Human Resources (M.S.)	Various Constituent Surveys (VCS), Comprehensive Exam, National Counselor Preparation Examination - Counseling Program, Certified Rehabilitation Counselor Examination, Practicum Report, Grant Proposal Assignment	113
Library Media (M.Ed.)	Oklahoma State Teacher Certification Exam, Employer Survey, Graduate Survey, Portfolio	31
Psychological Services Program (M.S.P.S.)	Graduate Student Survey, Practicum Student Evaluation, Graduate Assessment Exam	12
Reading Specialist (M.Ed.)	Oklahoma Teacher Certification Test (OTCT), VCS, Portfolio	7
School Counseling (M.Ed.)	Oklahoma Teacher Certification Test for School Counselors (OTCT), Alumni Survey	53
Secondary Education (M.Ed.)	Portfolios, Employer Opinion Survey, University Faculty Opinion Survey, Peer Opinion Survey, State Secondary Principal Certification Exam, OSAT, Research Project	65
Special Education (M.Ed.)	VCS, Oklahoma State Subject Area Tests (OSAT)	9
Total Students Assessed		329

V-2.

ECU Graduate Program Assessment Results for 2008-2009	
Program	Assessment Results
Elementary Education (M.Ed.)	The subject area test is not given in the elementary Education Specialization program. The courses in the program will continue to be reviewed to insure alignment with the degree competencies for accreditation. The Elementary Principal benchmark of 80% aggregate for each test on the Oklahoma Subject Area Test was not met with a 68% pass rate. Eighty-five percent of the candidates for elementary School Principal passed the core test of the certification exam. The benchmark was met. Seventy-six percent pass rate on the constructed response met the benchmark of 70% pass rate for elementary principal candidates.

ECU Graduate Program Assessment Results for 2008-2009	
Human Resources (M.S.)	Results of the written comprehensive exam indicate that six students completed the exam, with all scoring 80% or higher. The mean score on the National Counselor Preparation Exam - Counseling Program was within one standard deviation of the national mean for both semesters it was given. Five of six students who completed the Certified Rehabilitation Counselor Examination passed. The national average is 80% pass rate. The last available data indicates ECU students have a pass rate of 67%.
Library Media Specialist	Twenty-two out of 22 examinees passed the Oklahoma State Teacher Certification Exam.
Psychological Services	The average scores of four program students for items 1-25 on the Graduate Assessment Exam pertaining to conducting psycho-logical assessment in a competent manner with regard to intellectual functioning, personality, and psycho-pathology was 85%. The average score for items 26-50 pertaining to conduct psycho-logical intervention in a competent manner was 92%. The average score for items 51-60 pertaining to having a basic knowledge of psychological research and experimental procedures was 87.5%. The average score for items 61-70 pertaining to having a working knowledge of psychological disorders and the criteria for making diagnoses of psychological disorders was 90%. The average score for items 71-90 pertaining to having a basic knowledge of psychological theories of personality and human development was 81.25%. The average score for items 91-100 pertaining to having an appreciation of the role of the professional providing behavioral/ psychological services and adhere to the professional standards and practices as specified in the <i>Ethical Principles of Psychologists and Code of Conduct</i> , as set forth by the American Psychological Association was 87.5%.
Reading Specialist	All seven candidates taking the Oklahoma Teacher Certification Test passed. All seven also successfully completed their portfolios.
School Counseling (M.Ed.)	East Central's pass rate was 100% on the following sub-tests: 1)organize, develop, and implement a comprehensive guidance program; 2)use a variety of individual counseling skills appropriate to a school setting; 3)use a variety of small- and large-group counseling skills appropriate to a school setting was 100%; 4) use consultation skills appropriate to working with parents, teachers, administrators, and members of the community with respect to counseling interventions for students; 5)organize and implement a comprehensive student assessment program; and 6)organize and implement a comprehensive career guidance program.
School Psychological Services Program	Less than 100% of candidates demonstrated stated competency to understand students with special needs (psychometrist) or to understand the special needs of students (school psychologist), to assess students with special needs , and to work collaboratively to meet students' needs on the Oklahoma Subject Area Test (OSAT).
Secondary Education (M.Ed.)	Ninety-five percent of the candidates passed the core knowledge section of the state certification exam. Sixty-three percent of the candidates passed the secondary principal specialty test. In the area of written communication skills, 80% of the secondary principal candidates passed the constructed response sub-test.

ECU Graduate Program Assessment Results for 2008-2009	
Special Education (M.Ed.)	A total of 3 students completing the graduate program in 2008 took the Oklahoma Teacher Certification Exam. Three of three students passed the sub-tests - Understanding of students with mild/moderate disabilities, Assessment and development of IEPs for students with mild/moderate disabilities, Possess knowledge to promote student learning and development with mild/moderate disabilities, and Working in a Collaborative Learning Community.

V-3.

ECU Graduate Program Changes Due to Assessment Results for 2008-2009	
Program	Changes Resulting from Assessment
Human Resources (M.S.)	Information shared with graduate faculty and practicum supervisors; continue to monitor evaluations on these dimensions. Students are asked for feedback about practicum experience and suggestions have resulted in more structure implemented in the practicum. Judgments of the written comprehensive exam indicate that all students passed the exam with a score of 80% or higher. Program faculty will need to assess if ethics and professional orientation is being addressed in the current ethics course and preparing students sufficiently. The national average is 80% on the Certified Rehabilitation Counselor Examination, our program was 75% this year. The students who did not pass will retake the exam. Further review of the results will be taken to determine any specific content areas where students are scoring the lowest. Integration of knowledge will continue to be monitored throughout the program to improve performance. Grant proposal content area is now a separate course and the specific focus has maintained a more consistent result. Written expectations vary among agencies and faculty will continue to prepare students for the different expectations.
Library Media (M.ED.)	The opinions of candidates who graduate with a Master in Library Media, employers and alumni will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. Students will develop an evaluation plan in the practicum as a result of evaluation results. Students are spending more time learning strategies and integrating literacy content. A new course has been developed dealing with literacy issues.
Psychological Services (M.S.)	The results indicates the MSPS program is doing a good job, and an effort will be made to maintain the results in the future.
School Psychological Services Certification Programs in Psychometry and School Psychology	Curriculum is being monitored for the candidates preparation to understand students with special needs (psychometrist) or to understand the special needs of students (school psychologist). Also, curriculum is being monitored for the candidates preparation to work collaboratively to meet student's needs (psychometrist) or to prepare program candidates to use consultation and collaboration to meet students' needs (school psychologist).

ECU Graduate Program Changes Due to Assessment Results for 2008-2009	
Program	Changes Resulting from Assessment
Secondary Education (M.ED.)	Courses will continue to emphasize the use of research in the candidates respective field of specialization. In addition to research proposals, written assignments will occur three times per semester. Degree courses will address their respective competencies and require work that may serve as artifacts/reflections for the portfolio. The residency program will continue to utilize the criteria for successful teaching and learning in the public school classrooms. The use of the Oklahoma Teacher Work Sample will be integrated into the evaluation system of the resident teacher program. Course review and alignment that addresses specifically core knowledge will continue under the direction of the program director. Course review and alignment that addresses specifically speciality knowledge will continue under the direction of the program director.
Special Education (M.ED.)	The committee will look at the objectives on “Understanding Students with Mild/Moderate Disabilities” and then, peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program, the program will be modified to strengthen the weakness. All Graduate students will be encouraged to take the OSAT. Sub-test scores are analyzed to determine areas of weakness for both individuals in the program as well as the overall program. Should a deficit area be identified, course(s) program will be modified to strengthen the weakness. The committee will also look at the objectives on “Assessment and development of IEP’s with Mild/Moderate Disabilities” and then, peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program will be modified to strengthen the weakness. The committee will also look at the objectives on “Possess knowledge to promote student learning and development with Mild/Moderate Disabilities” and then, peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program, the program will be modified to strengthen the weakness. The committee will also look at the objectives on “Working in a Collaborative Learning Community” and then, peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program, the program will be modified to strengthen the weakness.

V-4.

Thirteen students enrolled in graduate school on probationary status in 2008-09.