



Annual Assessment Report 2009-2010



Report Completed by
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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 724 beginning freshmen were evaluated during the 2009-2010 academic year. Of this number, 451 beginning freshmen (unduplicated count), or 62% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 415, 57% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. The following table summarizes the results. In this table, students are grouped by subject area and cohort category.

| ECU Entry Level Assessment of 2009-2010 Beginning Freshmen | | | | | | |
|---|---|----------|--|----------|---|----------|
| 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"] | |
| | Number | % | Number | % | Number | % |
| English | 473 | 65% | 151 | 21% | 100 | 14% |
| Mathematics | 353 | 49% | 12 | 2% | 359 | 50% |
| Reading | 531 | 73% | 119 | 16% | 74 | 10% |
| Science | 503 | 69% | 17 | 2% | 204 | 28% |

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.

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 2009-2010 beginning freshmen in four zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the results for 2008-09, the pass rates for ENG 0123, EDUC 0111, and PHSCI 0213 exceeded the 2008-09 pass rates. The pass rate for MATH 0214 was somewhat less than the 2008-09 pass rate.

| 2009-2010 Beginning Freshmen Performance in Zero-Level Courses Compared to 2008-09 Pass Rates | | | | | | |
|--|---------------|--|---------------------------------------|------------------------|----------------|---|
| Subject Area | Course | Number of "R" Students Enrolled | Number of "R" Students Passing | Percent Passing | | Difference: 2009-2010 Less 2008-09 |
| | | | | 2009-2010 | 2008-09 | |
| English | ENG 0123 | 53 | 45 | 85% | 81% | 0.04 |
| Mathematics | MATH 0214 | 238 | 200 | 84% | 87% | -0.03 |
| Reading | EDUC 0111 | 53 | 46 | 87% | 83% | 0.04 |
| Science | PHSCI 0123 | 51 | 47 | 92% | 77% | 0.15 |

Performance of Students in College-Level Courses

The performance of the 2009-2010 freshman class in college-level courses is shown in the table below:

| 2009-2010 Beginning Freshmen Performance in Zero-Level Courses Compared to 2008-2009 Averages | | | | | | |
|--|----------------|----------------------------------|-----------------------|-------------------------------|-------------------------------|--------------------------------------|
| Subject Area | College Course | Students Enrolled or Enrollments | Grades of C or Higher | Percent C or Higher 2009-2010 | Percent C or Higher 2008-2009 | Difference: 2009-2010 Less 2008-2009 |
| English - "N" | ENG 1113 | 404 | 252 | 62% | 68% | -0.06 |
| English - "C" | ENG 1113 | 143 | 94 | 66% | 66% | 0.00 |
| English - "R" | ENG 1113 | 51 | 28 | 55% | 67% | -0.12 |
| Math - "N" | MATH 1413 | 79 | 55 | 70% | 89% | -0.19 |
| Math - "C" | MATH 1413 | 4 | 2 | 50% | 50% | 0.00 |
| Math - "R" | MATH 1413 | 73 | 37 | 51% | 100% | -0.49 |
| Math - "N" | MATH 1513 | 203 | 123 | 61% | 44% | 0.17 |
| Math - "C" | MATH 1513 | 4 | 3 | 75% | 41% | 0.34 |
| Math - "R" | MATH 1513 | 62 | 22 | 35% | 25% | 0.10 |
| Reading - "N" | Selected | 897 | 586 | 65% | 59% | 0.06 |
| Reading - "C" | Selected | 189 | 114 | 60% | 55% | 0.05 |
| Reading - "R" | Selected | 74 | 41 | 55% | 28% | 0.27 |
| Science - "N" | Selected | 178 | 112 | 63% | 61% | 0.02 |
| Science - "C" | Selected | 0 | 0 | na | 41% | na |
| Science - "R" | Selected | 46 | 26 | 57% | nd | 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 2009-2010, ECU's secondary placement test cut scores appeared to be effective for ENG 1113, MATH 1513, and the Reading course group when the performance of the N and C placement groups is compared; furthermore, 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. 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 2001-2002 - 2009-2010 | | | |
|--|-------------------|-------------------|-------------------|
| College Subject | “N” Cohort | “C” Cohort | “R” Cohort |
| ENG 1113 | 4 | 3 | 5 |
| MATH 1413 | 6 | 3 | 2 |
| MATH 1513 | 1 | 1 | 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 meet the 70% Cs and higher objective for College Algebra (Math 1513), the reading group, and the science group. 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 some cases to provide some students with the skills necessary to succeed at the college level.

I-7. No additional studies were conducted during 2009-2010.

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 2009-2010 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 |
| 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. 2. Students should use mathematical methods for modeling, analyzing, or evaluating situations and apply techniques that lead to an eventual solution. | CAAP, FFG, SFG, ACTAS, ECUF, UAC |

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).

These measures and to whom they were administered were the selected CAAP multiple-choice sections of the exam to students in UNIV 3001. Each multiple-choice section of the exam was administered. Also, the writing essay section was administered to one intersession class in 2009-2010.

II-2. During 2009-2010, 275 students took one of the CAAP multiple choice Critical Thinking, Science, or Writing Essay as part of the course requirements for UNIV 3001. The test was administered to all UNIV 3001 students. This is the fourth year ECU has used CAAP. However, since it is the first time the CAAP Science exam was administered, longitudinal data is currently limited to Critical Thinking and the Writing Essay.

| CAAP East Central University 2009 - 2010 | | | | | |
|--|--|--|------------------------------|------------------------------------|------------------------------------|
| Cohort | Critical Thinking 2008-2009 | Critical Thinking 2009-2010 | Science 2009-2010 | Writing Essay 2008-2009 | Writing Essay 2009-2010 |
| Number Scoring At or Above the Fiftieth Percentile Nationally | 39 | 32 | 50 | 146 | 68 |
| Percent Scoring At or Above the Fiftieth Percentile Nationally | 39% | 41% | 45% | 78% | 79% |
| Number Tested | 99 | 78 | 111 | 186 | 86 |
| Student Motivation - Student Reported | | | | | |
| Student Tried Their Best (%) | 31% | 35% | 50% | N/A | N/A |
| Student Gave Moderate Effort (%) | 26% | 54% | 38% | N/A | N/A |
| Student Gave Little or No Effort (%) | 8% | 4% | 9% | N/A | N/A |
| Student Gave No Response | 34% | 7% | 3% | N/A | N/A |

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. Eighty-eight ECU students examined in Science in 2009-2010 reported that they “tried their best” or “gave moderate effort”. ECU students examined in Critical Thinking in 2009-2010 responded that their motivation was higher than students taking Critical Thinking in the 2008-09. While 57% of the students taking the Critical Thinking Exam in 2007-08 indicated they “tried their best” or “gave moderate effort”, 89% of the 2009-2010 students reported a higher level of motivation. In addition, only 7% of the students taking the Critical Thinking exam in 2009-2010 did not answer the motivation question, compared to a higher no response rate of 34% in 2008-09. 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, 90% of those examined have either graduated from ECU or are still enrolled at ECU. 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 2005-2006 to 2009-2010 | | | | | | | | |
|--|---------------------|-------------------------|--------------------------|----------------------|------------------------------------|-----------------------------------|------------------------|--------------------------------------|
| Academic Year | Total Number | Number Graduated | Percent Graduated | Average GPA-G | Number Currently Enrolled * | Percent Currently Enrolled | Average GPA-E * | Percent Retained or Graduated |
| 2005-2006 | 326 | 254 | 77.9% | 3.12 | 11 | 3.4% | 2.75 | 81.3% |
| 2006-2007 | 373 | 312 | 83.6% | 3.21 | 22 | 5.9% | 2.88 | 89.5% |
| 2007-2008 | 358 | 266 | 74.3% | 3.21 | 52 | 14.5% | 2.79 | 88.8% |
| 2008-2009 | 418 | 142 | 34.0% | 3.18 | 249 | 59.6% | 3.03 | 93.5% |
| 2009-2010 | 275 | 34 | 12.4% | 3.02 | 232 | 84.4% | 3.07 | 96.7% |
| Totals | 1,750 | 1,008 | 56.4% | 3.15 | 566 | 33.5% | 2.90 | 90.0% |

* Have not graduated but were enrolled in Fall 2009.

II-5. The table below summarizes the results of the 2009-2010 administration of the two multiple-choice sections and the written essay section of the CAAP to 275 ECU students enrolled in UNIV 3001.

| 2009-2010 CAAP Performance of East Central University Students Average Exam Scores by Subject and National Percentile | | | |
|--|--|------------------------------|--|
| Cohort | Critical Thinking 2009-2010 | Science 2009-2010 | Writing Essay 2009-2010 |
| ECU raw average score | 60.8 / 100 | 60.7 / 100 | 3.1 / 6 |
| National raw average score | 62.8 / 100 | 61.7 / 100 | 3.2 / 6 |
| ECU: National Percentile of Average Score | 45% | 46% | 48% |
| Number Tested | 78 | 111 | 86 |

The 2009-2010 cohort's average scores for Critical Thinking and Science were higher than 45% and 46% of the students who took these exams nationally. In addition, ECU students scored higher than 48% of the students who took the writing essay nationally.

Section III – Undergraduate Program Outcomes Assessment

III-1. For each major field of study, the following assessment measures were administered to the following number of undergraduate students.

| Undergraduate Program | Assessment Instruments | Number Assessed |
|--|--|------------------------|
| School of Business | | |
| Accounting | CPA Exam, Achievement Test for Accounting Graduates, MFAT, VCS, Writing Assignments and Oral Presentations | 34 |
| Business Administration | MFAT in Business, VCS, Locally Developed Computer Proficiency Exam | 72 |
| College of Education and Psychology | | |
| Early Childhood Education | OSAT: Early Childhood, OPTE, Teacher Preparation Program Review, VCS | 33 |
| Elementary Education | OSAT: Elementary Education, OPTE, Portfolios, VCS | 118 |
| Kinesiology | OSAT, VCS, Locally Developed Exams in Athletic Training, Exercise Science, and Recreation | 236 |
| Physical Education | Physical Ed Content Exam, Portfolios, VCS | 169 |
| Special Education | OSAT: Mentally Handicapped, OSAT: Physically Handicapped, VCS, OPTE | 11 |
| Psychology | Psychology ACAT, VCS | 14 |
| College of Liberal Arts and Social Sciences | | |
| Art | Art ACAT, OSAT: Art, Portfolios, Student Art Show | 87 |
| English and Languages | Portfolios, OSAT: All English Exams, VCS | 16 |
| Communication Studies | Senior Projects, Research Paper, Presentations, OSAT, VCS | 1 |
| Criminal Justice | MFAT, Okla. Council on Law Enforcement & Training (CLEET), VCS | 23 |
| General Studies | Student writing, Faculty/Supervisor Surveys, Student Surveys, Senior Projects | N/A |
| History | OSAT, Portfolios, ACAT | 143 |
| Human Resources Counseling | Locally developed comprehensive exam, internship evaluation, VCS | 65 |
| Legal Studies | Portfolios, VCS | 4 |
| Mass Communications | Locally Developed Exam, VCS | 100 |
| Music | OSAT, VCS | 18 |
| Native American Studies | Writing Assignments, VCS | 8 |
| Political Science | Portfolios, VCS | 42 |
| Social Work | Social Work ACAT, VCS | 85 |
| Sociology | Research Proposal, Locally Developed Exam, Writing Skills | 222 |
| College of Health and Sciences | | |
| Biology | Biology ACAT, OSAT: Biology, VCS | 81 |
| Cartography/Geography | Portfolios, VCS | 96 |
| Chemistry | Chemistry MFAT, VCS | 38 |

| Undergraduate Program | Assessment Instruments | Number Assessed |
|---|--|------------------------|
| Computer Science | MFAT, VCS | 48 |
| Environmental Health Science | Nat. Environmental Health Assoc. Assessment Exam, Portfolios, VCS | 87 |
| Family & Consumer Sciences | OSAT: Vocational Home Economics, Locally Developed Core Curriculum Exam, Practicums, VCS | 66 |
| Health Information Management | National Certification Examination, VCS, Clinical Supervisor Evaluations | 21 |
| Mathematics | Mathematics MFAT, OSAT: Mathematics, Writing Assignments, Consulting Teacher Evaluations | 38 |
| Nursing | California Critical Thinking Skills Test, NCLEX Exam, VCS | 314 |
| Physics | Pittsburgh State U. Achievement Test in Physics, OSAT, VCS | 20 |
| Total Students Assessed (Headcounts may be duplicated) | | 2310 |

| | |
|-------|--|
| ACAT | Area Concentration Achievement Test |
| MFAT | Major Field Achievement Test (ETS) |
| NCLEX | Nursing Certification and Licensing Exam |
| OPTE | Oklahoma Professional Teaching Examination (part of the Certification Examinations for Oklahoma Educators) |
| OSAT | Oklahoma Subject Area Test (part of the Certification Examinations for Oklahoma Educators) |
| VCS | Various Constituent Surveys |

III-2. The following analyses and findings were based upon these undergraduate program outcomes assessment.

| ECU Undergraduate Program Assessment Results for 2009-2010 | |
|---|--|
| Program | Assessment Results |
| School of Business | |
| Accounting | Ten students took the exam in 2010. Seven (70%) scored above the national mean of 152.9. As a group, the 10 students scored above the national average on accounting (68% versus 49.8% correct), finance (57% versus 54.9%), and information systems (63% versus 58.0). The 10 students scored below the national mean on economics (47% versus 47.4%), management (51% versus 54.7%), quantitative business analysis (41% versus 46.2%), marketing (46% versus 52.0%), %, legal and social environment (39% versus 46.1%), and international issues (52% versus 54.0%). |
| Business Administration | Of the 77 students who took the Major Field Achievement Test, 35 (45%) scored at or above the 50 th percentile. |
| 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. |

ECU Undergraduate Program Assessment Results for 2009-2010

College of Education and Psychology

| | |
|---------------------------|--|
| Early Childhood Education | Of the 33 ECU Candidates who took the OSAT test, 88% passed in the area of reading, language arts, and social studies, and 92% passed in the areas of mathematics, science, health and fitness, and fine arts. The pass rate on the OPTE was 91%, meeting the goal. |
| Elementary Education | Of the 59 examinees, the goal was met with 88% of candidates tested passing the OSAT in the areas of reading, language arts, and social studies. Goal was met with 92% of those tested passing the OSAT in the area of mathematics, health and fitness, and fine arts. Of the 78 examinees taking the Oklahoma Professional Teaching Examination, 91% passed, far exceeding the goal of 80%. |
| Kinesiology | The overall average student performance on a departmentally developed and embedded core curriculum knowledge exam was 84%. (N=38.8). The overall student performance on departmentally developed and embedded content specific exam was ATEP = 62% (N=7.4), Exercise Science = 73% (N=40), and Recreation =84% (N=24.5). All 60 students successfully completed their Kinesiology Portfolio, with 100% earning a score of 2 (Acceptable) or higher. |
| Physical Education | The overall average student performance on a departmentally developed and embedded core curriculum knowledge exam was 84%. (N=38.3). The average student performance on the Oklahoma Subject Area Test (OSAT) for 32 students was ECU = 254 and State = 252. The overall student performance on departmentally developed and embedded content specific exam was 81%. (N=55.2). |
| Psychology | Regarding students' knowledge of theory, the goal was not met that 50% of the students taking the Major Field Test in Psychology will score at or above the fiftieth percentile. Students' ability to communicate effectively in oral and written form, the goal was met with at least 50% achieving a score of 7 out of 10. Regarding students' application of basic research methods, the goal was met with 50% or more earning competent score. |
| Special Education | The results of the 2009 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% (6 out of 6). This compares to an overall state pass rate of 69%. |

College of Liberal Arts and Social Sciences

| | |
|-----------------------|---|
| Art | For 2009-2010, 75% of ECU students (n=8) tested scored at or above the fiftieth percentile on the Art ACAT. For the years 2009-2010, 100% of the ECU students (n=6) tested passed the OSAT exam. The average score of ECU students was 258.3, above state average of 260. |
| Communication Studies | Data was not collected. |
| Criminal Justice | Nine of 28 eligible completed the exam with 66% scoring at or above the 70 th percentile (Score at or above 140 points of 200 total points). Student scores ranged from 137 to 176 with a mean score of 157.0. Fifteen students completed the COPS program in 2009. Of this group, 13 students attempted the CLEET exam with all 13 passing with a score of 70 or above. |
| English and Languages | In 2009-2010, ten graduating students completed the portfolio assessment process with a 100% pass rate. The average score in Writing was a 4.65, on a 6-point scale. The area of Literature showed a 4.38 average and Language Skills earned a 4.47 average score. |

| ECU Undergraduate Program Assessment Results for 2009-2010 | |
|---|---|
| | Only one student took the Oklahoma Subject Area Test, and passed in all areas with a score far exceeding the state average. ECU's averages have gradually increased each year for the past three years, the state's average has slowly declined. Furthermore, this past year's performance on Subarea 5: Constructed Response shows ECU's average score at 248, which is passing, compared to the state's declining scores of 219. |
| General Studies | Data was not collected. |
| History | Ninety percent of writing samples from 74 students met or exceeded the target standard. On the American History Constructed Response portions of the OSAT, ECU students perform above the statewide mean, but fewer than 50% percent met the cut score on that portion of the exam. While ECU students performed above the mean on the World History Constructed Response, only 50% met or exceeded the 240 cut score. On the objective portions of OSAT, the American history performance improved over the past two years. History performance declined, reducing the number of students passing the exam and resulting in ECU being at the state pass rate, instead of exceeding it. |
| Human Services Counseling | Data on student performance on the revised (126 item) locally developed comprehensive examination was not collected this year. |
| Legal Studies | In 2009-2010, 8 portfolios were collected. Students scored an average of 4.54 on Organization and Operation of Legal System, Ethical Obligations and Specialized Legal Knowledge. In the areas of Critical Thinking Skills, Legal Research Skills, and Legal Writing Skills, the average score was 4.04. In the areas of General Communication Skills and Interpersonal Skills, the average score was 4.5, on a 5-point scale. |
| Mass Communication | Nineteen students completed COMM 4611 Senior Project in 2009-2010 with an average rating of 87.70. Sixteen out of the 19 students (84%) earned a rating of 80 or higher. Twenty-four students took the grammar pre-tests and post-tests with an average rating for the pre-test at 54.16 and an average rating for the post-test at 57.72, or a 6.6% increase. None of the 24 students who took both the pre-test and the post-test earned a rating of 80 or higher. Therefore, the performance goal was not met. |
| Music | Of 6 students taking the Oklahoma Subject Area Tests, ECU student scores averaged at or above the state average in Music Theory (87: 87); Music History (89: 86); Music Performance (90: 89); Music and Other Disciplines (87: 85); Instrumental (87: 86). No ECU students attempted the Vocal Music exam in 2009. |
| Native American Studies | For 2009-2010 writing assessment, 100% of students (8) exceeded the minimum requirements and had a collective average of 3.5. |
| Political Science | In 2009-2010, 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 written communication on these portfolios is 3.22. The average score for critical thinking on these portfolios is 3.56. In 2009-2010, 30 political science majors were identified. Twenty-one (70%) participated in some form of service and 9 did not (or their service was unknown). |
| Social Work | Thirteen of 29 students scored, overall, at or above the 50th percentile. Since this was 45% of the tested population, that falls below the 50% performance goal. Scores on 4 content areas - diversity (41%), social & economic justice (41%), Research (31%) & human behavior in social environments (31%) did not meet performance goals. The average rating for <i>Integrative Paper</i> was 3.73 on a 5-point scale. |
| Sociology | Six students took the exam. In the area of knowledge of theory, 3 scored in the excellent range, 2 scored in the above average range, 1 scored in the average range, and 0 scored below average. In the area of statistics, 1 scored in the excellent range, 2 scored in the above average range, 2 scored in the average range, and 1 scored below average. |

| ECU Undergraduate Program Assessment Results for 2009-2010 | |
|---|--|
| Spanish Education | Since this is a new program, no data is available at this time. |
| College of Health and Sciences | |
| Biology | The performance on the ACAT in 2009 was the worst performance since the Biology Department started recording data on a calendar-year basis. Only 21% of students tested scored above the fiftieth percentile. Overall, the number of students tested who scored at or above the 50th percentile was 47%. Biology program graduates are scoring at the fiftieth percentile in all sub-areas tested in the ACAT Biology achievement test. |
| 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. |
| Computer Science | The national average on the Major Field of Achievement Tests offered by ETS in 2008-09 was 149.5 with standard deviation of 16.7. Thirteen ECU students took the test. The ECU average was 144.0, within a standard deviation of the national average. |
| 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%. Only 71.4% of senior level students were able to apply occupational-related skills to complete a skills test in EHS 4802, which is below the performance goal of 75%. Approximately 90% of students achieved a rating of 3 or greater on their writing portfolios in EHS 4703, and all of the students achieved an average rating of 3 or greater on the oral presentations demonstrated in oral presentations in EHS 4703. |
| Family & Consumer Science | Two students took and passed the OSAT. Seven (100%) students met the performance goal on a locally developed exam over Family and Consumer Sciences Core Curriculum. Five (100%) successfully completed the General FCS major portfolio evaluation. |
| 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 66.7% which was below the national rate of 69.3%. Three students took the exam and two of them passed. |
| Mathematics | The performance goal of 50 th percentile on the MFAT was not met. One hundred percent of ECU majors passed the OSAT. |
| Nursing | Of the 2009 graduates, 98% passed the National Council Licensing Exam for Registered Nurses on 1 st attempt. The mean state passing rate was 87% and the national was 88%. |
| Physics | Seventeen students took the Pittsburg State University Achievement Test for an average of 47%, slightly below our goal of 50%. Four students applied and were admitted to graduate schools, two to OU, one to the OUHSC, and one to the U of Delaware. |
| Cartography and Geography | All 69 portfolio resulted in a 4.58 overall average, on a 5-point scale, demonstrating <i>very good</i> performances in senior projects, conference presentations, and course practicals. |
| Administrative and Educational Support Units | |
| Linscheid Library | For 2009, the library met expectations 68% of the time, and exceeded expectations 29% of the time. The library had a 99% positive response rate on Reference Assessment Cards. Peer evaluations showed a 58% meets expectations rate, with 34% exceeding expectations. No negative responses from the faculty were received and only 1 from the student evaluation. There was a 6.68% overall increase from 2008 in access numbers. |
| Academic Advising | Students agree more with their performance in English and Reading than in Math, though more are required to take the math test and fewer pass it than the other two tests. Reducing the number of undeclared freshmen at Advisement/Enrollment will reduce the number of undeclared students who have holds put on their records when they complete 48 credit hours with no major chosen. |

III-3. The following instructional changes were based upon the undergraduate program outcomes assessment.

| ECU Undergraduate Program Changes Due to Assessment Results for 2009-2010 | |
|--|--|
| Program | Changes Resulting from Assessment |
| School of Business | |
| Accounting | Faculty and staff will more actively advise students to take tax course their senior year and encourage student involvement in leadership opportunities, such as Accounting Club. Also, they will continue 2 workshops: one on research methods and one on writing memos. |
| College of Education and Psychology | |
| Early Childhood Education | Results indicate that study sessions will continue to be offered each semester. Tutoring programs and practice material are available to students. Also, constructed response formats have been implemented in education courses. We are working to align the curriculum needs with our specific courses and continue to look at the content of our current courses as well as the possibility of changing some courses. Restructuring of the Student Teaching Seminar should enhance the preparation of the teacher candidates as they prepare for the Oklahoma Professional Teaching Examination. Some students have been taking the OPTE too early which negatively impacts the passing rate. |
| Psychology | Starting in the fall semester 2009, the Major Field Achievement Test (MFAT) was used for the senior exit exam in Psychology, replacing the ACAT and in keeping with other universities in Oklahoma. During the 2010 assessment year, the MFAT will be taken by the graduating seniors for both the spring and fall semesters. This will provide the department will a better picture of the knowledge base of the graduating seniors in the upcoming assessment year. In addition, with the implementation of the new Writing and Design course the use of formal portfolios will be discussed by the faculty as part of our assessment program, beginning with the 2011 assessment report. |
| Kinesiology | The program is aligning the Board of Certification (BOC) results with program assessment results for strategic improvement in preparing students for passing national certification (BOC Examination). Program changes will be submitted in 2010-11 for ATEP to meet impending CAATE accreditation standard of establishing a stand-alone degree in Athletic Training (not a major concentration). Create departmental website link for capturing alumni data related to professional examinations, credentials, career paths, employers, etc. |
| Physical Education | The program will establish reporting deadlines of prior semester data from embedded course assessment examinations (October 1 – prior spring & summer; Mar 1 – prior fall). Create departmental website link for capturing alumni data related to professional examinations, credentials, career paths, employer, etc. |
| College of Liberal Arts and Social Sciences | |
| Art | In 2010, the BA program was replaced with a Bachelor of Fine Arts program with concentrations in Studio, Art Education, and Graphic Arts. Each concentration will share a core component but will have a slightly different studio core and unique specialization courses. New courses were added to increase the rigor and complexity of the program to reflect the degree. Additionally, syllabi for existing courses were revised to make the courses more rigorous, so new courses for non-majors were added. |

| ECU Undergraduate Program Changes Due to Assessment Results for 2009-2010 | |
|--|--|
| Program | Changes Resulting from Assessment |
| English | In 2010-11, the department will attempt to receive fifty surveys from alumni and incorporate the results into the 2011 assessment report. Also, to assist with the portfolio assessment process, the Academic Committee created and manages Outcome Alignment check sheets, which identify English major courses offered during a specific term, accompanied by lists of outcomes. Faculty responsible for these courses provide artifacts like syllabi, assignments, or copies of exams which measure the outcomes. During the 2009-2010 academic year, the department's collection rate in the outcomes folder was approximately eighty percent. |
| History | Beginning in the Fall 2010, the program will create an in-house examination for all graduating teacher certification and non-teacher certification majors. It will be similar to the state administered OSAT examination and roughly measure the same common core of knowledge that we expect our majors to hold in American, World and European History, Geography and Economics. The exam will have the dual purpose of a study aid for the certification exam and assessment data. |
| Political Science | Faculty will work together to implement more critical thinking exercises into the curriculum, especially in Political Science Research Methods. |
| College of Health and Sciences | |
| Chemistry | Curricular changes have been implemented in the areas of physical chemistry and advanced inorganic chemistry in part due to assessment results and in part due to other feedback from graduates of our program. Changes implemented from earlier assessment reports are being monitored as to their effectiveness. Rubrics have been put in place to guide assessment efforts already being done. |
| Family & Consumer Science | Student Outcomes #2 and #3 were rewritten to provide more detail and clarify the differences between all outcomes. Direct measure added to Instrument I for Criterion 1C; Retail Merchandising Internship Portfolio was evaluated for the retail merchandising concentration. Program developed a newsletter to inform stakeholders of departmental activities and evaluation. |
| Mathematics | The department will no longer offer MATH 3093 Introduction to Theorem Proving and Number Theory by independent study and will incorporate a student's MFAT score into course grade for MATH 3715 Linear Algebra in an effort to improve MFAT scores. |
| Physics | Based on the results of the Pittsburg exam, the department proposes giving the assessment exam until the students' senior year. |
| Environmental Health Science | Electronic surveys will be employed in the following year as part of a continuing strategy to increase stakeholder participation and improve the assessment process. |
| Biology | This is the first year that Biology CLS majors (formerly Med-Tech majors) are being assessed. Additionally, the ACAT test is being updated: the Biology Department is monitoring this update to see if this test will become more reflective of the content of what the department teaches. |
| Administrative and Educational Support Units | |
| Linscheid Library | In order to increase the number of faculty evaluations, the library will investigate different methods of administering the evaluation form. The librarians will continue to improve services to students and faculty through continued training and professional development. |

Section IV – Student Satisfaction Assessment

IV-1. The main assessment instrument used for student satisfaction assessment at East Central University during 2009-2010 was ACT’s Survey of Student Opinions. During the 2009-2010 year, the Center for Assessment and Institutional Research collected data on the satisfaction of currently enrolled students by surveying 396 students using the ACT Survey of Student Opinions. This sample consisted of general education course sections 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 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 2009-10 results show ECU students rate satisfaction with their college environment 91% of the survey items higher than the public college norm. Nine percent of the ratings fell below the public college norm. The top five ratings exceeding the public college norm by the largest amounts are “student union/community center”, “availability of student housing”, “quality of instruction in your major field”, “value of the information provided by your advisor”, and “availability of your advisor” at 37%, 33%, 28%, 27%, and 27%, respectively. The survey items receiving the lowest ratings are “purposes for which student activity fees are used” and “residence hall rules and regulations”. Overall, the students responding to the survey indicated they were more satisfied with the ECU college environment (mean = 3.95) than the average public student is with their college environment (mean = 3.82).

Section II of the ACT Student Opinion Survey rates College Services. The 2009-2010 results show ECU students rate satisfaction with college services 76% of the survey items higher than the public college norm. Twenty-four percent of the ratings fell below the public college norm. The rating for “student health/wellness services” exceeds the public college norm by the largest amount. Overall, the students responding to the survey indicated they were more satisfied with the ECU college services than the average public student is with their college environment. The following table shows the number of students who used each service, the importance to students of the service, the ECU 2009-2010 ratings of each service, the public college norm for each service, and the average ratings for all services:

| East Central University ACT Student Opinion Survey Results for 2009-2010 | | | | | | |
|--|---------------------------|-----------------------------------|---|---|---------------------|--|
| Section II: College Services: Ranked in Descending Order of Importance to Students | | | | | | |
| Item Text | Local Frequency 2009-2010 | Number Rating this Item 2009-2010 | Importance to Students Ratings 2009-2010 (Based on Local Frequency) | Satisfaction Ratings (Based on Number Rating this Item) | | Difference: 2009-2010 Less Public College Norm |
| | | | | ECU 2009-2010 | Public College Norm | |
| Financial Aid Services | 396 | 385 | 4.22 | 4.02 | 3.81 | 0.21 |
| Parking Facilities and Services | 396 | 392 | 4.02 | 2.98 | 2.87 | 0.11 |
| Academic Advising Services | 396 | 388 | 3.87 | 4.03 | 3.84 | 0.19 |
| Library Facilities and Services | 396 | 389 | 3.66 | 4.11 | 4.08 | 0.03 |
| Computer Support and Services | 396 | 378 | 3.62 | 3.82 | 3.92 | -0.10 |
| Student Health/Wellness Services | 396 | 379 | 3.58 | 4.09 | 3.82 | 0.27 |
| Student Employment Services | 396 | 359 | 3.41 | 3.67 | 3.57 | 0.10 |
| Career Planning Services | 396 | 364 | 3.35 | 3.62 | 3.61 | 0.01 |
| Job Placement Services | 396 | 356 | 3.33 | 3.43 | 3.38 | 0.05 |
| Food Services | 396 | 369 | 3.30 | 3.44 | 3.42 | 0.02 |
| College-Sponsored Tutorial Services | 396 | 358 | 3.03 | 3.64 | 3.77 | -0.13 |
| Residence Hall Services & Programs | 396 | 369 | 2.96 | 3.62 | 3.42 | 0.20 |
| Credit-by-Examination Program | 396 | 356 | 2.92 | 3.64 | 3.53 | 0.11 |
| Recreational & Intramural Programs | 396 | 357 | 2.86 | 3.83 | 3.69 | 0.14 |
| Student Health Insurance Program | 396 | 359 | 2.83 | 3.49 | 3.42 | 0.07 |
| College-Sponsored Social Activities | 396 | 364 | 2.78 | 3.60 | 3.59 | 0.01 |
| Honors Programs | 396 | 357 | 2.68 | 3.45 | 3.63 | -0.18 |
| Personal Counseling Services | 396 | 364 | 2.67 | 3.77 | 3.67 | 0.10 |
| Cultural Programs | 396 | 359 | 2.61 | 3.57 | 3.55 | 0.02 |
| College Orientation Program | 396 | 374 | 2.59 | 3.53 | 3.69 | -0.16 |
| Daycare Services | 396 | 352 | 2.23 | 3.30 | 3.36 | -0.06 |
| AVERAGES | 396 | 368 | 3.17 | 3.63 | 3.60 | 0.03 |

Student satisfaction with college services has significantly improved over the previous survey period. The overall average for college services now slightly exceeds the public college norm. The number of services rated above the public college norm was 16. Items of relatively high importance with highest ratings in the relatively high satisfaction section were “library facilities and services”, “student health/wellness services”, “academic advising services”, and “financial aid services.” During the prior academic year, 10 of 21 services received negative ratings. This year, only 5 of 21 services received negative ratings.

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 continues to enhance administrative efforts to use assessment of student satisfaction to effectively target needed changes.

Section V – Graduate Student Assessment

V-1. The following measures were used to assess students in these graduate programs.

| East Central University Graduate Program Assessment in 2009-2010 | | |
|---|--|--------------------------|
| Graduate Program | Assessment Instruments | Students Assessed |
| Elementary Education (M.Ed.) | Portfolios, Various Constituent Surveys (VCS), Research Product, Oklahoma Subject Area Test (OSAT) | 110 |
| Human Resources (M.S.) | VCS, Comprehensive Exam, National Counselor Preparation Examination- Counseling Program, Certified Rehabilitation Counselor Examination, Practicum Report, Grant Proposal Assignment | 74 |
| Library Media (M.Ed.) | OSAT, Employer Survey, Graduate Survey, Portfolio | 46 |
| Psychological Services Program (M.S.P.S.) | Graduate Student Survey, Practicum Student Evaluation, Graduate Assessment Exam | 30 |
| Reading Specialist (M.Ed.) | OSAT, VCS, Portfolio | 16 |
| School Counseling (M.Ed.) | OSAT, Alumni Survey | 44 |
| Secondary Education (M.Ed.) | Portfolios, Employer Survey, University Faculty Survey, Peer Survey, OSAT, Research Project | 184 |
| Special Education (M.Ed.) | VCS, OSAT | 4 |
| Accounting (M. S. A.) | VCS, CPA Exam, Oral/Written Research Project | 32 |
| Total Students Assessed | | 540 |

V-2. The following analyses and findings were based upon these graduate program outcomes assessment.

| ECU Graduate Program Assessment Results for 2009-2010 | |
|--|---|
| Program | Assessment Results |
| Elementary Education (M.Ed.) | In both the Elementary Education and the Elementary Principal master's degrees, 100% of candidates demonstrated competence in portfolio assessment. Of those testing in the Elementary Principal OSAT, 73% passed, just below the 80% goal. |
| Human Resources (M.S.) | Results of the written comprehensive exam indicate that eight 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. Six of the eight students who completed the Certified Rehabilitation Counselor exam passed. |
| Library Media Specialist | The Assessment of Portfolio Rating Rubric indicated that all 46 graduate students earned a rating of 5 out of 5. |
| Psychological Services | Five students met or exceeded the benchmark of 70% on all exam questions. Graduate student surveys (n=11) and the Practicum Student Evaluations (n=14) indicated a high satisfaction rate. |
| Reading Specialist | Thirteen candidates tested; 13 passed the Foundations of Reading sub-area test; 5 passed Instructional Practices as well as Assessment, Diagnosis, and Evaluation subarea tests; and 4 passed the Professional Role subarea test. |

| ECU Graduate Program Assessment Results for 2009-2010 | |
|--|---|
| School Counseling (M.Ed.) | The average on OSAT: Subarea 5 in 2009 was 89 on this subtest; the statewide average was 90. Ninety four (94%) of the students passed this subtest in 2009, which exceeded the performance goal of 80% passing rate. On Subtest 3, ECU averaged 91, matching the state average, and with 100% pass rate. On Subtest 2, 100% passed with an average score of 88, which is one point above state average. On Subtest 4, 100% passed and matched the state average score of 87. |
| Secondary Education (M.Ed.) | For all 184 candidates, 100% achieved the required score of 2 or higher on all portions of the portfolio. Of the 16 students who took the OSAT for Secondary Principal, 100% passed. |
| Special Education (M.Ed.) | Data not reported. |
| Accounting (M.S.A.) | Fifty percent (7 of 14) students enrolled in Contemporary Accounting Problems (ACCT 5063) and took at least one part of the CPA exam during the Spring, 2010 semester. No student has passed any part of the exam to date. One student scored 72, but needed 75 to pass. Seven of the 14 students enrolled in ACCT 5043 successfully completed the comprehensive paper with a score of 90 or above. Fourteen of 14 students (100%) successfully presented an oral report with a score of 90 or above. |

V-3. The following instructional changes were based upon these graduate program outcomes assessment.

| ECU Graduate Program Changes Due to Assessment Results for 2009-2010 | |
|---|---|
| Program | Changes Resulting from Assessment |
| Human Resources (M.S.) | It has become increasingly apparent that while the program shares a core foundation, the difference in outcome expectations between the 36 hour options (administration and criminal justice) and the 60 hours options (counselor and rehabilitation) is evident. The graduate faculty in our department reviewed the curriculum in the Rehabilitation Counselor option 0894. The recommended changes were approved and will be implemented fall 2010. |
| Reading Specialist | Changes are currently being adopted in the course rotation and program of study. The program will no longer offer clinical practices but is developing a new course entitled Literacy Leadership and Coaching. The program has also changed the program of study to include Advanced Children's Literature and Students with Mild Disorders as required courses and Survey of Reading as a prerequisite for students who do not have appropriate undergraduate reading courses. These changes will help to align the program the new standards released from the International Reading Association. |
| Accounting (M.S.A.) | Stronger advising with regard to when to take certain courses has been implemented. Tests in various classes will be conducted weekly. Analytical component of Profit Planning and Control (ACCT 5053) will be altered in the Fall 2010 semester to include greater application of computer aides such as SPSSX and Excel. |

V-4. Thirty-two students enrolled in graduate school on probationary status in 2009-2010.