

# **EAST CENTRAL UNIVERSITY**

## **ANNUAL ASSESSMENT REPORT 2007-08**

---

---

**REPORT COMPLETED BY  
THE CENTER OF ASSESSMENT AND INSTITUTIONAL RESEARCH  
December 2008**

## **Section I - Entry-Level Assessment**

**I.1.** All tests were administered electronically except for the Science module of the ACT COMPASS which was a paper and pencil test.

**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) or the Integrated Process Skills Test II for Science 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 13<sup>th</sup> 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. 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 615 beginning freshmen were evaluated during the 2007-08 academic year. Of this number, 394 beginning freshmen (unduplicated count), or 64% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 233, 38% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. Forty, 7% 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.

<b>ECU Entry-Level Assessment of 2007-08 Beginning Freshmen Compared to 2002-07 Averages</b>									
<b>Subject Area</b>	<b>Students Eligible for College-Level Course Work Without Secondary Testing [Cohort "N"]</b>			<b>Students Who Passed Secondary Testing and are Eligible for College-Level Course Work [Cohort "C"]</b>			<b>Students Identified as Needing Zero-Level Course work before Taking College-Level Course Work [Cohort "R"]</b>		
	<b>2007-08</b>		<b>2002-07 Average</b>	<b>2007-08</b>		<b>2002-07 Average</b>	<b>2007-08</b>		<b>2002-07 Average</b>
	<b>Number</b>	<b>%</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>%</b>
<b>English</b>	393	64%	65%	184	30%	25%	38	6%	10%
<b>Math</b>	303	49%	51%	101	16%	12%	211	35%	37%
<b>Reading</b>	457	74%	73%	125	20%	15%	33	6%	12%
<b>Science</b>	459	75%	75%	141	23%	20%	31	2%	5%

**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 65% of this cohort qualified to take a college-level math course while about 94% qualified to take reading intensive college-level course work. About 98% qualified to take college-level science courses. As the table shows,

the 2007-08 placement distributions for English show improvement compared to the average placements for the 2002-03 through 2006-07 freshman classes (2002-07), with a significantly higher percentage of students the passing the COMPASS Writing secondary placement. The placement distributions for Mathematics, Reading, and Science show overall improvement with more students passing the COMPASS Algebra, COMPASS Reading Comprehension, and Science secondary placement tests over the previous five-year average with fewer students required to take the remedial course in these areas.

**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.** The following table summarizes the performance of 2007-08 beginning freshmen in four zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the combined results for 2002-03 through 2006-07, the pass rates for ENG 0123, MATH 0214, and PHSCI 0123 exceeded the 2002-07 average. The pass rate for EDUC 0111 was lower than the 2002-07 average pass rate.

2007-08 Beginning Freshmen Performance in Zero-Level Courses Compared to 2002-07 Averages						
Subject Area	Course	“R” Students Enrolled	“R” Students Passing	Percent Passing		2007-08 Minus 2002-07 Average
				2007-08	2002-07 Average	
English	ENG 0123	32	25	78%	75%	3%
Math	MATH 0214	183	118	64%	60%	4%
Reading	EDUC 0111	23	17	74%	81%	-7%
Science	PHSCI 0123	9	8	89%	83%	6%

The performance of the freshman class of 2007-08 in college-level courses is shown in the table below.

2007-08 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 2007-08	Percent C or Higher 2002-07 Average	2007-08 Minus 2002-07 Average
English - “N”	ENG 1113	369	243	66%	71%	-5%
English - “C”	ENG 1113	187	111	59%	69%	-10%
English - “R”	ENG 1113	20	15	75%	77%	-2%
Math - “N”	MATH 1413	87	50	57%	74%	-17%
Math - “C”	MATH 1413	62	26	42%	66%	-24%
Math - “R”	MATH 1413	41	19	46%	59%	-13%

2007-08 Beginning Freshmen Performance in Selected Entry-Level College Courses						
Math - "N"	MATH 1513	205	97	47%	62%	-15%
Math - "C"	MATH 1513	27	14	52%	50%	2%
Math - "R"	MATH 1513	47	7	15%	46%	-31%
Reading - "N"	Selected	757	498	66%	70%	-4%
Reading - "C"	Selected	215	128	60%	50%	10%
Reading - "R"	Selected	41	13	32%	46%	-14%
Science - "N"	Selected	144	109	76%	69%	7%
Science - "C"	Selected	35	23	66%	42%	24%
Science - "R"	Selected	1	1	100%	55%	45%

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.

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 2007-08, ECU's cut scores appeared to be effective in ENG 1113 for the "R" cohort and the "N" cohort in the science course group. 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 Seven Years Covering 2001-02 - 2007-08			
College Subject	"N" Cohort	"C" Cohort	"R" Cohort
ENG 1113	4	3	5
MATH 1413	4	3	1
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, the reading group, and the science group. A subject ACT score of 19 or higher does not appear sufficient to guarantee consistent success in College Algebra (MATH 1513), the Reading Courses Group, or in the Science Courses 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. Furthermore, the data provide further evidence why entry-level assessment and placement at ECU has not significantly improved the retention rates of the freshman classes. Given the poor academic backgrounds of many entering freshmen, the remediation offered at ECU 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 2007-08.

**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 2007-08 are shown in bold.

<b>East Central University Assessment of General Education Literacy Understanding Skills, Outcomes, and Instruments</b>		
<b>Literacy Understanding Skill</b>	<b>Student Outcome(s)</b>	<b>Assessment Instruments</b>
Written Communication	Students should write coherent, organized, and mechanically proficient prose.	<b>CAAP, FFG, SFG, ACTAS, ECUF, UNIV 3001, UAC</b>
Reading	1. Students should identify assumptions and implications in written material.	<b>CAAP, FFG, SFG, ACTAS, ECUF</b>
	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.	<b>FFG, SFG, ACTAS, UNIV 3001</b>
Computer Literacy	Students should use computers for word processing, spreadsheet, database, or electronic communication applications.	<b>FFG, SFG, ACTAS, ECUF</b>
Critical Thinking	1. Students should distinguish between fact and inference.	<b>CAAP, FFG, SFG, ACTAS, ECUF</b>
	2. Students should criticize supporting evidence.	
Library Skills	Students should use basic library research techniques.	<b>FFG, SFG, ACTAS, ECUF, UNIV 3001</b>

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

<b>Mathematics</b>	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.	<b>CAAP, FFG, SFG, ACTAS, ECUF, UAC</b>
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------

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 section was administered to one class in 2007-08.

**II.2.** During 2007-08, 358 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 second year ECU has used CAAP, so longitudinal data is limited to critical thinking and the writing essay.

<b>CAAP 2007-08 vs. 2006-07 East Central University Students Scoring At or Above the Fiftieth Percentile Nationally</b>					
<b>Cohort</b>	<b>Critical Thinking 2006-07</b>	<b>Critical Thinking 2007-08</b>	<b>Reading 2007-08</b>	<b>Writing Essay 2006-07</b>	<b>Writing Essay 2007-08</b>
<b>Number</b>	<b>62</b>	<b>58</b>	<b>46</b>	<b>80</b>	<b>107</b>
<b>Percentage</b>	<b>51%</b>	<b>48%</b>	<b>46%</b>	<b>81%</b>	<b>78%</b>
<b>Number Tested</b>	<b>121</b>	<b>121</b>	<b>100</b>	<b>99</b>	<b>137</b>
<b>Student Motivation - Student Reported</b>					
<b>Student Tried Their Best %</b>	<b>36%</b>	<b>46%</b>	<b>27%</b>	<b>NA</b>	<b>NA</b>
<b>Student Gave Moderate Effort %</b>	<b>17%</b>	<b>24%</b>	<b>27%</b>	<b>NA</b>	<b>NA</b>
<b>Student Gave Little or No Effort %</b>	<b>1%</b>	<b>7%</b>	<b>3%</b>	<b>NA</b>	<b>NA</b>
<b>Student Gave No Response</b>	<b>47%</b>	<b>23%</b>	<b>43%</b>	<b>NA</b>	<b>NA</b>

**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 but ECU students examined in 2007-08 responded that their motivation was higher than students taking the exam the previous academic year. While only 53% of the students taking the Critical Thinking Exam in 2006-07 indicated they “tried their best” or “gave moderate effort”, 70% of the 2007-08 examinees indicated the same level of motivation. The corresponding percentage for the Reading Exam was 54%. In addition, 43% of the students taking the Reading Exam in 2007-08 did not answer the motivation question, compared to 23% for Critical Thinking. These data may indicate students took the exam somewhat more seriously in 2007-08 in spite of scoring slightly lower.

**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, 84% 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.

<b>Graduation and Retention Rates of ECU Students Taking the College BASE/CAAP Exam</b>								
<b>Academic Year</b>	<b>Total Number</b>	<b>Number Graduated</b>	<b>Percent Graduated</b>	<b>Average GPA-G</b>	<b>Number Currently Enrolled*</b>	<b>Percent Currently Enrolled</b>	<b>Average GPA-E*</b>	<b>Percent Retained or Graduated</b>
2003-04	412	338	82.0%	3.24	8	1.9%	2.56	84.0%
2004-05	372	299	80.4%	3.17	17	4.6%	2.91	84.9%
2005-06	326	208	63.8%	3.16	48	14.7%	2.84	78.5%
2006-07	373	186	49.9%	3.22	130	34.9%	3.13	84.7%
<b>2007-08</b>	<b>358</b>	<b>41</b>	<b>11.5%</b>	<b>3.19</b>	<b>278</b>	<b>77.7%</b>	<b>3.10</b>	<b>89.1%</b>
<b>Totals</b>	<b>1,841</b>	<b>1,072</b>	<b>58.2%</b>	<b>3.20</b>	<b>481</b>	<b>26.1%</b>	<b>3.11</b>	<b>84.4%</b>

\* Have not graduated but were enrolled in Fall 2008.

**II.5.** The table below summarizes the results of the 2007-08 administration of the two multiple-choice sections and the Writing Essay section of the CAAP to 358 ECU students enrolled in UNIV 3001.

<b>CAAP Performance of East Central University Students 2007-08 Average Exam Scores by Subject</b>			
<b>Academic Year Cohorts</b>	<b>Critical Thinking</b>	<b>Reading</b>	<b>Writing</b>
<b>ECU 2007-08 CAAP</b>	<b>61.6</b>	<b>61.6</b>	<b>3.3</b>
<b>National Average</b>	<b>62.6</b>	<b>62.6</b>	<b>3.1</b>

<b>CAAP Performance of East Central University Students 2007-08 Average Exam Scores by Subject</b>			
<b>Academic Year Cohorts</b>	<b>Critical Thinking</b>	<b>Reading</b>	<b>Writing</b>
<b>Number Tested</b>	<b>121</b>	<b>100</b>	<b>137</b>

The 2007-08 cohort's relative was about the same for Critical Thinking and Reading. ECU students as a group scored below the national average by about 18% of a standard deviation. On the other hand, ECU students scored higher than the national average by 33% of a standard deviation on the Writing Essay. These differences are not statistically significant.

### **Section III - Program Outcomes**

#### **III.1**

<b>Undergraduate Program</b>	<b>Assessment Instruments</b>	<b>Number Assessed</b>
<b>School of Business</b>		
Accounting	CPA Exam, Achievement Test for Accounting Graduates, MFAT in Business, VCS, Student Writing Assignments and Oral Presentations	<b>65</b>
Business Administration	MFAT in Business, VCS, Locally Developed Computer Proficiency Exam	<b>29</b>
<b>School of Education and Psychology</b>		
Early Childhood Education	CEOE: Early Childhood, Teacher Preparation Program Review, VCS	<b>72</b>
Elementary Education	CEOE: Elementary Education, Portfolios, VCS	<b>222</b>
H.P.E.R.	CEOE, VCS, Locally Developed Exams in Athletic Training, Exercise Science, and Recreation	<b>310</b>
Special Education	CEOE: Mentally Handicapped, CEOE: Physically Handicapped, VCS	<b>17</b>
Psychology	Psychology ACAT, VCS	<b>15</b>
<b>School of Humanities and Social Sciences</b>		
Art	Art ACAT, CEOE: Art, Portfolios, Student Art Show	<b>62</b>
English and Languages	Portfolios, CEOE: All English Exams, VCS	<b>18</b>
Communication Studies	Senior Projects, Research Paper, Presentations, CEOE, OSAT, VCS	<b>14</b>
Criminal Justice	MFAT, Okla. Council on Law Enforcement & Training (CLEET), VCS	<b>32</b>
General Studies	Student writing, Faculty/Supervisor Surveys, Student Surveys, Senior Projects	<b>6</b>
History	CEOE: History & Oklahoma History, Portfolios, History ACAT	<b>21</b>
Human Resources Counseling	Locally developed comprehensive exam, internship evaluation, VCS	<b>61</b>
Legal Studies	Portfolios, VCS	<b>4</b>
Mass Communications	Locally Developed Exam, VCS	<b>18</b>
Music	CEOE, VCS	<b>7</b>
Political Science	Portfolios, VCS	<b>18</b>

<b>Undergraduate Program</b>	<b>Assessment Instruments</b>	<b>Number Assessed</b>
Social Work	Social Work ACAT, VCS	<b>50</b>
Sociology	Research Proposal in Capstone Course, Locally Developed Exam, Writing Skills Assessed	<b>11</b>
<b>School of Mathematics and Sciences</b>		
Biology	Biology ACAT, CEOE: Biology, VCS	<b>31</b>
Cartography/Geography	Portfolios, VCS	<b>13</b>
Chemistry	Chemistry MFAT, VCS	<b>15</b>
Computer Science	MFAT, VCS	<b>57</b>
Environmental Health Science	Nat. Environmental Health Assoc. Assessment Exam, Portfolios, VCS	<b>25</b>
Family & Consumer Sciences	CEOE: Vocational Home Economics, Locally Developed Core Curriculum Exam, Practicums, VCS	<b>20</b>
Health Information Management	National Certification Examination, VCS, Clinical Supervisor Evaluations	<b>15</b>
Mathematics	Mathematics MFAT, CEOE: Mathematics, Writing Assignments, Consulting Teacher Evaluations	<b>16</b>
Medical Technology	Biology ACAT, VCS, Acceptance/Completion Rates of students in hospital-based clinical year programs	<b>9</b>
Nursing	California Critical Thinking Skills Test, NCLEX Exam, VCS	<b>64</b>
Physics	Pittsburgh State U. Achievement Test in Physics, CEOE, VCS	<b>46</b>
<b>Total Students Assessed (Headcounts may be duplicated)</b>		<b>1363</b>

<b>Instrument Title</b>	<b>Abbreviation</b>
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

<b>ECU Undergraduate Program Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Assessment Results</b>
<b>School of Business</b>	
Accounting	Fourteen students took the ETS MFAT exam in April 2007. Ten (59%) scored above the 2003-2005 national mean of 153.1. Twenty-nine students across the Department of Business Administration took the November 2007 ETS MFAT. The mean score on the accounting portion of the test by these non-accounting majors was 51. This was in the 45 <sup>th</sup> percentile for the 8,986 examinees during 2006 that scored a mean of 50.7
Business Administration	Forty-five percent of business administration majors taking the ETS MFAT exam scored at or above the national average (50 <sup>th</sup> percentile). While not reaching the goal, this is an improvement over the scores last year.
<b>School of Education and Psychology</b>	
Early Childhood Education	Of the 27 ECU Candidates who took the OSAT test, 100% passed, compared to a statewide pass of 75%.
Elementary Education	Goal was not met with 72% of candidates tested passing on the Certification Examination for Oklahoma Educators - Sub-Test 1 in 2007. Goal was met with 85% of those tested passing the Sub-Test 2 in 2007. The pass rate on the Oklahoma Professional Teaching Examination was 89% which indicates that the goal was met.
Kinesiology. - Athletic Training Education Program, Exercise Science & Recreation	The overall average student performance on a departmentally developed and embedded core curriculum knowledge exam was 90%. (N=24 avg) The overall student performance on departmentally developed and embedded content specific exam was Athletic Training 81%. (N=12) Exercise Science: 82% (N=33) and Recreation: NA
Physical Education (Teacher Education)	The overall average student performance on a departmentally developed and embedded core curriculum knowledge exam was 90%. (N=24 avg) The overall student performance on the Oklahoma Subject Area Test (OSAT) was 72.9%. (N=37) The overall student performance on departmentally developed and embedded content specific exam was 92%. (N=24)
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 2007 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% (10 out of 10 examinees). This compares to an overall state pass rate of 72%.
<b>School of Humanities and Social Sciences</b>	

<b>ECU Undergraduate Program Assessment Results for 2007-2008</b>	
Art	For 2002-2008, 74% 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	One of one students passed the OSAT on the first sitting.
Criminal Justice	Results of Nationally normed assessment exams are administered during the Spring semester. Only 23 students of the 27 eligible completed the exam with 70% scoring at or above the 70 <sup>th</sup> percentile (Score at or above 140 points of 200 total points). Student scores ranged from 134 to 166 with a mean score of 154.12.
English and Languages	Since 2004, thirty-eight students have taken the Certification Examinations for Oklahoma Educators (CEOE). The five-year average parallels the state average; both scores are lower than the minimum passing rate. Three of the six examinees had failing scores. However, one ECU examinee earned a perfect score of 300.
General Studies	Goal was not met this year for students to average 3.5 or better on a five-point scale rubric measuring writing proficiency. Goal was met this year for employers or other supervisors to rank a student's achievement of identified learning goals in UNIV 4123 Field Experience II to average 3.5 or better on a five point scale assessment instrument. Goal was not met for students to develop senior projects averaging 3.5 or better on a five-point scale assessment instrument. Goal was met for students who complete UNIV 4723 General Studies Senior Project to average 3.5 or better on a five-point scale assessment instrument on a self-evaluation of their achievement of identified learning goals.
History	Performance in writing declined for the second 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. ECU students perform above the statewide mean on the World History Constructed Response portions of the Oklahoma State Teacher Exam. American history performance on the exam improved over the past two years. Economics and the constructed response are the low test areas. World History performance increased dramatically as all students passed the World History exam. While all students passed the overall exam for World History, only 4 of the 5 students passed the world history section of the exam.
Human Services Counseling	Student performance on the revised (126 item) locally developed comprehensive examination was Total Mean N=54 (75%) 94.86, Rehabilitation Mean N=19 (71%) 89.95, Counseling Mean N=29 (70%) 87.70, Services to Deaf Mean N=4 (76%) 95.35. Students overall answered over 60% correctly. (89 of 126 items)
Legal Studies	The Capstone Class Portfolio review and survey results show that the overall average regarding demonstration of written legal knowledge and writing ability among graduates was above average.
Mass Communication	Fifteen students completed the grammar pre-tests and post-tests during the Fall 2007 semester. The average rating for the pre-test was 59.27. The average rating for the post-test was 60.33. 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. It should be noted that the increase of 1.06 was greater than the increase of .19 of last year.

## ECU Undergraduate Program Assessment Results for 2007-2008

Music	The ECU student average on the Oklahoma State Teaching Certification Exam; sub-area 1, Music Theory, was 92; the state average was 87; sub-area 4, Music History, was 84; the state average was 82: sub-area 2, Music Performance, was 90; the state average was 88; sub-area 5, Music and Other Disciplines, was average of 84; the state average was 88; Vocal Music Composite was 91 (state average 83) and the average for Instrumental Music Composite was 85 (state average 85). The ECU average for Vocal Music Composite was 91 (state average 83) and the average for Instrumental Music Composite was 85 (state average 85).
Political Science	In 2007-2008, 5 portfolios were collected from graduating seniors. The average score for general understanding of political science and written communication on these portfolios is 3.6. The average score for critical thinking on these portfolios is 3.4. In 2007-2008, 35 political science majors were identified. Eighteen (51.4%) participated in some form of service and 17 did not (or their service was unknown).
Social Work	Twenty-seven of the 39 students tested (70%) on the ACAT scored, overall, at or above the fiftieth percentile.
Sociology	Of the 9 students taking an assessment exam created by the ECU Sociology faculty, 3 scored in the excellent range, 4 scored in the above average range, and 2 scored in the below average range in knowledge of theory. Of the 9 students taking an assessment exam created by the ECU Sociology faculty, 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 statistics.
<b>School of Mathematics and Sciences</b>	
Biology	The performance on the ACAT in 2007 was lower than in 2006, with 45% of the students tested scoring above the fiftieth percentile. The performance goal was not met for calendar year 2007. Overall, the number of students tested who scored at or above the 50 <sup>th</sup> percentile was 51%. In calendar year 2007, three Biology program graduates took the CEOE. Only one student of three who took the test (33%) passed. This compared to 38% of statewide examinees who took and passed this exam. The two students who failed the test retook it (in calendar year 2008) - one passed and one failed. This was the first year that ECU program graduates failed to exceed the performance goal. Overall, 86% of ECU Biology students who took the CEOE in the last nine years passed compared to 52% of statewide examinees who took this exam.
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 in all areas except electrochemistry, where goal was exceeded. Use of ACS Standardized exam generally confirmed these results, except in the area of phase equilibria.
Computer Science	The National Average on the Major Field of Achievement Tests offered by ETS in 2006 was 149.2 with standard deviation of 16. Eleven ECU students took the test. The ECU average was 137.0, within a standard deviation of the National average. Specifically, the test showed ECU has "strength" in Programming Fundamentals. "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. Only one area, "Technical Content", scored less than 1.0/2.0. The score in this areas was 0.83/2.0.

<b>ECU Undergraduate Program Assessment Results for 2007-2008</b>	
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%. More than 90% of senior level students were able to apply occupational-related skills to complete a skills test in EHS 4802. Approximately 93% of students achieved a rating of 3 or greater on their writing portfolios in EHS 4703 and on a written assignment of internship experience exceeding the performance goal which had not been met in the two previous years. These results indicate that 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	Four students took the OCTP test and two passed. Eleven of fourteen students met the performance goal on a locally developed exam over the Family and Consumer Sciences Core Curriculum. Eight 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. Six FCS majors passed the 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 slightly exceeded the national rate by .8%. Six students took the exam and four of the six passed. The two that failed were marginal students, however, one of these two students has been identified as an outlier because she took the exam more than two years after graduation. This student's graduation date was 5/14/2005, and the exam date was 6/4/2007.
Mathematics	The performance goal on the Educational Testing (ETS Major Field Test (MFT) is not being met, but performance has improved. The 2007 students achieved a 75% pass rate compared to a 75% statewide pass rate on the Oklahoma Subject Area Test (OSAT).
Medical Technology	Two of three scored above the 50 <sup>th</sup> percentile on the ACAT in Biology which exceeded the outcome goal. The overall performance was the 58 <sup>th</sup> percentile.
Nursing	Eighty-Five percent of the 2007 graduates passed the National Council Licensing Exam for Registered Nurses on their first attempt. The mean state passing rate was 82% and the mean national rate was 85%.
Physics	Ten students took the Pittsburg State University Achievement Test this year for an average of 60%, well above our goal of 50%. One student passed the Oklahoma Teacher Certification Exam in Physics.

### III.3

<b>ECU Undergraduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
<b>School of Business</b>	

<b>ECU Undergraduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
Accounting	Changes made in Fall 2007 in Financial Accounting: An accounting tutor was hired to assist students in mastering the material. Also, added two simulations that required access to Text web site. Changes made in Spring 2008 in Financial Accounting: Students conducted financial statement analysis throughout the semester and then presented their finding in a group oral presentation to professionals from the business community at year end. Hoped this project would help students improve their ability to interpret converging information. Changes planned for Fall 2008 semester in Financial Accounting: Add take-home portion of each exam, which will require researching the topic on the FASB website. Changes to be made in Fall 2008 in Managerial Accounting: Spend more time on characteristics of costs and cost accumulation systems. Changes implemented in 2007-2008 academic year in Cost Accounting (Cost Accounting and Advanced Cost): Refined objectives for balanced scorecard project conducted by Advanced class in Spring, 2008 - 100% of students participated. Changes to be implemented in 2008-2009 academic year in Cost: Have students work additional process cost problems.
Business Administration	Upon review of last year's scores on the ETS MFAT, a number of changes were made in the past year. First, a change in the pre-requisites for BUS 4303, the course in which the standardized test is administered, were changed: Beginning Spring 2007 students must take the course during their last semester. Further, the prerequisites for Principles of Marketing and Principles of Management were changed to include ECON 2003 Principles and Problems of Economics. A new text and improved pedagogy was used for many courses in the program, including MKTG 3313 and BUS 3203. It is expected that the results from these changes will begin to show up in the MFT results in the 2008-2009 testing cycle.
<b>School of Education and Psychology</b>	
Early Childhood Education	Stronger emphasis will be placed in EDUC 3463 & 3493, both cover literacy development. With current growth of pre-K in schools, more emphasis will be placed on pre-K instruction, especially oral language in EDUC 3463 & 3043. EDUC 3043 will continue to stress DAP & standards set up by Naeyc. Remediation will be provided for those needing extra help on the performance on the OSAT sub-area III, Child Development and Early Childhood Programs.
Elementary Education	Results indicate that study sessions will continue to be offered each semester. Tutoring programs and practice material is available to students. Also, constructed response formats will be implemented in education courses. We believe that the changes that we have implemented to improve subtest 1 will also increase our scores for subtest 2 even though we have met our benchmark.

<b>ECU Undergraduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
Psychology	More emphasis will be placed on the importance of the exit exam for departmental analysis as the students feel they are competent in most areas of psychology although test scores are low.
Kinesiology - Athletic Training, Exercise Science, Recreation	Modifications of the embedded General KIN Knowledge examination will be made. Two courses (KIN 2122; KIN 2272) will be removed from the exam. Five courses will be strategically targeted for content and emphasize data collection and reporting of data by KIN faculty.
Physical Education- (Teacher Education)	Modifications of the embedded General KIN Knowledge examination will be made. Two courses (KIN 2122; KIN 2272) will be removed from the exam. Five courses will be strategically targeted for content and emphasize data collection and reporting of data by KIN faculty. The use of embedded Physical Education content exam for assessment will continue, but targeted courses will be reviewed.
Special Education	Proposed program changes have been delayed.
<b>School of Humanities and Social Sciences</b>	
Art	Preliminary action is underway to address weaknesses in the three dimensional area through curricular and budgetary enhancements. Though not alarming,, slipping scores on written senior statements prompted the faculty to include more written responses in course work throughout the major. The students' average oral senior critique and exit interviews score would not indicate a need for change, but subtle indicators have prompted the department to include more critical readings and oral presentations throughout the major.
Communication Studies	The faculty will assess the utility of evaluations of employers and/or supervising teachers. The task of faculty evaluating the quality and quantity of student production experiences as reflected in a portfolio maintained by each student has been reassigned to another faculty member.
Criminal Justice	New course content was added in accordance with SB 920. Results should be observed in the 2008 Assessment Report. Judgements concluded that the Mean Score of Assessment Indicator 1: Theory is 42.0. This is below the established criteria of 50%. Faculty to review CRJS Criminal Behavior to determine gaps in theory knowledge. Judgements of the criteria find 66% of the graduates were employed or in graduate school. Performance does not exceed the objective and efforts will be made to place graduates into criminal justice fields and to track students better to account for their whereabouts.

<b>ECU Undergraduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
English and Languages	In 2007-08, the department took action through the Assessment and Advising Committees to heighten student awareness of portfolio demands and increase departmental collection of portfolio artifacts. These actions will continue in 2008-09. The department, which prefers student work created through a lengthy revision process, will address this struggling performance in timed-writing activities, which should be feasible within our existing curriculum.
General Studies	None
History	The department continues to encourage students to take HIST 3883: Topics in History before taking more than six hours of advanced level courses. The History faculty plan to include more short writing assignments in classes that are similar to the constructed response questions on the OSAT. More research assignments in upper level courses will be required. Department meetings have led to the decision to implement internal tests which cover the outcomes for the subject area tests. The department is increasing their own coverage of economics in addition to the course requirement in economics. Each faculty member will report cohort results for assignments in their courses as they relate to the content outcomes.
Human Resources	Exam is now available on-line. Students now have immediate feedback and knowledge of their scores.
Legal Studies	None.
Mass Communication	The modest post test increase in average ratings of 1.06 indicates pedagogy and content are helpful but insufficient to remediate deficiencies of students entering the program. Mass communication programs statewide deal with these same concerns. The mass communication faculty administered a new version of the grammar exam in an effort to determine if the exam itself was appropriate. The change in exams did not appear to make a significant difference in student outcomes. Results appear to confirm faculty observations that students are unprepared for the professional standard of writing required in mass media. Faculty will review pedagogy to seek ways to present material to students more effectively. Faculty have discussed adding either a basic grammar entrance exam as a component of program acceptance and/or changing the COMM 2733 Writing for Media course into a basic grammar course for media writing in order to bring student writing up to professional standards.
Music	None
Political Science	The program is working on how to improve research and writing skills, such as by the inclusion of the Political Science Research Methods course in the curriculum.
Social Work	None

<b>ECU Undergraduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
Sociology	None
<b>School of Mathematics and Sciences</b>	
Biology	While performance goals are being met overall, an assignment examining the ability of Program majors to design a scientific experiment has been introduced into BIOL 4881 Biology Senior Seminar, to measure the ability of program graduates to understand the scientific method.
Cartography/Geography	None
Chemistry	None
Computer Science	None
Environmental Health Science	None
Family & Consumer Science	Faculty will analyze and revise FCS Core Curriculum (locally developed) exam since goal has not been met. Faculty will conduct a study session for 08-09 examinees.
Health Information Management	None
Mathematics	The department instituted a number of changes in the prerequisite structure, will no longer offer MATH 3093 Introduction to Theorem Proving and Number Theory by independent study in an effort to improve OSAT scores and students' proficiency at writing mathematical proofs. The department will now incorporate a student's MFT score into the course grade for MATH 3715 Linear Algebra in an effort to improve MFT scores. The MFT will be given in the capstone course beginning in 2008. This allows for more preparation time and synthesis of content.
Medical Technology	None
Nursing	Complete review of NCLEX program reports undertaken by faculty. Pharmacology identified as weak area - addition of Pham II class. HESI required for graduation. Reinforce use of skills check lists in all clinical courses.
Physics	From the alumni survey we learned students needed more computer programming and software experience, lab and instrumentation skills, and scientific research experience. This year we instituted and taught two new courses, one an ultrasound lab and another an x-ray and nuclear physics lab. We also taught two service learning courses in the fall which should help improve students' interpersonal skills.

## **Section IV - Student Satisfaction Assessment**

**IV.1.** The main assessment instrument used for student satisfaction assessment at East Central University during 2007-08 was ACT's Survey of Student Opinions. During the Spring 2008 semester, the Assessment Center collected data on the satisfaction of currently enrolled students by surveying 426 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 and alumni of all programs are surveyed every five years.

**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 2007-08 results show ECU students still rate most items higher than the public college sample. The rating for "value of the information provided by the advisor" exceeds the public college norm by the largest amount. Only one of the ratings fell significantly below the public college norm. This was "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. "Student union" received the highest average rating of items under campus facilities.

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 2000-07 ratings of each service, the ECU 2007-08 ratings of each service, the public college norm for each service, and the average ratings for all services. Differences shown in bold were statistically significant at the .05 level or better.

<b>East Central University ACT Student Opinion Survey Results for 2007-08 Section II: College Services</b>							
Item Text	Local Frequency 2007-08	Number Rating This Item 2007-08	Importance to Students 2007-08 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2007-08 Less Public College Norm
				ECU 2000-07	ECU 2007-08	Public College Norm	
Financial Aid Services	426	333	4.23	3.81	3.83	3.69	<b>0.14</b>
Parking Facilities and Services	426	379	4.00	2.88	2.79	2.49	<b>0.30</b>
Academic Advising Services	426	377	3.94	3.90	4.06	3.75	<b>0.31</b>
Library Facilities and Services	426	372	3.75	4.09	4.16	4.00	<b>0.16</b>
Computer Support and Services	426	335	3.65	3.93	3.81	3.87	-0.06
Student Health/Wellness Services	426	301	3.65	3.99	4.05	3.79	<b>0.26</b>
Career Planning Services	426	186	3.58	3.54	3.76	3.78	-0.02
Job Placement Services	426	140	3.53	3.28	3.56	3.62	-0.06
Student Employment Services	426	174	3.23	3.70	3.71	3.88	<b>-0.17</b>
Student Health Insurance Program	426	127	3.20	3.29	3.59	3.41	<b>0.18</b>
Food Services	426	271	3.15	3.14	3.29	3.22	0.07

<b>East Central University</b> <b>ACT Student Opinion Survey Results for 2007-08</b> <b>Section II: College Services</b>							
College-Sponsored Tutorial Services	426	160	3.13	3.62	3.62	3.85	<b>-0.23</b>
College-Sponsored Social Activities	426	243	2.98	3.67	3.62	3.79	<b>-0.17</b>
Recreational and Intramural	426	207	2.97	3.86	3.93	4.04	<b>-0.11</b>
Cultural Programs	426	167	2.94	3.53	3.63	3.88	<b>-0.25</b>
Personal Counseling Services	426	143	2.92	3.53	3.61	3.82	<b>-0.21</b>
Residence Hall Services and Prgms.	426	204	2.89	3.25	3.42	3.34	0.08
Honors Programs	426	143	2.87	3.48	3.59	3.89	<b>-0.30</b>
College Orientation Program	426	265	2.85	3.69	3.53	3.77	<b>-0.24</b>
Credit-By-Examination Program (CLEP,	426	141	2.79	3.70	3.69	3.92	<b>-0.23</b>
Day Care Services	426	71	2.51	3.27	3.25	3.81	<b>-0.56</b>
<b>AVERAGES</b>	<b>426</b>	<b>216</b>	<b>3.23</b>	<b>3.62</b>	<b>3.63</b>	<b>3.69</b>	-0.06

Given the large number of significantly negative ratings in the college services area, it is worthwhile to note the number using these services and the relative importance to students of the services. Two items, “student employment services” and “college sponsored tutorial services” were of above-average importance (higher than 3.0) with relatively low satisfaction ratings. The item “day care services” was of least importance with the lowest relative satisfaction. Items of relatively high importance with highest ratings in the relatively high satisfaction section were, “academic advising services”, and “parking facilities and services”.

**IV.2.** 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 enhance administrative efforts to use assessment of student satisfaction to effectively target needed changes.

**Section V - Graduate Student Assessment**

**V.1.**

<b>East Central University</b> <b>Graduate Program Assessment in 2007-08</b>		
<b>Graduate Program</b>	<b>Assessment Instruments</b>	<b>Students Assessed</b>
Elementary Education (M.Ed.)	Portfolios, Various Constituent Surveys (VCS), Research Product, State Elementary Principal Certification Exam, Oklahoma State Subject Area Test (OSAT)	<b>30</b>
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	<b>53</b>

**East Central University  
Graduate Program Assessment in 2007-08**

Library Media (M.Ed.)	Oklahoma State Teacher Certification Exam, Employer Survey, Graduate Survey, Portfolio	<b>38</b>
Psychological Services Program (M.S.P.S.)	Graduate Student Survey, Practicum Student Evaluation, Graduate Assessment Exam	<b>6</b>
Reading Specialist (M.Ed.)	Oklahoma Teacher Certification Test (OTCT), Administrator Survey, Reading Option Exit Survey, Portfolio	<b>17</b>
School Counseling (M.Ed.)	Oklahoma Teacher Certification Test for School Counselors (OTCT), Alumni Survey	<b>47</b>
School Psychological Services Certification Programs in Psychometry and School Psychology	CEOE, VCS, Portfolio	<b>23</b>
Secondary Education (M.Ed.)	Portfolios, Employer Opinion Survey, University Faculty Opinion Survey, Peer Opinion Survey, State Secondary Principal Certification Exam, OSAT, Research Project	<b>78</b>
Special Education (M.Ed.)	Graduate Student Survey	<b>16</b>
Sports Administration (M.ED)	VCS, Research Product, Portfolio	<b>48</b>
<b>Total Students Assessed</b>		<b>356</b>

V.2

<b>ECU Graduate Program Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Assessment Results</b>
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 64.28 which was within one standard deviation of the national mean.. Six of eight 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 20%.
Library Media Specialist	Seventeen out of 20 examinees passed the Oklahoma State Teacher Certification Exam.
Psychological Services	The average score for items 1-20 on the Graduate Assessment Exam for the three students who completed these items was 80%. The average score for items 21-40 on the Graduate Assessment Exam for three students was 88.3%. The average score for items 41-50 on the Graduate Assessment Exam for the three students was 70%. The average score for items 51-60 on the Graduate Assessment Exam for three students was 90%. The average score for items 61-80 on the Graduate Assessment Exam for three students was 78.33%. The average score for items 81-90 on the Graduate Assessment Exam for three students was 80%.
Reading Specialist	Ten out of fourteen candidates taking the test passed above the stated goal on the Oklahoma Teacher Certification. Twelve successfully completed their portfolios.

### ECU Graduate Program Assessment Results for 2007-2008

School Counseling (M.Ed.)	East Central's average on preparation to organize, develop, and implement a comprehensive guidance program on the Oklahoma Teacher Certification Test for School Counselors was 89; the statewide average was 90. One hundred percent (100%) of the students passed this subtest in 2007, which exceeded the performance goal. In 2007, East Central's average on students' ability to use a variety of individual counseling skills appropriate to a school setting on the Oklahoma Teacher Certification Test for School Counselors was 89; the statewide average was 91. One hundred percent (100%) of examinees passed in 2007 far exceeding the performance goal of 80%. In 2007, East Central's average on the ability to use a variety of small- and large-group counseling skills appropriate to a school setting was 89; the statewide average was 91. One hundred percent (100%) of all students passed this subtest in 2007, which exceeds the performance goal. In 2007, East Central's average on students ability to use consultation skills appropriate to working with parents, teachers, administrators, and members of the community with respect to counseling interventions for students was 89; the statewide average was 90. One hundred percent (100%) of the students passed this subtest in 2007, which exceeded the performance goal. In 2007, East Central's average on the ability to organize and implement a comprehensive student assessment program was 85; the statewide average was 87. One hundred percent (100%) of the students passed this subtest in 2007; this exceeds the performance goal of 80%. In 2007, East Central's average on the ability to organize and implement a comprehensive career guidance program was 88; the statewide percentage was 89. One hundred percent (100%) of ECU students passed, meeting the performance goal of 80%.
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.)	Fifty-two percent of the candidates passed the core knowledge section of the state certification exam. Seventy-one percent of the candidates passed the secondary principal specialty test. In the area of written communication skills, 45% of the secondary principal candidates passed the constructed response sub-test.
Special Education (M.Ed.)	A total of 7 students completing the graduate program in 2007 took the Oklahoma Teacher Certification Exam. Six of seven students passed the subtests Understanding of students with mild/moderate disabilities and Working in a Collaborative Learning Community. All seven students passed the subtests, Assessment and development of IEPs for students with mild/moderate disabilities and Possess knowledge to promote student learning and development with mild/moderate disabilities., and ECU average scores exceeded the state average.
Sports Administration (M.Ed.)	Ninety-five percent of the portfolios shall reflect a score of 2 or better. 2-Met with Weakness.

### V.3

<b>ECU Graduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
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.
Human Resources (M.S.)	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 on the Certified Rehabilitation Counselor Examination is 80%, 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. Written communication will continue to be assessed and to establish a standard format for evaluating.
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.
Reading Specialist (M.ED.)	We have developed a more extensive test review program for candidates. All candidates will be encouraged to attend study sessions for the test. Consideration is being given to expect portfolios to be rated at the 2 (proficient) or 3 (exemplary) level before graduation.
School Counseling (M.ED.)	None
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)..

<b>ECU Graduate Program Changes Due to Assessment Results for 2007-2008</b>	
<b>Program</b>	<b>Changes Resulting from Assessment</b>
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. Subtest 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.
Sports Administration, M.ED.	The program will continue to review the use of research written work requirements in all courses and implement research written assignments in identified courses. The program courses were revised this past year and will now be reviewed and aligned to address: (a) Sports management; (b) Instructional leadership; and (c) School vision leadership. Program completers will analyze course written assignments and practicum experiences and provide a base for the capstone practicum requirement. Leadership will work with adjunct faculty to assure assignments are being implemented and scored properly. Full-time faculty will be assigned to specialization courses in the program rather than adjuncts.

**V.4** Thirty graduate students enrolled on probationary status.