

EAST CENTRAL UNIVERSITY



ANNUAL ASSESSMENT REPORT 2001-2002

REPORT COMPLETED BY
THE OFFICE OF
ASSESSMENT AND INSTITUTIONAL RESEARCH
AND THE OFFICE OF INSTITUTIONAL EFFECTIVENESS
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Entry-Level Assessment

1. What methods were used for entry-level course placement? What were the instruments and cut-scores used for each subject area and course?

East Central University (ECU) uses ACT subject scores, ACT COMPASS scores, and other secondary test scores to place entering freshmen in courses appropriate for their academic skill levels. Entering freshmen with ACT subject scores of 19 or above may enroll in college-level courses that do not have prerequisites. Entering freshmen with ACT subject scores below 19 must pass the related ACT COMPASS module or appropriate secondary test in order to enroll in college-level course work in that subject area. The following table lists the secondary tests and cut scores for each subject area.

ECU Secondary Tests and Cut-Scores by Subject Area				
Subject Area	Secondary Test	Cut-Score(s)	Related Zero-Level Course(s)	Related Entry-Level College Course(s)
English	Writing, ACT COMPASS	42	ENG 0123	ENG 1113
Math	Algebra, ACT COMPASS	40	MATH 0213	MATH 1513
		28	MATH 0213	MATH 1413
Reading ¹	Reading, ACT COMPASS	77	EDUC 0111	HIST 2493 PS 1113 SOC 1113 ²
Science	Integrated Process Skills Test II - U. of Ga.	18	PHSCI 0123	BIOL 1114 GEOG 1214 PHYS 1314 ³

(1.) Students required to remediate a reading skills deficiency are allowed to take college-level courses not falling into the other subject areas shown in the table. (2.) These three courses, American History, Government, and Sociology, are representative of the college-level courses in this subject area but do not represent the only entry-level courses in the subject area. (3.) These three courses, General Biology, Earth Science, and Astronomy, are representative of the general education college-level courses in this subject area.

2. How were the instruments administered? Which students were assessed? Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

During freshmen enrollment, the appropriate ACT COMPASS module(s) or the Integrated Process Skills Test II for Science were administered to all beginning freshmen with ACT subject scores below 19. 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 major's club.

In addition to the secondary testing guidelines listed in (1) 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. 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.

3. What were the analyses and findings from the 2001-02 entry-level assessment?

A total of 692 beginning freshmen were evaluated during the 2001-02 academic year. Of this number, 436 beginning freshmen (unduplicated count), which is 63% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 306, 44% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. One hundred sixty, 23% of all beginning freshmen, had more than one academic skills deficiency. The following table summarizes the results. In this table, students are grouped by category.

ECU Entry-Level Assessment of 2001-02 Beginning Freshmen Compared to 1996-01 Averages									
Subject Area	Students Eligible for College-Level Course Work Without Secondary Testing [Group N]			Students Who Passed Secondary Testing and are Eligible for College-Level Course Work [Group C]			Students Identified as Needing zero level Course work before Taking College-Level Course Work [Group R]		
	2001-02		1996-01 Average	2001-02		1996-01 Average	2001-02		1996-01 Average
	Number	%	%	Number	%	%	Number	%	%
English	462	67%	65%	162	23%	27%	68	10%	8%
Math	335	48%	49%	86	12%	23%	271	39%	28%
Reading	512	74%	74%	92	13%	15%	88	13%	11%
Science	512	74%	74%	141	20%	21%	39	6%	5%

Students in the “N” group had ACT subject scores of 19 or higher. Students in the “C” group had ACT subject scores lower than 19 but passed secondary testing. Students in the “R” group 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.) About 90 percent of the entering freshmen qualified to take college-level English. Approximately 60 percent of this cohort qualified to take a college-level math course while about 87 percent qualified to take reading intensive college-level course work. About 94 percent qualified to take college-level science courses. As the table shows, the placement distributions for Reading and Science are comparable to the average placements for the 1996-97 through 2000-01 freshman classes (1996-01). However, the placement distribution for English differs more from the average and the difference in the placement distribution for mathematics is greatly different. On both secondary tests, fewer students passed. However, the result in mathematics is dramatic, resulting in significantly more students failing secondary testing and being identified as having academic skills deficiencies in mathematics.

This is the second year ECU has used ACT’s COMPASS for placement in these areas. The same cut scores were used in 2001-02 as in 2000-01. Placement testing in English resulted in the same percentage (23%) of students

passing the COMPASS Writing test but a smaller percentage (12%, down from 15%) of students passing the COMPASS Algebra test.

4. How was student progress tracked? Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

Student progress was tracked by dividing students into the “N”, “C”, and “R” cohorts described in the previous section.

Performance of Students in Zero-Level Courses

The following table summarizes the performance of 2001-02 beginning freshmen in five zero-level courses required to remediate skills deficiencies in these subject areas. When compared to the combined results for 1996-97 through 2000-01, the pass rates for Eng 0123, Math 0113, Educ 0111 and Phsci 0123 were significantly higher. The pass rate for Math 0213 was equal to the average pass rate for the 1996-97 through 2000-01 period.

2001-02 Beginning Freshmen Performance in Zero-Level Courses Compared to 1996-00 Averages*						
Subject Area	Course	R Students Enrolled	R Students Passing	Percent Passing		2001-02 Minus 1996-01 Average
				2001-02	1996-01 Average	
English	ENG 0123	64	52	81%	69%	12%
Math	MATH 0113	120	91	76%	70%	6%
Math	MATH 0213	122	72	59%	59%	0%
Reading	EDUC 0111	53	44	83%	75%	8%
Science	PHSCI 0123	20	18	90%	75%	15%

The causes of these significant changes are not known at this time but may be related to changes in the academic skills mix of students taking these courses brought about by the use of the new ACT COMPASS placement tests and by variations in non-academic variables, such as commuting time and the number of hours worked. At this time, group differences in ACT subject scores do not appear to explain the performance differences. As in previous years, the subject groups of students with academic skills deficiencies had average ACT scores well below the minimum 19 ACT cut score established by OSRHE. ECU plans to examine the groups during the upcoming academic year to determine causes for the differences in performance of the 2001-02 freshman cohorts.

Performance of Students in College-Level Courses

The performance of the freshman class of 2001-02 in college-level courses is shown in the table below.

2001-02 Beginning Freshmen Performance in Selected Entry-Level College Courses						
Cohort	College Course	Students Enrolled or Enrollments	Grades of C or Higher	Percent C's or Higher 2001-02	Percent C's or Higher 1996-2001 Average	Percent Change from 1996-01 Average to 2001-02
English - N	ENG 1113	358	243	67.9%	76.9%	-9.0%
English - C	ENG 1113	142	104	73.2%	75.6%	-2.4%
English - R	ENG 1113	28	21	75.0%	67.9%	7.1%
Math - N	MATH 1413	77	59	76.6%	72.3%	4.3%
Math - C	MATH 1413	31	19	61.3%	64.3%	-3.0%
Math - R	MATH 1413	8	5	62.5%	69.1%	-6.6%
Math - N	MATH 1513	203	142	70.0%	64.7%	5.3%
Math - C	MATH 1513	26	15	57.7%	52.9%	4.8%
Math - R	MATH 1513	25	20	80.0%	41.5%	38.5%
Reading - N	Selected	799	566	70.8%	67.4%	3.4%
Reading - C	Selected	138	85	61.6%	55.2%	6.4%
Reading - R	Selected	60	30	50.0%	57.6%	-7.6%
Reading - R*	Selected	57	19	33.3%	39.3%	-6.0%
Science - N	Selected	165	108	65.5%	70.3%	-4.8%
Science - C	Selected	40	19	47.5%	56.3%	-8.8%
Science - R	Selected	4	1	25.0%	23.7%	1.3%

* Students who did not take and/or pass the zero level course for this subject area but took college-level reading courses. The average represents 1999-00 and 2000-01. 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 available or not applicable

With two qualifications, students are grouped by the “N,” “C,” and “R” categories into which they fell on the OSRHE Remediation Survey. First, only students who took courses in the subject area are listed in the table. Second, students in the “R” group *passed the zero level course in the subject area* before taking the college level course in every subject area, except reading. Due to the necessity for students to make viable course schedules, regent’s policy does not restrict students with reading skills deficiencies from enrolling in this group of courses. Consequently, the table includes two “R” groups for reading, a “R” group representing the performance of students who passed the 0-level reading course, and a “R*” group representing the performance of students who did not pass and/or take the 0-level reading course.

The performance of each group is measured by the percentage of grades of C or higher earned in the course or course group. Withdrawals (W's) are counted with D's and F's in the calculations as unsatisfactory outcomes. Since significant differences in academic skills, as measured by average ACT scores, exist between the "N" placement group and the "C" and "R" groups, it is probably unrealistic for students in these latter placement groups to perform as well as students in the "N" group. However, a satisfactory performance level for any placement group would result if 70 percent of the students taking courses in a given area earned grades of "C" or higher.

The percentage of students in the "N" group who earned C's or higher exceeded the students in the "C" group in all subject areas except ENG 1113 and exceeded the students in the "R" group in all subject areas except ENG 1113 and MATH 1513. The performance of the "N" group met or exceeded the 70 percent C or higher performance goal for MATH 1413, MATH 1513, and in the five-course group selected for reading. The percent of students in the "N" group earning C's or higher fell below the 70 percent goal in ENG 1113 and for the general education science three-course group (see note accompanying above table for specific courses). When compared to the "N" group averages for the 1996-97 through 2000-01 freshman cohorts, the "N" group of the 2001-02 freshman cohort performed better in MATH 1413, MATH 1513 and in the reading course group. Performance declined in ENG 1113 and in the general education science three-course group.

The "C" group's performance exceeded the "R" group's performance in the reading course group and in the general education science three-course group. The 2001-02 "C" group's performance exceeded the desired 70 percent success rate in ENG 1113, but fell short of this goal in the other subject areas. The success rate in the other subject areas varied from a low of 47.5 percent in the science course group to a high of 61.6 percent in the reading course group. When compared to the average performance of the "C" groups of the 1996-97 through 2000-2001 freshman classes, the "C" group of the 2001-02 freshman class performed better in MATH 1513 and in the reading course group; performance was worse in the other subject areas.

The 2001-02 "R" group's performance exceeded the desired 70 percent success rate in Eng 1113 and MATH 1513 but fell short of this goal in the other subject areas. The success rate in the other subject areas varied from a low of 25.0 percent in the science course group to a high of 62.5 percent in MATH 1413. When compared to the average performance of the "R" groups of the 1996-97 through 2000-01 freshman classes, the "R" group of the 2001-02 freshman class performed much better in MATH 1513 and better in ENG 1113. The "R" group's performance declined in the other subject areas.

For the freshman class of 2001-02, ECU's cut scores appeared to be effective in ENG 1113. However, the cut scores were not as effective for the other subject areas. The "C" cohorts in these subject areas did not meet the 70 percent grades of C or higher performance goal or perform at the same level as the "N" cohort for the same class.

5. What other studies of entry-level assessment have been conducted at the institution? Describe results.

No additional studies were conducted during 2001-02.

6. What instructional changes occurred or are planned due to entry-level assessment?

As noted in last year's report, in response to low pass rates in Math 0213 and low success rates of remediated students in Math 1513, the Math Department is conducting experiments with a new course format called Assessment and Learning in Knowledge Spaces (ALEKS). This is an Internet-based course in MATH 0213 using computer-aided instruction (CAI). This course allows students to log onto a web site to complete class assignments. Consequently, course assignments can be completed off campus at a time that is convenient to the individual student. Given the large number of non-traditional students who commute to ECU, the Math Department hopes the new course format will address the leading cause for students withdrawing from Math 0213, inability to attend class regularly. At the end of 2001-02, the Assessment Center compiled the following information on the success of students in Math 0213 in both course formats during the entire test period.

Fall 2000 - Spring 2002 Grade Distributions of ECU Students in Intermediate Algebra (Math 0213) ALEKS -CAI Course Format Versus Traditional Lecture Format								
Course Format	Students Passing		Students Failing		Students Withdrawing		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALEKS - CAI	54	78%	9	13%	6	8%	69	13%
Lecture	240	51%	60	13%	173	36%	473	87%
All Sections	294	54%	69	13%	179	33%	542	100%

As the grade distributions show, the pass rate in the ALEKS - CAI sections significantly exceeds the pass rate for the lecture-format sections. In addition, the withdrawal rate for the ALEKS - CAI sections is significantly below the withdrawal rate for the traditional lecture sections. These initial data suggest the ALEKS - CAI format addresses the attendance constraints that results in so many withdrawals, given the much lower drop-out rate for the ALEKS sections. Student comments indicate this delivery mode may have several advantages in addition to schedule flexibility. Students liked more "one-on-one attention" without being "put on the spot", not "having to answer questions aloud", the individualized pace of the course, and being able to work on math at other sites. Students with special needs, such as physical handicaps, believed using the computer was much easier than trying to take notes in class.

Three faculty members from the ECU Math Department applied for and received a National Science Foundation grant to test the effectiveness of the new course format, supplemented with video clips, and web cam interaction with the course instructor. Dr.'s Linda Braddy, Mike Duggan, and Anne Fine are the principal investigators. The NSF grant entitled "Math on Demand" will run from January 2002 through December 2003.

To date, only a small number of the above group who passed Math 0213 have taken Math 1513. Thirteen students (24%) of those who passed the ALEKS format course have taken Math 1513. Of this number, eight (62%) earned C's or higher in Math 1513 by Spring 2002. Fifty-five students (23%) of those who passed the traditional lecture format course have taken Math 1513. Of this number, thirty-seven (67%) earned C's or higher in Math 1513 by Spring 2002. The difference in the success rates between the ALEKS group and the traditionally taught group was

not statistically significant, nor were differences in ACT scores, high school GPA's, and other academic background indicators. More definitive findings concerning the relative effectiveness of the new course format must await additional data.

Given the success of the ALEKS format and the NSF grant, starting in the 2002-03 academic year all Math 0213 sections will now be taught in the new format. In addition, both 0-level math courses, Beginning and Intermediate Algebra, have been combined into a four-hour course. Each student will be assessed using the ALEKS program at the beginning of the course. Once their needs are determined, they will have an individualized program of study to complete in order to pass the course.

Mid-Level Assessment

7. What measures were used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies? Describe how assessment activities were linked to the institutional general education program competencies.

The following table lists the measures used to assess the general education competencies. The measures used during 2001-02 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.	CBASE, FFG, SFG, ACTAS, ECUF, UNIV 3001
Reading	1. Students should identify assumptions and implications in written material.	CBASE, 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.	CBASE, 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.	CBASE, FFG, SFG, ACTAS, ECUF

Assessment Instruments: College Basic Academic Subjects Exam (CBASE); Faculty Focus Groups (FFG); Student Focus Groups (SFG); ACT Alumni Surveys (ACTAS); East Central University Folio of Student Work in General Education (ECUF); and the General Education Capstone

Course (UNIV 3001). Instruments shown in bold were used in 2000-01 to collect data and evaluate student performance for student outcome(s) shown.

These measures and to whom they were administered were: the College BASE multiple-choice sections of the exam to students in UNIV 3001; the evaluation of written communication and library skills of English Composition II (Eng 1213) course sections for ECU's general education institutional folio; and the evaluation of oral communication skills of a small number of students taking UNIV 3001.

A major component of mid-level assessment continues to be the College Basic Academic Subjects Examination (CBASE). This exam has four multiple-choice sections covering English, Mathematics, Science, and Social Studies. In addition, there is an optional writing section that can be administered separately. The university continued the new testing format that randomly assigns only one of the four multiple-choice sections or the writing section of the test to each section of UNIV 3001. All students in a given section take the same subject on the exam. Each multiple-choice section of the exam was administered, but the writing section was not administered in 2001-2002.

The UAC evaluated the written communication and library skills of students enrolled in Eng 1213 by evaluating papers submitted from the course sections of English and Languages faculty who voluntarily agreed to participate in this assessment. These results were then used to assess the written communication and library skills outcomes.

8. Which and how many students participated in mid-level assessment? Describe how the instruments were administered and how students were selected. Describe strategies to motivate students to participate meaningfully.

During 2001-02, 287 students took one of the CBASE multiple-choice sections as part of the course requirements for UNIV 3001. The test was administered at the end of the semester to all UNIV 3001 students. Students received 50 course points for completing the assigned section of the exam. Alumni satisfaction with their general education course work at East Central University was measured with ACT's Alumni Survey. During the Spring 2002 semester, the AC mailed ACT Alumni surveys to over 795 ECU alumni who graduated within the previous academic year or who had graduated during the past five-year period from one of the departments going through program review during 2002-03. These programs were Art, Business Administration, Criminal Justice, Environmental Health Science, Family and Consumer Science, and H.P.E.R. (including Education). While this sample was not random, this sampling procedure ensures that the alumni of all programs are surveyed every five years. A total of 90 alumni returned the ACT Alumni Survey, representing a 11 percent response. Faculty efforts to persuade students to participate meaningfully on the CBASE may not have been successful. As the following table shows, the percentage of students passing the English, Math, and Social Studies sections of the CBASE are well below the 1999-2000 and earlier pass rates for ECU students.

College BASE Percentage of East Central University Students Passing A Given Section of the Exam 1996-97 Through 2001-02				
Cohort	English	Math	Science	Social Studies
ECU 2001-02 CBASE 1:1 Exam	65.2%	73.4%	79.4%	72.2%
ECU 2000-01 CBASE 1:1 Exam	79.7%	60.0%	75.3%	78.7%
ECU 1999-2000 CBASE 1:1 Exam	81.7%	77.8%	87.2%	89.2%
ECU 1999-2000 CBASE Full Exam	78.2%	79.3%	77.0%	75.3%
ECU 1996-99 CBASE Full Exam	78.4%	74.2%	79.6%	81.1%

CBASE sets the passing score for each section equal to 235. Students scoring 235 or higher pass.

In addition, the College BASE table accompanying question 10 shows a steady drop in composite scores on the CBASE since this format of testing began. For the 2001-02 academic year, the drop in the ECU composite score was 25 points. Clearly, administering the exam at the end of the semester for a fixed number of points does not induce meaningful participation on the part of many students.

Two other findings noted in last year's report also suggest student motivation may be lacking. First, following the Higher Learning Commission findings concerning the "levels of implementation of assessment" for institutions going through site visits for reaccreditation, 56 percent of ECU faculty during the Fall 2000 semester judged students to still be at Level I (Beginning Stage) of shared responsibility for assessment.

Second, the following table summarizes the results of the CBASE Writing Test for Spring 2000 and Spring 2001.

College BASE Writing Test A Comparison of ECU Students, Missouri Teacher Education Candidates, and Latest ECU Peer Group ECU and Missouri Teacher Education Spring 2000 and Spring 2001 Peer Group Spring 1998 through Spring 2002							
	Spring 2000		Spring 2001		Combined		
Raw Score	Percent of Students Receiving						
	ECU (N=69)	Missouri (N=980)	ECU (N=76)	Missouri (N=1632)	ECU (N=145)	Missouri (N=2612)	ECU Peer Group (N=2706)
1-2	42.0	24.0	40.8	15.1	41.4	18.4	48.0
3	50.7	66.4	47.4	66.2	49.0	66.3	44.6
4-5	7.3	9.6	11.8	18.7	9.6	15.3	7.4
Average Raw Score	2.65	2.85	2.72	3.06	2.69	2.97	2.54

ECU's Peer Group of institutions who used the College BASE 1:1 during 1998-2002 consisted of Jacksonville State University, Troy State University, Sonoma State University, North Park University, Cornerstone University, Fayetteville State University, Southeastern Oklahoma State University, Faith Baptist Bible College, and Hannibal-LaGrange College.

It compares ECU's students' performance with teacher education candidates in Missouri who took the exam under high-motivation conditions, and with ECU's Peer Group. A raw score of one is "unacceptable as college level writing". During Spring 2001, one ECU student received this score. A raw score of two is "poorly written"; 30 ECU students received a rating of two. A raw score of three is "fair"; 35 ECU students received a rating of three. A raw score of four is "adequate"; nine ECU students received a raw score of four. No ECU students received ratings of five (good) or six (excellent). In the "4-5" category, 18 percent of the Missouri teacher education candidates received scores of four and about one percent received a score of five during Spring 2001. No Missouri teacher education candidates received a score of six.

As the preceding table shows, there are more ECU students scoring at low levels on the exam. The difference in the distribution of scores between ECU students and Missouri teacher-education candidates is statistically significant. Using the combined scores for the past two years ECU scored somewhat better than the ECU Peer Group which also took the test under low-motivation conditions, but the difference in scores is not statistically significant. ECU's students' performance when compared to these two groups indicates they perform about the same as other students in a low-motivation situation but markedly worse than students who took the test under high-motivation conditions. These results bring into question the actual validity of student test scores when the test is taken under low-motivation conditions.

9. How was student progress tracked into future semesters and what were the findings?

The table below shows the graduation and retention rates of students who took the College BASE. During the last six academic years, approximately 80 percent of those examined have either graduated from ECU or are still enrolled at ECU. This combined graduation/retention rate is about twice the average six-year graduation/retention rate for the institution. The data continue to show that students who take the College BASE have developed the academic skills necessary to complete a degree program.

Graduation and Retention Rates of ECU Students Taking the College BASE Exam								
Academic Year	Total Number	Number Graduated	Percent Graduated	Average GPA-G	Number Currently Enrolled*	Percent Currently Enrolled	Average GPA-E*	Percent Retained or Graduated
1996-97	350	265	75.7%	3.18	5	1.4%	2.96	77.1%
1997-98	213	176	82.6%	3.17	6	2.8%	2.70	85.4%
1998-99	222	187	84.2%	3.33	8	3.6%	2.91	87.8%
1999-00	386	267	69.2%	3.27	43	11.1%	2.99	80.3%
2000-01	338	122	36.1%	3.24	135	39.9%	3.16	76.0%
2001-02	287	15	5.2%	3.07	203	70.7%	3.15	76.0%
Totals	1,796	1,032	57.5%	3.21	400	22.3%	3.12	79.7%

* Have not graduated.

10. What were the analyses and findings from the 2001-02 mid-level assessment?

Overall CBASE Results

The table below summarizes the results of the 2001-02 administration of the four multiple-choice sections of the CBASE to 287 ECU students enrolled in UNIV 3001. It compares this group's performance to the performance of ECU students in past years and to the performance of students at peer institutions who took the long-form (all four sections) of the exam during the 1996-99 time period. It also compares this group's performance to the performance of students at a different set of peer institutions who took one section of the exam in the CBASE 1:1 format during the 1998-01 time period.

College BASE Performance of East Central University Students 1996-97 Through 2001-02					
Averages¹	English	Math	Science	Social Studies	Composite Score
ECU 2001-02** CBASE 1:1 Exam	242	261	283	264	263
ECU 2000-01** CBASE 1:1 Exam	275	247	278	284	272
ECU 1999-00** CBASE 1:1 Exam	281	280	283	279	281
ECU 1999-00 CBASE Full Exam	283	299	284	274	287
ECU 1996-99 CBASE Full Exam	283	285	292	290	287
1998-2001³ CBASE 1:1 Peer Group	267	274	254	266	265
1996-99 CBASE Full Exam Peer Group²	284	297	288	281	288

(1.) CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU.

(2.) ECU's Peer Group of institutions who used the long form of the College BASE during 1996-1999 consisted of East Tennessee State University, Missouri Southern State College, Missouri Western State College, Northwest Missouri State University, Northwestern Oklahoma State University, and Southeastern Oklahoma State University. College BASE states that differences of 23 points or more are significant.

(3.) ECU's Peer Group of institutions who used the College BASE 1:1 during 1998-2002 consisted of Jacksonville State University, Troy State University, Sonoma State University, North Park University, Cornerstone University, Fayetteville State University, Southeastern Oklahoma State University, Faith Baptist Bible College, and Hannibal-LaGrange College.

**The averages reported for 1999-2000 through 2001-2002 for CBASE 1:1 represent the average scores of students enrolled in the general education capstone course, UNIV 3001 who took only one, randomly assigned section of the College BASE. These students do not receive individual Composite scores, only the scores for the section of the exam taken. The students who took the full exam during 1999-2000 received Composite scores if they completed all sections of the exam.

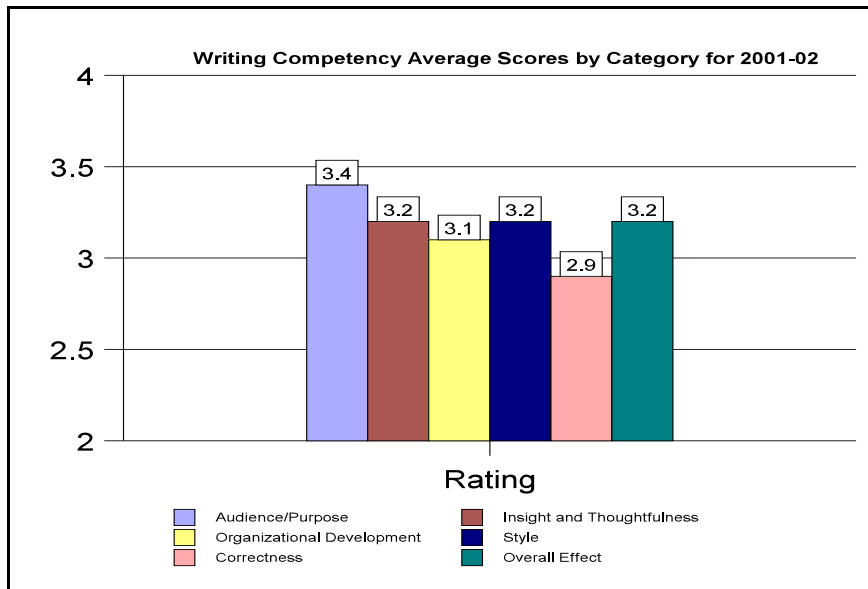
Overall, the 2001-02 cohort’s performance was nine points below students taking the exam in the same format during the 2000-2001 academic year. This was 24 points lower than the average performance for ECU students tested during 1996-99 period who took all four sections of the exam, but only two points lower than students in ECU’s CBASE 1:1 peer group. This drop in the composite score from the ECU 1996-99 average is primarily due to the significant drop in the average English score (41 points), the average Math score (24 points), and the average Social Studies score (26 points). (According to CBASE, differences of over 17 points are considered significant.) This large drop in scores has raised questions concerning the CBASE 1:1 testing format and student motivation.

Written Communication

Using 40 papers from English 1213 the UAC evaluated the following Written Communication student outcome: “Students should write coherent, organized, and mechanically proficient prose”. The chart below shows the average faculty ratings for each writing competency assessed. Overall the data indicate that the outcome goal of written communication is being met. Seventy-seven percent of the group displayed writing skills in the acceptable (3) or higher ranges. Thirty-four percent performed in the “strong (4)” or “excellent (5)” ranges. Twenty-three percent wrote at below acceptable college level (1 or 2).

In specific writing sub-areas, 84 percent displayed acceptable or higher skill in the higher order sub-area of “audience/purpose.” This sub-area measures overall rhetorical awareness, the ability of a writer to write with a clear purpose and insight into the needs and interests of readers so that readers are readily able to grasp the writer’s purpose and absorb the content of the writing.

The lowest sub-area performance was in correctness. Even there, sixty-eight percent were acceptable in producing writing to meet the demands of the rhetorical situation in manuscript format and word and sentence mechanics (spelling, usage, sentence structure).



This data fit established conclusions in research in writing. Higher order sub-areas (the ability to narrow, to focus, to arrange in logical sequence, to develop ideas for particular purposes and for particular audiences) tend to improve with writing experience in the college setting because these skills are conceptual. Correctness skills are more

mechanical, habitual, and resistant to change. Students from non-standard English dialect backgrounds (i.e., southwestern dialect) and from non-college educated backgrounds typically have greater difficulty in modifying non-standard features of language which are part of their family and social identity.

The following table summarizes the results from the CBASE multiple-choice sections related to written communication.

East Central University College Basic Academic Subjects Exam (CBASE) Written Communication Percent of Students in Each Category							
Academic Year	Average Score**	Writing as a Process			Conventions of Written English		
		High	Medium	Low	High	Medium	Low
2001-02 (N=66)	271	11	52	38	3	61	36
ECU Weighted Average 1995-2001 (N=1648)	286	22	52	25	12	68	19
1998-2001² CBASE 1:1 Peer Group (N=5208)	258	19	49	31	10	68	22
1996-99 ECU Full Exam Peer¹ Group (N=3199)	286	21	54	25	12	70	18

** CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU. The averages reported for 1999-2000 through 2001-2002 for CBASE 1:1 represent the median scores of students enrolled in the general education capstone course, UNIV 3001 who took only one, randomly assigned section of the College BASE. These students do not receive individual Composite scores, only the scores for the section of the exam taken. The students who took the full exam during 1999-2000 received Composite scores if they completed all sections of the exam.

- (1.) ECU's Peer Group of institutions who used the long form of the College BASE during 1996-1999 consisted of East Tennessee State University, Missouri Southern State College, Missouri Western State College, Northwest Missouri State University, Northwestern Oklahoma State University, and Southeastern Oklahoma State University. **During these two academic years, part of a student's grade for taking the CBASE was determined by the student's composite score on the exam.
- (2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 1998-2002 consisted of Jacksonville State University, Troy State University, Sonoma State University, North Park University, Cornerstone University, Fayetteville State University, Southeastern Oklahoma State University, Faith Baptist Bible College, and Hannibal-LaGrange College.

In 2001-02, ECU students overall performance was 15 points below past ECU students and students in the full-exam peer group. However, it was 13 points higher than the 1998-01 CBASE 1:1 peer group. The ECU students tested during 2001-02 performed worse on both sections of the exam than past ECU students and the 1996-99 peer group. In addition, more 2001-02 students scored at the low level than students in the CBASE 1:1 peer group. This further suggests student motivation was lacking.

ACT Alumni Survey responses for this outcome are shown in the following table. The 2001-02 survey respondents indicated their education at ECU made a greater contribution to their personal growth in "writing effectively,"

compared to past ECU alumni respondents and respondents in the public college sample. Fifty-seven percent of respondents indicated that “writing effectively” had contributed to their personal growth “very much.”

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Writing effectively.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	51	57%	33	37%	6	7%
Totals 1996-01	263	48%	222	40%	64	12%
Public College Norm	46%		44%		10%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. “This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001.” These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

Reading

The following table summarizes the results from the CBASE multiple-choice sections related to reading.

East Central University College Basic Academic Subjects Exam (CBASE) Reading Percent of Students in Each Category							
Academic Year	Average** Score	Reading Critically			Reading Analytically		
		High	Medium	Low	High	Medium	Low
2001-02 (N=66)	249	12	48	39	9	48	42
ECU Weighted Average 1995-01 (N=1648)	286	20	59	21	19	59	21
1998-2001² CBASE 1:1 Peer Group (N=5208)	273	15	51	35	18	56	26
1996-99 ECU Full Exam Peer¹ Group (N=3199)	287	23	54	23	21	56	22

** CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU. The averages reported for 1999-2000 through 2001-2002 for CBASE 1:1 represent the median scores of students enrolled in the general education capstone course, UNIV 3001 who took only one, randomly assigned section of the College BASE. These students do not receive individual Composite scores, only the scores for the section of the exam taken. The students who took the full exam during 1999-2000 received Composite scores if they completed all sections of the exam.

(1.) ECU’s Peer Group of institutions who used the long form of the College BASE during 1996-1999 consisted of East Tennessee State University, Missouri Southern State College, Missouri Western State College, Northwest Missouri State University, Northwestern Oklahoma State University, and Southeastern Oklahoma State University. **During these two academic years, part of a student’s grade for taking the CBASE was determined by the student’s composite score on the exam.

(2.) ECU’s Peer Group of institutions who used the College BASE 1:1 during 1998-2002 consisted of Jacksonville State University, Troy State University, Sonoma State University, North Park University, Cornerstone University, Fayetteville State University, Southeastern Oklahoma State University, Faith Baptist Bible College, and Hannibal-LaGrange College.

In 2001-02, ECU students’ overall performance was 37 points below past ECU students, 38 points below students in the full-exam peer group, and 24 points lower than the 1998-01 CBASE 1:1 peer group. These differences are significant. The section of the CBASE most closely related to the reading student outcomes is “Reading Critically.” On this section, significantly more ECU students performed at the low level. On the somewhat-related “Reading Analytically” section, even more ECU students also performed at the low level.

ACT Alumni Survey responses for reading are shown in the following table.

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Understanding Written Information.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	49	54%	34	38%	7	8%
Totals 1996-01	252	46%	229	42%	70	13%
Public College Norm	44%		45%		11%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. "This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001." These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

The 2001-02 survey respondents indicated their education at ECU made a larger contribution to their personal growth in "understanding written information" than past ECU alumni respondents and respondents in the public college sample.

Oral or Expressive Communication

In an effort to assess this outcome, the UAC, assisted by faculty from the Communications Department, developed a rubric and form for evaluating all oral presentations given in UNIV 3001. The faculty evaluators used a three-point rating scale where zero was unacceptable, one was acceptable, and two was outstanding. The evaluations were compiled by the Assessment Center and presented to the UAC for review and appropriate response. The results are shown in the following table.

Average Rating of Oral Presentations in UNIV 3001 General Education Capstone Course									
	Appropriate Topic		Delivery		Content				Average
Year	For Assignment	For Audience	Presented Effectively	Acceptable Diction & Grammar	Adequate Reference Support	Differentiated Between Opinions and Fact	Organized Effectively	Expressed Independent Thinking	Overall
2001-02 N=27	1.07	1.00	1.04	1.04	0.96	0.96	1.00	1.00	1.01
2000-01 N=137	1.37	1.37	1.17	1.23	1.32	1.23	1.33	1.23	1.28
1999-2000 N=308	1.68	1.68	1.36	1.58	1.47	1.40	1.48	1.51	1.52

For 2001-02, only one of 27 students' presentations was judged inadequate. Variations in student performance on each criterion were smaller than in previous years and did not provide as clear a picture of the student presentations' relative strengths and areas needing improvement. However, as in past years, faculty evaluators believed the students used "acceptable diction and grammar" but needed improvement "differentiating between opinion and fact". In

contrast to prior years, evaluators thought students presented their topics effectively but did not use “adequate reference support”. Average evaluations were considerably lower during 2001-02. Because of small numbers, it is uncertain whether these results are due to variations among raters or student performance. In addition, the lack of variation among criteria average scores leads to further questions concerning the validity of these ratings.

ACT Alumni Survey responses for this outcome are shown in the following table. The 2001-02 survey respondents indicated their education at ECU made a larger contribution to their personal growth in “Speaking Effectively” than past ECU alumni and respondents in the public college sample. A significantly higher number responded “very much” to this survey item.

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Speaking Effectively.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	48	53%	34	38%	8	9%
Totals 1996-01	249	45%	243	44%	57	10%
Public College Norm	42%		45%		13%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. “This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001.” These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

Critical Thinking

ACT Alumni Survey responses related to the critical thinking outcomes are shown in the following two tables. The 2001-02 survey respondents indicated their education at ECU made about the same contribution to their personal growth in “Recognizing assumptions, making logical inferences, and reaching correct conclusions” as past ECU alumni and the respondents in the public college sample. Personal growth contributions to “Defining and solving problems” were slightly higher than past ECU alumni and the public college sample.

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Recognizing assumptions, making logical inferences, and reaching correct conclusions.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	38	42%	39	43%	13	15%
1996-01	240	44%	237	43%	71	13%
Public College Norm	40%		46%		14%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. “This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001.” These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

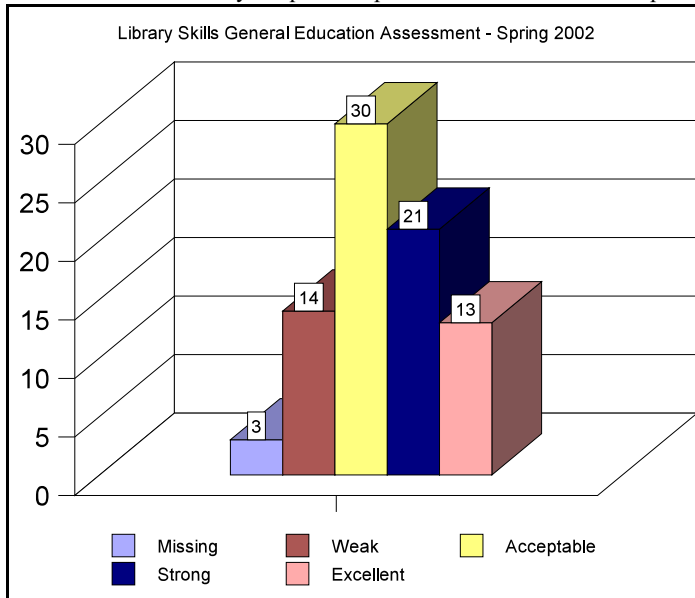
ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Defining and Solving Problems.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	44	49%	39	43%	7	8%
1996-01	253	46%	218	40%	78	14%
Public College Norm	46%		44%		10%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. "This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001." These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

ECU alumni survey respondents indicate ECU contributed as much or more to their personal growth on items associated with critical thinking when compared to past ECU alumni and the public college sample.

Library Skills

The University Assessment Committee (UAC) again considered the assessment of General Education during the 2001-02 academic year. The UAC evaluated Library Skills: "Students should use basic library research techniques." Faculty rated the work of 40 students from Eng 1213. Each paper was rated by two faculty. The chart below shows the distribution of the faculty ratings. Overall the data indicate the outcome goal of applying basic library research techniques is being met. Seventy-nine percent of the group integrated one or more library-based, secondary sources into an original writing project at an acceptable or higher level. Forty-two percent performed at the "strong" or "excellent" level. Only 21 percent performed below the acceptable level.



ACT Alumni Survey data indicate ECU's alums are less satisfied than the public college norm with the university's contribution to their personal growth in using the library. Increasingly students are using online research rather than

going to the library. Use of library electronic data bases rose 259 % from 2000-2001 to 2001-2002. However, comparison of traditional library use indicators shows a marked decline from 1997-1998 to 2001-2002. Checkout of books (items circulated) fell from 24,815 to 16,930 for a decline of 32%. Interlibrary loan requests fell from 2,536 to 1,554 for a decline of 39%. Reference questions fell from 8,059 to 5,709 for a decline of 29%. Such declines in usage may account for the less satisfied alumni perceptions displayed in the table below.

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Using the Library.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	29	32%	34	38%	27	30%
1996-01	204	37%	216	39%	128	23%
Public College Norm	41%		40%		19%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. "This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001." These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

Mathematics

The following two tables summarize the results from the CBASE multiple-choice sections related to general mathematics and algebra.

East Central University College Basic Academic Subjects Exam (CBASE) General Mathematics Percent of Students in Each Category										
Academic Year	Average Score**	Practical Applications			Properties and Notations			Using Statistics		
		High	Medium	Low	High	Medium	Low	High	Medium	Low
2001-02 (N=66)	287	27	49	24	10	75	15	19	51	30
ECU Weighted Average 1995-2001 (N=1638)	287	23	56	21	11	67	22	15	63	23
1998-2001² CBASE 1:1 Peer Group (N=5208)	277	21	52	27	17	62	21	16	56	28
1996-99 ECU Full Exam Peer¹ Group (N=3199)	301	29	55	16	17	68	15	22	59	19

** CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU. The averages reported for 1999-2000 through 2001-2002 for CBASE 1:1 represent the median scores of students enrolled in the general education capstone course, UNIV 3001 who took only one, randomly assigned section of the College BASE. These students do not receive individual Composite scores, only the scores for the section of the exam taken. The students who took the full exam during 1999-2000 received Composite scores if they completed all sections of the exam.

(1.) ECU's Peer Group of institutions who used the long form of the College BASE during 1996-1999 consisted of East Tennessee State University, Missouri Southern State College, Missouri Western State College, Northwest Missouri State University, Northwestern Oklahoma State University, and Southeastern Oklahoma State University. **During these two academic years, part of a student's grade for taking the CBASE was determined by the student's composite score on the exam.

(2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 1998-2002 consisted of Jacksonville State University, Troy State University, Sonoma State University, North Park University, Cornerstone University, Fayetteville State University, Southeastern Oklahoma State University, Faith Baptist Bible College, and Hannibal-LaGrange College.

East Central University College Basic Academic Subjects Exam (CBASE) Algebra Percent of Students in Each Category							
Academic Year	Average Score**	Evaluating Expressions			Equations & Inequalities		
		High	Medium	Low	High	Medium	Low
2001-02 (N=66)	269	11	61	28	15	70	15
ECU Weighted Average 1995-2001 (N=1638)	289	21	59	19	18	60	22
1998-2001² CBASE 1:1 Peer Group (N=5208)	279	20	56	25	16	63	22
1996-99 ECU Full Exam Peer¹ Group (N=3199)	304	26	59	15	19	65	16

** CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU. The averages reported for 1999-2000 through 2001-2002 for CBASE 1:1 represent the median scores of students enrolled in the general education capstone course, UNIV 3001 who took only one, randomly assigned section of the College BASE. These students do not receive individual Composite scores, only the scores for the section of the exam taken. The students who took the full exam during 1999-2000 received Composite scores if they completed all sections of the exam.

(1.) ECU's Peer Group of institutions who used the long form of the College BASE during 1996-1999 consisted of East Tennessee State University, Missouri Southern State College, Missouri Western State College, Northwest Missouri State University, Northwestern Oklahoma State University, and Southeastern Oklahoma State University. **During these two academic years, part of a student's grade for taking the CBASE was determined by the student's composite score on the exam.

(2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 1998-2002 consisted of Jacksonville State University, Troy State University, Sonoma State University, North Park University, Cornerstone University, Fayetteville State University, Southeastern Oklahoma State University, Faith Baptist Bible College, and Hannibal-LaGrange College.

In 2001-02, ECU students' overall performance in General Mathematics was the same as past ECU students, 14 points below students in the full-exam peer group, and 10 points higher than the 1998-01 CBASE 1:1 peer group. ECU students overall performance in Algebra was 20 points lower than past ECU students, 35 points below students in the full-exam group, and 10 points lower than the 1998-01 CBASE 1:1 peer group. The sections of the CBASE most closely related to the ECU mathematics student outcome, "Students should interpret numerical information presented in a variety of ways, including graphical, symbolic, or verbal" are "Practical Applications," "Properties and Notations," "Using Statistics," and "Evaluating Expressions." Thirty percent of ECU students taking the test performed at the low level on "Using Statistics" and 28% scored at the low level on "Evaluating Expressions." Highest ranking scores for ECU students were for "Practical Applications" (27%). Sections of the CBASE closely related to the second mathematics student outcome, "Students should use mathematical methods for modeling, analyzing, or evaluating situations and apply techniques that lead to an eventual solution," are "Equations and Inequalities," "Evaluating Expressions," and "Properties and Notations."

ACT Alumni responses related to the two mathematics student outcomes are shown in the following tables. The 2001-02 survey respondents indicated their education at ECU made about the same contribution to their personal

growth in “Understanding and Applying Math in Daily Activities,” compared to past ECU alumni respondents and respondents in the public college sample. It is interesting to note that 37% of the respondents indicated that “Understanding and Applying Math” had contributed to their personal growth “very little,” the same as the public college norm. The 2001-02 survey respondents indicated their education at ECU made a greater contribution to their personal growth in “Understanding Graphic Information,” compared to past ECU alumni respondents and respondents in the public college sample. Thirty-two percent of respondents indicated that “Understanding Graphic Information” had contributed to their personal growth “very much” compared to 23% for earlier ECU students and the public college norm.

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Understanding and Applying Math in Your Daily Activities.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	21	24%	35	39%	33	37%
Totals 1996-01	118	22%	228	42%	201	37%
Public College Norm	22%		41%		37%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. “This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001.” These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

ACT Alumni Survey Responses to: How much did your education at this college contribute to your personal growth in each of the following areas? <i>Understanding Graphic Information.</i>						
Year(s)	Very Much		Somewhat		Very Little	
2001-02	29	32%	40	44%	21	23%
Totals 1996-01	125	23%	263	48%	160	29%
Public College Norm	23%		48%		29%	

*ACT Evaluation/Survey Service, Alumni Survey (January 2002) Normative Data Report. “This report is based on 34,761 records obtained from 70 colleges that administered the ACT Alumni Survey between January 1, 1995 and December 31, 2001.” These statistics are based on user institution frequencies and have not been altered. Alumni surveys are mailed to graduates within the last five years of degree programs going through program review during the next academic year.

11. What instructional changes occurred or are planned in the general education program due to mid-level assessment?

In 2001-02, no instructional changes in the general education program have occurred due to mid-level assessment. Data continues to be collected with respect to these outcomes and the UAC has recommended a review of the assessment of critical thinking. When these recommendations are adopted by the faculty, instructional changes in general education courses should follow. The efficacy of these changes will be monitored by the UAC.

12. Attach a table listing the assessment measures and number of individuals assessed for the degree program or department.

Undergraduate Program	Assessment Instruments	Number Assessed
School of Business		
Accounting	CPA Exam, Achievement Test for Accounting Graduates, MFAT in Business, VCS, Student Writing Assignments and Oral Presentations	17
Business Administration	MFAT in Business, VCS, Locally Developed Computer Proficiency Exam	59
Business/Office Technology	CEOE, Office Proficiency Assessment Exam (OPAC), Office Systems Study, Consumer Product Report, Teaching Plan, VCS	17
School of Education and Psychology		
Early Childhood Education	CEOE: Early Childhood, Teacher Preparation Program Review, VCS	14
Elementary Education	CEOE: Elementary Education, Portfolios, VCS	102
H.P.E.R.	CEOE, VCS, Locally Developed Exams in Athletic Training, Exercise Science, and Recreation	91
Special Education	CEOE: Mentally Handicapped, CEOE: Physically Handicapped, VCS	31
Psychology	Psychology ACAT, VCS	18
School of Humanities and Social Sciences		
Art	Art ACAT, CEOE: Art, Portfolios, Student Art Show	45
English and Languages	Portfolios, CEOE: All English Exams, VCS	15
Criminal Justice	ACAT, Okla. Council on Law Enforcement & Training (CLEET), VCS	49
History	CEOE: History & Oklahoma History, Portfolios, History ACAT	31
Human Resources Counseling	Locally developed comprehensive exam, internship evaluation, VCS	52
Legal Studies	Portfolios, VCS	15
Mass Communications	Locally Developed Exam, VCS	23
Music	CEOE, VCS	6
Political Science	Portfolios, VCS	10
Social Work	Social Work ACAT, VCS	45
Sociology	Research Proposal in Capstone Course, Locally Developed Exam	6
Speech	CEOE, Portfolios, VCS, Locally Developed Exam	15

Undergraduate Program	Assessment Instruments	Number Assessed
School of Mathematics and Sciences		
Biology	Biology ACAT, CEOE: Biology, VCS	61
Cartography/Geography	Portfolios, VCS	14
Chemistry	Chemistry MFAT, VCS	22
Computer Science	MFAT, VCS	36
Environmental Health Science	Nat. Environmental Health Assoc. Assessment Exam, Portfolios, VCS	26
Family & Consumer Sciences	CEOE: Vocational Home Economics, Locally Developed Core Curriculum Exam, Practicums, VCS	13
Health Information Management	National Certification Examination, VCS, Clinical Supervisor Evaluations	19
Mathematics	Mathematics MFAT, CEOE: Mathematics, Writing Assignments, Consulting Teacher Evaluations	16
Medical Technology	Biology ACAT, VCS, Acceptance/Completion Rates of students in hospital-based clinical year programs	3
Nursing	California Critical Thinking Skills Test, NCLEX Exam, VCS	176
Physics	Pittsburgh State U. Achievement Test in Physics, CEOE, VCS	3
Total Students Assessed	(May be duplicated)	1050

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

13. What were the analyses and findings from the 2001-02 program outcomes assessment?

The following table reports the assessment results for the programs listed under question 12. Programs are grouped by school.

ECU Undergraduate Program Assessment Results for 2001-2002	
Program	Assessment Results
School of Business	
Accounting	Overall, nine (53%) of 17 accounting seniors tested using the Achievement Test for Accounting Graduates (ATAG) scored at or above the fiftieth percentile. ECU students performed relatively well in Auditing and Tax Accounting. They performed adequately well in Financial and Cost/Managerial Accounting. They performed poorly in Information Systems. ECU Accounting majors demonstrated above average knowledge of the business core curriculum, scoring at or above the 66 th percentile on all eight subject areas of the exam during Spring 2001. Of 31 graduates who took the CPA exam in November 1999 and May 2000, 3 (9.7%) out of 31 passed the CPA exam. Employer survey responses during Fall 2001 rated the knowledge of ECU accounting graduates below average in Auditing, average in Tax Accounting, and slightly above average in Financial, Cost/Managerial, knowledge of generally accepted accounting principals(GAAP), and ability to sit for the CPA exam. ECU graduating seniors rated their knowledge in the above areas above average except for their ability to sit for the CPA exam.
Business Administration	Overall, about 24 (41%) of students tested during 2001-02 earned scores at or above the fiftieth percentile on the ETS MFAT - Business II. This exam covers eight core areas of the business administration curriculum (Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, and International Issues). This falls below the performance goal of 50%. In addition, while 42% of the students scored at or above the fiftieth percentile over the past five years, the annual variation of this indicator is troubling with results ranging from a low of 34% in 1999-2000 to a high of 63% in 1998-1999. This raises concern about how well the exam fits the curriculum. Consequently, an "in-house" exam is currently being developed by the Department Assessment Committee. A sample exam was administered in May 2002. Preliminary data is unavailable at this time.

ECU Undergraduate Program Assessment Results for 2001-2002

<p>Business/Office Technology</p>	<p>The Office Proficiency Assessment and Certification (OPAC) exam measures the core curriculum knowledge of Office Technology concentration majors. In 2001, the Office Technology concentration scores exceeded the OPAC exam standard (70% or higher) in all areas except in the Windows Operating System and editing from rough draft areas of the computer module and in the speed and accuracy area of the clerical module. During the reporting period, 100% of the alumni rated their skills covered by the exam as above average or excellent.</p> <p>Alumni in 2001 rated their ability to adapt to technological change as excellent, exceeding the 90% performance goal. During the five-year period, the average percent of those responding average or above to the survey item "adaptability to change" was 100%.</p> <p>All of the three alumni responding to the survey in 2001 rated their communication skills as above average or excellent. The average grade on the consumer product report for 2001 was 87, exceeding the performance goal of 70.</p> <p>In 2001, the 10 Business Education concentration students' scores exceeded the OPAC exam standard (70% or higher) in all areas. However, the ECU mean score of the four students taking the Oklahoma Teacher Certification Exam in 2001 fell below the statewide mean score in Accounting, Economics/Finance, Management, Marketing, and Information Technology Systems. The results were also below the 2000 average ECU scores in each area. The average score for the four students' teaching demonstrations in BUSED 4163 assessed in 2001 was 87, exceeding the 70 performance goal. This goal has been met or exceeded for four of the five years since the data has been collected. The five-year average is 85 with 1998 having the lowest average score at 70.</p> <p>All three of alumni responding to the survey rated their preparation in the area of common body of knowledge associated with the business education profession as average or above.</p>
<p>School of Education and Psychology</p>	
<p>Early Childhood Education</p>	<p>Eight of nine teacher candidates (89%) earned passing scores of 240 or higher on the Oklahoma Teacher Certification Exam, compared to 313 out of 486 statewide (64%). Goal exceeded. 100% of school administrators, consulting teachers, and university supervisors agreed that program resident teachers met this criterion. For sub-area 3, 13 of 14 (93%) of ECU students tested scored 240 or higher. ECU's average score was 259.4 compared to the OK average score of 252.4. Goal was met. 100% of school administrators, consulting teachers, and university supervisors agreed that program resident teachers met this criterion. For sub-area 1, 12 of 14 (86%) of ECU students tested scored 240 or higher. ECU's average score was 266.9 compared to the OK average score of 256.4. Goal was met. For sub-area 2, 13 of 14 (93%) of ECU students tested scored 240 or higher. ECU's average score was 262.1 compared to the OK average score of 254.4. Goal was met. 100% of school administrators, consulting teachers, and university supervisors agreed that program resident teachers met this criterion.</p>
<p>Elementary Education</p>	<p>The Assessment of Portfolio Rating Rubric indicated that the graduates' average Portfolio rating was a 1 (basic) or better for outcomes for all competencies. For the survey instrument, alumni resident year, the results exceeded the 75% (54) agree performance goal. For the survey instrument, mentor teachers resident year, the results exceeded the 75% (22) agree performance goal. Results from the 2001 Oklahoma Teacher Certification Exam revealed that 98% of the 48 students taking the test passed.</p>
<p>H.P.E.R.</p>	<p>Findings indicate for 2001 students' test performances on a departmentally developed tests were uneven. Pass percentage goals were not met. The current test data illuminates a weakness in student concentration specific physical education knowledge. In 2001 ECU Physical Education majors achieved a 100% pass rate on the Oklahoma Teachers Certification examination. Departmental surveys of graduating seniors, alumni, and intern supervisors indicate that all graduating seniors are rated above 3.30 in all areas. All goals in this area were met.</p>
<p>Psychology</p>	<p>Most goals met as evidenced by a score of 3 or better on 6 survey items rated by employers, alumni and graduating seniors. (Scale of 1-5) Survey items 4 and 6, ability to use and understand psychological literature and possess a sound knowledge base in the science of psychology, were at a score of 2.8 for graduating seniors. No data will be collected for alumni or employers until the year 2003. No data collected this year on the ACAT.</p>

ECU Undergraduate Program Assessment Results for 2001-2002

Special Education	<p>The results of the 2001-2002 Certification Test on the Oklahoma Teacher Certification Test for Mild/Moderate Disabilities: Sub Area - "Understanding Students with Disabilities" indicated a 83% pass rate with the ECU average of 247 exceeding the Oklahoma average score of 245. For Sub Area - "Assessment of Students and Development of IEP's" there was a pass rate of 83% with the ECU average of 237 one point below the Oklahoma average score of 238. For Sub Area - "Promote student development and learning and be knowledgeable in current education policy and procedure" there was a pass rate of 83% with the ECU average of 254 exceeding the Oklahoma average score of 252. For Sub Area - Collaborative Learning Communities there was a pass rate of 83% with the ECU average of 253 exceeding the Oklahoma average score of 247. Note: Of the 23 examinations taken, 3 were by the same student that failed. Removing the one student changes the pass rate to 95% for all portions of the exam. All goals were met for responses to alumni surveys.</p>
School of Humanities and Social Sciences	
Art	<p>For 2001 - 2002, three (60%) of the five ECU students tested with the Art Area Concentration Achievement Test (ACAT) scored at or above the fiftieth percentile, the performance goal. During the 2000/2002, two students took the Art Oklahoma Subject Area Test for Art Education majors. The pass rate on the OSAT was 50%.</p> <p>Among other things, the Art Portfolio measures a student's ability to apply knowledge of ceramics, drawing, painting, printmaking, and sculpture to address and respond to aesthetic problems. Average mean portfolio rating for 2001- 2002 as 3.27 on a five step rubric, slightly above average. The Senior Exhibit is also a measure of this outcome. For 2001 - 2002, 4 of 5 (80%) of the portfolios received 3's or higher, compared to 91% for the years 1994 - 2002. The group average rating for 2001 - 2002 was 2.80, falling below the performance goal and the 1994-2002 average of 3.80. This was due to the small number of portfolios evaluated and the fact one portfolio received a one, far below average.</p> <p>Written and oral communication skills were measured by "written senior statements" and "oral senior critique transcripts" respectively. For the years 2001-2002, the average rating of 3 was exceeded by 2 out of 5 students (40%) for the "written senior statements". For the years 1994-2001, the average rating of 3 was exceeded by 34 out of 54 students (62%). The group average rating was 3.40 for the 2001-2002 group, compared to 4.05 for all years, exceeding the performance goal. For the years 2001-2002, the average rating of 3 was exceeded by 3 out of 5 students (60%) for the "oral senior critique transcripts". For the years 1994-2001, the average rating of 3 was exceeded by 38 out of 54 students (69%). The group average rating was 3.00 for the 2001-2002 group, compared to 3.83 for all years, equal to the performance goal.</p>
Communication	<p>Students demonstrated a basic knowledge of the concepts of Mass Communication by completing a senior project. Of eight senior projects evaluated, all eight received a satisfactory or higher rating. Six graduating seniors rated their knowledge of mass communication as average to excellent, with the average rating being a four. Graduates were also satisfied with their ability to communicate and demonstrate specific job skills. Fifteen alumni survey respondents generally agreed with the graduating seniors assessment of their education, indicating they were better prepared than average, with the average response to this item being 3.50 and seven out of 14 responding to this item rating this item four (above average) or five (excellent). The averages for all items on all of the returned surveys were over 3.0. No employers returned the surveys is 2001.</p>
Criminal Justice	<p>Pass rate of 20 students on CLEET exam was 100%. This exam tests the examinees' knowledge of entry-level adult corrections, juvenile justice, and law enforcement duties. However, only 28% of Criminal Justice ACAT examinees scored above the 50th percentile. Department faculty noted that the majority of the 25 students tested were Law Enforcement concentration majors who did not do well on the adult corrections or juvenile justice portions of the exam. VCS indicate program goals are being met.</p>

ECU Undergraduate Program Assessment Results for 2001-2002

English and Languages	<p>Pass rate on the CEOE - English and Middle Level English was 100% in 2001-02 with the ECU average score about equal to the state average score. Average scores on the Reading and Language and Literature sub-areas were about equal to the state average. Average scores on the Listening and Speaking and Writing sub-areas were below the state average. Revised criteria for assessment beginning in 2001 yielded six assessment categories in place of the three from previous years. The overall average of the six subject area evaluations was 3.38 for 2002, compared to the 3.50 average for 2001. Student portfolios demonstrated that graduates were competent in their written expression in 2001- 2002. Of fifteen portfolios, only three were judged below competence in all areas. All other portfolios contained competent performances in at least one area. Overall competence (a portfolio average of 4.0 or higher) was observed in 60% of the portfolios in the three areas most comparable to past criteria. This compares poorly with the 78% competency in the eighteen portfolios of the 2001 report. The 4.2 average for all portfolios in the three new criteria has declined from the 4.5 in last year's competencies in the writing area.</p> <p>In 2002, portfolio assessment of student portfolios showed improvement in all three areas which assesses understanding of language concepts. Also, while scores declined somewhat in competence in "understanding of structure of language," "Historical/cultural influences" and "Understanding of sociolinguistics" showed significant improvement.</p>
History	<p>The data from 2002 show nine of 13 portfolios meet competence for "writing style", achieving an average score of 4.00. The same portfolios indicated seven of 13 portfolios demonstrated competence in "research skills". However, only six of the 13 students evaluated took the Seminar in History as sophomores as designed in the curriculum. The other seven did not and consequently did not benefit from practicing the skills taught in the seminar in their last two years of the program..</p> <p>One hundred percent of the ECU students tested passed the field 17 and field 18 exams for history teachers, compared to the state averages of 76% passing and 86% passing respectively.</p> <p>Student performance on the Constructed Response section of the CEOE showed a significant difference between the mean on the U.S. history section (247.4) and the World History section (216.6). For the second year there is a significant gap between U.S. History constructed responses and World History constructed responses. In addition, the ECU students' average exceeded the state average score on U.S. History but fell below the state average on World History.</p> <p>Nine students responded to the 2000-2001 survey. Five students (all pre-1999) indicated they wanted greater variety in courses offered in World History. Two students indicated we didn't offer courses in gender history. All of the responses indicated our students were prepared for work or graduate/professional school.</p>
Human Services Counseling	<p>Overall student performance of 37 students on the revised (126 item) locally developed comprehensive examination testing the students knowledge of the core body of knowledge declined slightly from an average score of 90.76 in 2001 to 87.3 in 2002. The Counseling mean score fell from 95.8 to 90.6. The Services to the Deaf mean score increased from 82.3 to 88.3 while the Rehabilitation score fell from 94.2 to 84.9. Students overall answered over 69% correctly. (87 of 126 items). Counseling Services field supervisors gave 19 students an average rating of 4.09 on a five point scale where 3 is average and 5 is far above average, meeting performance criteria. The average mean score decreased from 4.29 in 2001. Advocacy received the highest average rating (4.35) while assessment and appraisals received the lowest rating (3.83). Intern field supervisors gave these students an average rating of 4.37 on their ability to prepare and write reports. 52 students' client plans received an average rating of 4.68 while 47 research papers in HURES 4443 received an average rating of 4.38.</p>

ECU Undergraduate Program Assessment Results for 2001-2002

<p>Legal Studies</p>	<p>The key stakeholders survey results indicate that graduates possessed an above average level of knowledge of the common core of legal knowledge and were prepared for employment in their field.</p> <p>The Legal Studies graduate that applied to law school in Spring 2001 was accepted while the two who applied to graduate school were accepted. All six that sought employment were hired. These acceptance rates indicate that the legal studies program furnished graduates with the necessary skills.</p> <p>Surveys reflect well developed written communication and organizational skills, and the overall average of ratings were well above average. Communication and organizational skills are emphasized in all classes. The Portfolio review indicates an above average writing ability among Legal Studies graduates. The average of all instruments indicates that graduates were rated "above average." Additionally, item 12, overall occupational preparation shows a 5-year average of 4.19 and a 2001 average of 4.25. Survey and Portfolio comments indicate a need to increase the number of legal speciality classes offered.</p>
<p>Music</p>	<p>Students' average performance on the CEOE in Music Theory Average was 86, compared to the state average of 90 - goal of equaling or exceeding the state average not met. Average performance on the CEOE in Music History was 82, compared to the state average of 87 - goal not met. Average performance on the CEOE in Music Performance was 88, compared to the state average of 89 - goal not met. Average performance on the CEOE in Music and Other Disciplines was 90, compared to the state average of 90 - goal met. The ECU average for Vocal Music Composite was 87 (state average 89) and the average for Composite Instrumental Music was 78 (state average 80). VCS indicate program goals are being met.</p>
<p>Political Science</p>	<p>Seven portfolios were evaluated. Artifacts indicate these students taken as a group, have above average knowledge of the four fields of political science taught by the department (American political and legal systems, international or regional politics, and political theory). Alumni survey respondents rated their understanding of these fields above average.</p>
<p>Social Work</p>	<p>All goals met and exceeded. Student performance on the Social Work ACAT placed 8 of the 10 students tested (80%) at or above the fiftieth percentile nationally, exceeding the performance goal of 50%. Field Instructors' average score for interns was 4.02, exceeding the performance goal of 3.0. Average score for Integrative Report was 4.04, exceeding the performance goal of 3.0. Employed graduates' average score for satisfaction with preparation for practice in Social Work was 4.38, exceeding the performance goal of 4.0.</p>
<p>Sociology</p>	<p>Sociological Theory: On our locally developed assessment exam, two students demonstrated an excellent understanding of theory, two demonstrated an above average understanding of theory, one an average understanding, and one a below average understanding of theory. Of the six students who will be graduating with a major in Sociology in 2002, five are enrolled in our Capstone Course. Of these five, we judged three as having an excellent grasp of theory, one as having an above average grasp of theory, and one as having a below average grasp of theory.</p> <p>Writing: Out of five students enrolled in our Capstone Course, two were judged to be excellent in writing quality, one was judged to be above average, one was average in writing quality, and one was judged below average in writing quality. Evaluating the six majors graduating this Spring we concluded that two were excellent in writing, one was above average, one was average, and two were below average in writing quality, as demonstrated by assignments submitted in all their sociology courses.</p> <p>Research Skills: Of the five students enrolled in the Capstone Course, two were judged to have excellent research skills, one was judged to have above average research skills, and two were judged average in research skills. Of the six students taking the assessment exam, two scored excellent on the statistics portion of the exam, one scored above average in statistics, and three scored average in statistics.</p>

ECU Undergraduate Program Assessment Results for 2001-2002

Speech

One student was assessed for 2001. From the evaluation of the senior project in 2001, the student averaged 5.0, exceeding the 3.0 performance goal. The average indicates evaluators understood the student's intended message within the appropriate context. The senior communication student rated their ability to use models/standards at 4.0 on a 5 point scale. Alumni were not surveyed in 2001 but will be evaluated every 5 years. The next assessment of alumni will be in 2005. Folio material was collected from three communication students. All of these students scored 3.0-3.9 on a 4 point scale, exceeding the 2.5 performance goal. One Speech Education major took and passed the Oklahoma Speech/Drama Teacher Certification Exam with a score of 89%. The student's portfolio was complete. Student play production experiences (actor, director, technician) continued to be varied and of high quality with seven performers (100%) scoring 3.0 or higher, exceeding the performance goal of 80%. Five technicians (100%) scored 3.0 or higher, exceeding the performance goal. No students did directing projects in 2001. Three seniors completed senior projects in 2001, and all received 3.0 or higher. All portfolio ratings for student evaluations of dramatic literature met the performance goal, a score of 22 or higher. Both students taking the comprehensive written exam for speech graduating seniors scored 60% or above on the exam, meeting the performance goal.

School of Mathematics and Sciences

Biology

The performance on the ACAT (Biology) decreased in calendar year 2001, with 39% of the students scoring above the fiftieth percentile. The performance goal was not met for calendar year 2001. Possible explanations include that there is no incentive to induce students to perform at their best on this exam (as they might on other standardized exams) and that just under half of the students taking this test ($25/51 = 49\%$) indicated that they were transfer students. The number and percentages of transfer students will continue to be monitored. The overall performance goal has been met for three of the past four calendar years. Overall, the number of students tested who scored at or above the 50th percentile was 51%. In calendar year 2001, all Biology program graduates who took the Certification Exam for Oklahoma Educators (CEOE) passed compared to 77% of statewide examinees who took this exam. Overall, 100% of ECU Biology students who took the CEOE in the last three years passed compared to 70% of statewide examinees who took this exam. The performance goal has been met. Data on the number of students interviewed for graduate school(s) is also difficult to obtain. The figures above indicate that for calendar year 2001, 73% of ECU Biology graduates applying for graduate/professional schools were interviewed and accepted into these programs. While more of the students graduating this calendar year were accepted into professional schools (79%) than graduate schools (63%), both figures are above calendar year 2000. One graduate was accepted in Emory University in Georgia and one graduate was admitted into the University of Oklahoma Medical School. Two graduates were admitted into the Oklahoma State University College of Osteopathic Medicine. Four of four 2001 program graduates were admitted into Oklahoma State University College of Veterinary Medicine. Five of eight Biology graduates were admitted into graduate school. The performance goal is being met. Based on five years of data, alumni judged both their lab and field skills to be higher than did graduating seniors and faculty. In calendar year 2001, both graduating seniors and alumni rated their laboratory skills higher than their field research skills while the faculty ranked them both the same. All performance goals are being met.

Cartography/Geography

Student outcomes are assessed by the use of alumni, employer, and faculty surveys, along with an evaluation of student portfolios. All responses fell in the greater than average to well above average range indicating that no significant program changes are needed, and goals have been met. 100% employment in the field reported by survey respondents.

ECU Undergraduate Program Assessment Results for 2001-2002

Chemistry	<p>83% of the students answered 75% of the embedded questions on upper-level final examinations correctly. This goal has been met. Performance standards may be revised in future years. 1b. This goal has been met with 83% of employer respondents and 90% of alumni rating item 2 above or far above average for 2001. Seventy-five percent of Graduating Seniors rated item 2 (understanding of theoretical chemistry comparable to that gained by students at other undergraduate institutions) above or far above average for the same time period. The performance goal has been exceeded for 2001 with 100% of students receiving a C or higher. The performance goal has been met for 2001 with 67% of employers, 70% of Alumni and 63 % of Graduating Seniors rating item 1 (writing reports, research papers, essays, and other documents appropriate to the field) as above or far above average. During the same time period, 89% of employers, 79% of Alumni and 88% of Graduating Seniors rate item 4 (ability to use professional language in oral and written communication) above or far above average. Some anecdotal data to suggest that performance is not entirely uniform. This goal has been met. Statistics show 95% of seniors are employed in chemistry or a chemically-related field or graduate or professional school.</p>
Computer Science	<p>The national average on the MFAT in 2001 was 147.5, with standard deviation of 15.6. 22 ECU Students took the test. The ECU average was 137.5, well within a standard deviation of the National average. Specifically, the test showed ECU has “strength” in Software Systems and in Theory, while results in Methodology and Architecture are mixed. 100% of the alumni surveyed (n=14) indicated “average” to “excellent” on the relevant question. Employers of 6 ECU graduates responded. 100.0% responded “average” to “excellent”. Survey results indicate 86% of respondents indicate “well” to “very well” on the relevant questions. 14% indicated “about the same”. (N=14). Employers of 6 ECU graduates responded. 100% of employers have responded “about the same” to “better prepared”. 100% of respondents to the relevant questions on the employer survey indicate a rating of “average” to “excellent”. Employers of 6 ECU graduates responded to the survey. There have been about 7 student papers, and several faculty papers accepted for publication or presented at professional conferences in the last five years. Gathering this data has proven somewhat difficult, since student publications are not always reported to the department.</p>
Environmental Health Science	<p>This goal was achieved regarding responses from the internship site supervisor, alumni and employers. Collectively, they indicated that students in this program are performing above average on all survey items with an average of 4.2 for all responses for 2001 graduates. Greater than 91 percent of the year 2001 student group met the performance standard. All students achieved at least an average rating of 3. The 2001 average rating for all students was 4.2. The 2001 survey found six alumni and seven employer returns. All graduates received at least a three average with an overall average in both returns of 4.0. This goal was thus achieved. Internship site supervisors, alumni and employers ratings about the ability of EHS majors to write reports, research papers, and write other documents appropriate to the field ranged from 3.3 to 4.2. This indicates that students’ performances are above average on these survey items per site supervisor, alumni and employers. The year 2001 found 100% of the students assessed achieving an average rating of 3 or better on their writing portfolios. This performance standard was met. Likewise the performance goal was achieved for oral presentations with 96% of students scoring at or above the average score of 3.</p>

ECU Undergraduate Program Assessment Results for 2001-2002

<p>Family & Consumer Science</p>	<p>The opinion of employers obtained from a locally developed survey about program graduates' knowledge and skills in Family and Consumer Sciences indicated a response average 4.75 on a 1-5 scale. One-hundred percent of the examines passed the Oklahoma Teacher Certification Exam. With a response average of 4.9. 100% of employers surveyed were satisfied with the items being evaluated concerning specialized knowledge related to a concentration. Nine out of 12 students met the performance goal of a score of at least 70 on a locally developed test over the Family and Consumer Sciences Core Curriculum. The response average of employers as to whether or not graduates are prepared to enter the work force in their area of concentration was 4.8. The response average for practicum supervisors was 4.0, for lab activities was 3.9, and for student teacher evaluations was 4.3.</p>
<p>Health Information Management</p>	<p>For 1997 - 2001, the ECU pass rate for the National Certification Examination for Registered Health Information Administrators was 91.4% compared to 87.7% nationally. The overall pass rate for the 2001 examination period was 80.0% compared to the national pass rate of 89.0%. 100% of employers, alumni, and graduating seniors responding rated program graduates' knowledge of HIM principles and terminology no less than 3. For the past 5 years all but one employer (96.6%) rated the performance in this area at least 3. 100% of the 2001 seniors were rated as meeting expectations or above on the overall student performance on the clinical affiliation assignment. 100% of employers, alumni, and graduating seniors responding rated program graduates' critical thinking skills no less than 3. For the past 5 years all but two employers (90.5%) rated the performance in this area at least 3. The overall rating by the professional management experience supervisors was equal to 3.5 or higher for the years 1997 - 2001. 100% of employers, alumni and graduating seniors responding rated program graduates' communication skills no less than 3. For the past 5 years all but two employers (90.5%) rated the performance in this area at least 3. The overall rating by the professional management experience supervisors was equal to 3.5 or higher for the years 1997 - 2001.</p>
<p>Mathematics</p>	<p>Performance on the ETS Major Field Achievement Test in Mathematics was unacceptable with a department mean score at the 44th percentile. 71.4% of mathematics graduates passed the Oklahoma Teacher Certification Exam meeting the performance goal. 100% of the students met the performance goal for "writing mathematical proofs." 100% of the students met the performance goal for "paper on a pre-approved topic". 100% of students were average or better in student teaching as evaluated by the cooperating teacher. this meets the performance goal. 100% of the students in student teaching were evaluated as average or better by their higher education supervisor, meeting the performance goal.</p>
<p>Medical Technology</p>	<p>Of the two students who took the ACAT in Biology, one of two scored above the 50th percentile. Average was 39th percentile. The individual student scores were 18th and 60th percentile. Two of the three applicants were accepted to hospital-based clinical year programs for a 67% acceptance rate. Three of three (100%) accepted last year (00-01) successfully completed their schooling at the hospitals. On a five point scale the average score from the clinical supervisors was 3.5 for mathematics and 3.5 for chemistry problem solving. The average score from the students was 4.0 for both mathematics and chemistry. Clinical supervisors gave an average of 4.0 for laboratory skills when compared to other students at their hospital. The score for laboratory skills from the students themselves was also 4.0. As these scores reflect, all goals were met or exceeded.</p>

ECU Undergraduate Program Assessment Results for 2001-2002	
Nursing	Using the California Critical Thinking Skills Test graduating seniors were evaluated on their ability to think critically in the use of nursing process and the provision of nursing care. Goal met for generic students, goal for RN to BSN students not yet evaluated (too early in program) Remediation activities are in place for this RN cohort. All final semester seniors earned a grade of 75% or higher on their care plan. Goal was met. 100% of the 2001 graduates passed the licensing exam on their first attempt. The mean state passing rate was 84% and the mean national rate was 86%. Only 71% of graduating generic students had 80% or more of their skills completed. The low was 39%, our lowest score yet. We seem to be falling behind in either teaching or recording student skill learning. Goal not met. 100% of care plans were "satisfactory" or higher. Goal was met. 75% of generic students enrolling in their first clinical course graduated five semesters later. The goal of 70% was met. Many of the RN-BSN students are completing required general education courses. They then will graduate. More than 90% of generic and RN graduates seeking full-time employment as registered nurses were employed within 3 months of graduation. Goal met for generic graduates, and for RN-BSN graduates. Only 54% of the students answered 60% of the items correctly on the critical thinking instrument. The goal of 70% was not met. At least 85% of one year graduates and employers rated satisfaction with the program and graduates as a 4 or better. This goal was met.
Physics	Using the Pittsburgh State University Achievement Test in Physics the three students who graduated in calendar year 2001 were assessed. The average score was 58%, an improvement from the 1999 average of 43%. In 1997 one student took the Oklahoma Teacher Certification Exam in Physics and scored 88% far exceeding the 70% requirement. None have taken it since. Personal contact is used to determine the success of student in finding suitable employment or in being admitted to graduate school. One student was accepted to graduate school with a teaching assistantship and the other two found satisfactory employment.

14. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

The table below describes the instructional changes made as a result of the assessment process. Many programs are still waiting for consistent trend data to verify the need for program changes.

ECU Undergraduate Program Changes Due to Assessment Results for 2001-2002	
Program	Changes Resulting from Assessment
School of Business	
Accounting	Emphasis on writing and speaking skills will continue in all courses where practical. Students will be encouraged to take more course work in these areas and opportunities will be offered in clubs and other groups to make oral presentations.
Business Administration	Due to deficiencies in previous assessment efforts, the department is implementing several new assessment approaches, including locally developed course-embedded assessment test questions to overcome the problems of low-to-moderate content validity and failure to provide item analysis that exists in the ETS MFAT in Business. In addition, assessment techniques such as round table discussions, focus groups, and surveys will be used to gather this information from stakeholders about perceived student strengths and weaknesses.

ECU Undergraduate Program Changes Due to Assessment Results for 2001-2002	
Program	Changes Resulting from Assessment
Business Education and Office Technology	Department will continue a renewed emphasis on language arts and writing skills and continue screening students to ensure that only students have completed most of their course work before taking the OPAC exam.
School of Education and Psychology	
Early Childhood Education	Action will be taken to ensure survey items related to the student outcomes for this program are included in the survey of 2002 program resident teachers.
Elementary Education	A survey will be used separating music, art, and physical education to determine which of the areas seems to be troubling students the most. The results will be given to those specific programs in order that they might determine which areas students feel the most unprepared.
Special Education	The committee will look at the objectives 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", and "Collaborative learning communities". It will then peruse each special education course syllabi to assure these objectives are being addressed.
H.P.E.R.	The department's faculty developed comprehensive exit exam designed to cover all topics current standards dictate has pointed out deficiencies in students' physical education knowledge. Curriculum changes are being made to ensure coverage. Have initiated pre-examination study sessions. Test and course content will be updated to keep abreast of current trends, and research developments within the discipline.
School of Humanities and Social Sciences	
Art	Preliminary action is underway to address weaknesses in the three dimensional area through curricular and budgetary enhancements. Slipping scores have prompted the faculty to include more written responses in course work though out the major. Subtle indicators have also prompted the department to include more critical readings and oral presentations.
Communication	Results from the alumni and graduating senior surveys meet the performance goal. No employer surveys were returned. The mass communication program has met this objective repeatedly in the past. The faculty believe that the lack of response from key stakeholder groups is due to survey fatigue. Further, we believe that this assessment goals has been met. Therefore, steps should be taken to change the assessment outcome(s) and the assessment method(s) in this area. A faculty review will be initiated in order to make these necessary changes.
Criminal Justice	Scores on the ACAT indicate that students are not retaining a thorough knowledge of relevant court cases. A new Juvenile Justice Systems text will be adopted for the Fall 2001 semester. The text will be used in two courses: chapters 1-8 CRJS 2253 Juvenile Justice Systems; chapters 9 - 16, CRJS 4153 Juvenile Programs and Settings. All program faculty will also review the two-course legal block and make necessary improvements.

ECU Undergraduate Program Changes Due to Assessment Results for 2001-2002	
Program	Changes Resulting from Assessment
English and Languages	Though fewer graduates completed portfolios this year, a revised collection process should produce better results for the future. Doubling of criteria from three to six, and forming the criteria around competencies related to our curriculum revision should foster stronger, future performance. The Department has formed a committee which will address revision of course content to better address our newly adopted outcomes for graduates on which portfolio assessment is based. More rigorous collection procedures have also been instituted. New NCATE criteria, and CEOE changes will force revisions in course content. This task is being taken up by a departmental committee.
History	All professors require research papers, annotated bibliographies, or book reviews in their upper division courses. The History program made significant changes which allowed students greater flexibility in selecting courses. The History program started offering Asian history in 1999-2000 and History of Islam was offered in 2001-2002. A new faculty hire for 2002-2003 will begin teaching a regular rotation of courses in American women's history. At least two faculty have indicated they plan to allow students more flexibility in using technology in presentations.
Human Resources	Continue to provide opportunities in the curriculum for students to write agency related reports. Increase opportunities for faculty to provide feedback on writing assignments. Increase specific field related writing assignments in selected courses.
Legal Studies	Practical assignments are increasing in the classes. Practical paralegal assignments have been increased in the legal specialty classes. Students now have access to free Westlaw passwords for four (4) weeks per school year. An additional legal specialty class will be offered every summer if there is sufficient enrollment. Torts and Social Security will be taught in the summer semester of 2002.
Social Work	Emphasis on written communication skills will continue to receive attention in the curriculum through use of a variety of written assignments and effective feedback to students. Continued use of skill-building opportunities in class assignments and field experiences.
Sociology	We are exploring ways to improve our instruction in theory. We are stressing research skills in other classes, beside Methods and Techniques of Research. Next fall the same instructor will teach Research Methods and Statistics. We hope that these two courses can be better integrated.
Speech	Faculty members who teach classes that require research projects established a writing/research plan. A class in technical theater has been taught in the current school year to address technical theater curriculum. and students responded with increased skill and knowledge which is reflected in evaluations. The addition of a play analysis class enhanced the performance of students to an acceptable level. Play analyses should continue to be monitored for consistency of student performance.
School of Mathematics and Sciences	
Cartography/Geography	Student outcomes are assessed by the use of alumni, employer, and faculty surveys, along with an evaluation of student portfolios. All responses fell in the greater than average to well above average range indicating that no significant program changes are needed.
Chemistry	A greater emphasis on report writing and communications skills is warranted. To continue to be competitive in the current chemical industry, addition of a second semester of physical chemistry to the curriculum is needed.

ECU Undergraduate Program Changes Due to Assessment Results for 2001-2002	
Program	Changes Resulting from Assessment
Computer Science	Since we have had some concern with this item in the past, we continue to experiment with content. We plan to be more aggressive about trying to survey employers in a meaningful manner. Some change in the survey methodology is indicated.
Family & Consumer Science	Test composition will be evaluated for item clarity. Curriculum will place emphasis on major concerns.
Health Information Management	Study the questions which have been identified with the domain areas of 3.c., 4.a., and 4.b. in student review books to determine how they relate to the objectives and questions used to evaluate these areas in specific courses and make course changes as needed.
Mathematics	The department is incorporating the test into MATH 3715 Linear Algebra, and increasing Linear Algebra from 3 to 5 hours, in an effort to improve student performance. The writing of mathematical proofs will be given greater emphasis in all upper level courses and in Linear Algebra.
Nursing	Will present Critical Thinking Skills to RN students in N4985, reinforce skills throughout RN curriculum. Faculty will collect the Skills Check Lists at the conclusion of each clinical course and be responsible for tracking them. Plans to strengthen preceptor orientation & supervision in place. While the performance of the RN student has improved, the goal is not yet met. Literature indicates that Assoc. degree students are often socialized not to do critical thinking. Critical thinking exercises will be folded in to courses.
Physics	By getting future students more involved as lab assistants and group tutors, their basic physics will be reinforced and they will do even better.

Student Satisfaction Assessment

15. What assessment activities were used to measure student satisfaction? Describe the measures used, which students were assessed, how many students, and how they were selected.

The main assessment instruments used for student satisfaction assessment at East Central University during 2001-02 were ACT's Student Opinion Survey and Alumni Survey. During the Spring 2001 semester, the AC collected data on the satisfaction of currently enrolled students by surveying 684 students using the ACT Student Opinion Survey (SOS). This sample consisted of randomly selected general education course sections and upper-level course sections selected by programs going through program review. These programs were Art, Business Administration, Criminal Justice, Environmental Health Science, Family and Consumer Science, and H.P.E.R. (including Education). While this later portion of the sample was not random, this sampling procedure ensures that the students and alumni of all programs are surveyed every five years.

Also, during the Spring 2001 semester, the AC mailed ACT Alumni surveys to over 795 ECU alumni who graduated within the previous academic year or who had graduated from one of the departments mentioned above during the past five-year period. A total of 90 alumni returned the ACT Alumni Survey, representing a 11 percent response.

16. What were the analyses and findings from the 2001-02 student satisfaction assessment?

The table below summarizes ECU students' responses to the ACT Student Opinion Survey and compares them to the average responses for public colleges. Differences between the average responses of ECU students and the public college averages are also reported.

East Central University ACT Student Opinion Survey Results for 2001-02					
Item Text	Local Frequency	Ratings			Difference: 2001- 02 Less Public College
		ECU 1997-01	ECU 2001-02	Public College Sample	
ACADEMIC					
Class Size Relative to Type of Course	682	4.26	4.21	4.04	0.17
Attitude of Faculty Toward Students	682	4.08	4.06	3.91	0.15
Instruction in Your Major Field	668	4.01	4.01	3.91	0.10
Course Content in Your Major Field	673	3.99	4.03	3.88	0.15
Availability of Your Advisor	683	3.98	3.96	3.75	0.21
Out-of-class Avail of Your Instructor	676	3.96	3.91	3.87	0.04
Testing /Grading System	682	3.89	3.93	3.81	0.12
Value of the Info Provided by Your Advisor	683	3.93	3.92	3.70	0.22
Prep. For Your Future Occupation	666	3.89	3.83	3.69	0.14
Flex to Design Your Own Program.	651	3.80	3.83	3.55	0.28
Variety of Courses Offered	682	3.70	3.70	3.59	0.11
AVERAGES	675	3.95	3.94	3.79	0.15
ADMISSIONS					
College catalog/adm. publications	683	3.93	3.97	3.85	0.12
Accuracy of info rec'd. before enrolling	671	3.76	3.81	3.67	0.14
General admissions procedures	676	3.78	3.82	3.67	0.15
Availability of fin. aid info prior to enroll	638	3.56	3.65	3.50	0.15
AVERAGES	667	3.76	3.81	3.67	0.14
RULES AND REGULATIONS					
Personal security/safety at this campus	663	3.83	3.83	3.66	0.17
Rules governing student conduct	656	3.66	3.65	3.51	0.14
Academic probation and suspension pol. policies	546	3.55	3.59	3.45	0.14
Student voice in college policies	624	3.35	3.38	3.20	0.18
Purposes student Activity fees are used	646	3.19	3.25	3.03	0.22

**East Central University
ACT Student Opinion Survey Results for 2001-02**

Item Text	Local Frequency	Ratings			Difference: 2001-02 Less Public College
		ECU 1997-01	ECU 2001-02	Public College Sample	
Residence hall rules and regulations	432	3.15	3.11	3.18	-0.07
AVERAGES	562	3.48	3.47	3.22	0.25
FACILITIES					
Student union	649	4.02	3.86	3.57	0.29
Campus bookstore	677	3.88	3.83	3.55	0.28
Laboratory facilities	629	3.81	3.80	3.60	0.20
Study areas	659	3.79	3.83	3.71	0.12
General condition of buildings & Grounds	681	3.78	3.71	3.63	0.08
Classroom facilities	682	3.80	3.70	3.71	-0.01
Athletic facilities	530	3.70	3.69	3.63	0.06
Availability of Student Housing	452	3.50	3.44	3.39	0.05
AVERAGES	620	3.73	3.79	3.60	0.19
REGISTRATION					
Academic calendar for this college	676	3.77	3.83	3.80	0.03
General registration procedures	679	3.73	3.79	3.56	0.23
Billing and fee payment procedures	672	3.60	3.59	3.58	0.01
Availability of the courses when you want them	682	3.30	3.38	3.01	0.37
AVERAGES	677	3.60	3.65	3.49	0.16
GENERAL					
This college in general	682	4.05	4.02	3.88	0.14
Racial harmony at this college	672	3.87	3.89	3.66	0.23
Opp. for involvement in campus Activities	637	3.89	3.76	3.65	0.11
Attitude of coll. non-teaching staff	668	3.64	3.64	3.52	0.12
Concern for you as an individual	679	3.61	3.62	3.39	0.23
Opportunities for student Employment	563	3.49	3.56	3.42	0.14
Campus media (Student newspaper etc)	623	3.57	3.57	3.53	0.04
Student government	554	3.47	3.53	3.36	0.17
AVERAGES	635	3.69	3.70	3.55	0.15

2001-02 minus Public College Differences shown in bold in table above are statistically significant at .05 level or better

The results of the ACT Student Opinion Survey show ECU students rate most items higher than the public college sample. The rating for “availability of the courses when you want them” exceeded the public college sample rating by the largest amount. The ratings of “residence hall rules and regulations” and “classroom facilities” fell below the public college norm and were the only survey items with a negative difference. However, these differences were not statistically significant. Overall, the students responding to the survey indicated they were more satisfied with ECU than the average public student is with their institution of higher education. “Class size relative to type of course” received the highest average rating of all items.

In the academic category, the average survey response for 2001-02 was about the same as the 1997-01 average ECU response. However, the average significantly exceeded the average for the public college sample. Survey items receiving relatively high and significant ratings, compared to the public college sample, were “class size relative to type of course”, “attitude of faculty toward students”, “course content in your major field”, availability of your advisor”, “value of the info provided by your advisor”, “preparation for your future occupation”, and “flexibility to design your own program”. “Out-of-class availability of your instructor” exceeded the public college sample by the smallest amount and this difference was not statistically significant.

In the admissions category, the average survey response for 2001-02 was higher than the 1997-01 average ECU response. It also significantly exceeded the average for the public college sample. All survey items significantly exceeded the public college.

In the registration category, the average survey response for 2001-02 exceeded the 1997-01 average ECU response and the public college sample average. Survey items receiving relatively high and significant ratings were “availability of courses when you want them” and “general registration procedures”. “Academic calendar for this college” and “billing and fee payment procedures” were about equal to the public college sample.

In the “university rules and regulations” category, the average survey response for 2001-02 was about the same as the 1997-01 average ECU response. It significantly exceeded the average for the public college sample. Survey items receiving relatively high and significant ratings were “personal security/safety at this campus” and “purposes for which the student activity fees are used”, and “student voice in college policies”. “Residence hall rules and regulations” fell below the public college sample but not by a statistically significant margin.

In the university facilities category, the average survey response for 2001-02 exceeded both the 1997-01 average ECU response and the public college sample average. Survey items receiving relatively high and significant ratings were “student union”, “campus bookstore”, and “laboratory facilities”. “Classroom facilities” fell below the public college sample by a very small margin.

In the general category, the average survey response for 2001-02 also exceeded the 1997-01 average ECU response and the public college sample average. Survey items receiving relatively high ratings were “racial harmony on this campus”, “concern for you as an individual”, and “this college in general”. “Campus media” exceeded the public college sample by the smallest amount.

Section II of the ACT Student Opinion Survey rates College Services. If a student has responded that they have used the service, ACT counts their satisfaction rating of the service. The following table shows the number of students who used each service, the 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.

East Central University
ACT Student Opinion Survey Results for 2001-02

Item Text	Local Frequency	Ratings			Difference: 2001-02 Less Public College
		ECU 1997-01	ECU 2001-02	Public College Sample	
COLLEGE SERVICES					
ACADEMIC ADVISING SERVICES	456	3.99	3.92	3.76	0.16
PERSONAL COUNSELING SERVICES	48	4.02	3.96	3.81	0.15
CAREER PLANNING SERVICES	63	3.92	3.62	3.76	-0.14
JOB PLACEMENT SERVICES	33	3.63	3.70	3.60	0.10
RECREATIONAL & INTRAMURAL PROGRAMS & SERVICES	243	4.15	4.04	4.05	-0.01
LIBRARY FACILITIES & SERVICES	576	3.83	4.06	3.98	0.08
STUDENT HEALTH SERVICES	201	4.01	4.01	3.77	0.24
STUDENT HEALTH INSURANCE PROGRAM	44	3.60	3.25	3.36	-0.11
COLLEGE-SPONSORED TUTORIAL SERVICES	77	3.95	3.92	3.82	0.10
FINANCIAL AID SERVICES	415	3.70	3.77	3.67	0.10
STUDENT EMPLOYMENT SERVICES	142	4.08	4.06	3.87	0.19
RESIDENCE HALL SERVICES & PROGRAMS	206	3.29	3.19	3.38	-0.19
FOOD SERVICES	292	2.94	2.79	3.19	-0.40
COLLEGE-SPONSORED SOCIAL ACTIVITIES	226	3.92	3.96	3.80	0.16
CULTURAL PROGRAMS	72	3.92	3.85	3.87	-0.02
COLLEGE ORIENTATION PROGRAM	297	3.73	3.85	3.76	0.09
CREDIT-BY-EXAMINATION (PEP,CLEP, ETC.)	64	4.24	4.09	3.88	0.21
HONORS PROGRAMS	65	3.72	3.65	3.87	-0.22
COMPUTER SERVICES	513	3.91	3.95	3.84	0.11
COLLEGE MASS TRANSIT SERVICES	7	3.65	3.14	3.68	-0.54
PARKING FACILITIES AND SERVICES	547	2.65	2.91	2.47	0.44
VETERANS SERVICES	27	3.85	3.93	3.95	-0.02
DAY CARE SERVICES	18	4.16	3.28	3.82	-0.54

**East Central University
ACT Student Opinion Survey Results for 2001-02**

Item Text	Local Frequency	Ratings			Difference: 2001-02 Less Public College
		ECU 1997-01	ECU 2001-02	Public College Sample	
AVERAGE	201	3.65	3.69	3.69	0.00

Local minus Public College Differences for individual survey items shown in bold in table above are statistically significant at .05 level or better

In the university services category, the average survey response for 2001-02 exceeded the 1997-01 average ECU response and was equal to the public college sample average. Survey items receiving relatively high and significant ratings were “parking facilities and services”, “student health services”, and “student employment services”. “ Food services” and “residence hall services and programs” received relatively low and significant negative ratings. These results indicate significant student dissatisfaction with campus living.

As noted earlier, ECU uses the ACT Alumni Survey to measure alumni satisfaction with the university. The table below shows, responses to the ACT Alumni Survey were generally positive.

East Central University ACT Alumni Survey Results for 2001-02 N=90						
College Services Item Text	Percent of Alumni Responding			Local - Public College Difference	ECU Percent Exceeds Public College Norm	
	ECU 1997-01	ECU 2001-02	Public College Norm		1997-01	2001-02
How well did this college prepare you for your continuing education? (prep. for continuing ed.) [Exceptionally well, More than adequately, Adequately]	94.7%	95.7%	96.2%	-0.5%	No	No
If you could start college over, would you choose to attend this college?(choose ECU again) [Definitely yes, Probably yes]	82.6%	78.9%	73.2%	5.7%	Yes	Yes
If you could start college over, would you choose to graduate with the same major? (grad. with same major) [Definitely yes, Probably yes]	69.4%	72.2%	66.3%	5.9%	Yes	Yes
How does the quality of education provided at this college compare with that of other colleges? (ECU's relative quality) [Better, About the same]	72.2%	82.3%	71.4%	10.9%	Yes	Yes
Regardless of the financial benefits, has your college education improved the quality of your life? (improved quality of life) [Definitely yes, Probably yes]	91.9%	93.3%	92.3%	1.0%	No	Yes
Your rating of this college at the time you applied for admission (choice of ECU at admission) [first choice or second choice]	95.7%	93.3%	93.6%	-0.3%	Yes	No

All survey items but the last one measure alumni perceptions of academic preparation, satisfaction with choice of college and major, relative quality of education received, and the impact of this education on the quality of their lives. The last survey item provides an indicator of who responded to the survey relative to those at other public institutions. The data show ECU somewhat higher alumni responses from graduates who ranked ECU as their first or second choice when they were admitted. The public college norms verify that most responses to this survey are from students who ranked their institutions similarly at time of admission.

All but two survey areas received higher ratings in 2001-02 than in the past. "Choose ECU again" and "choice of ECU at admission" were slightly lower. This latter item indicates ECU was not as favored upon entry as past groups surveyed. In addition, the ratings on all items except "preparation for continuing education" exceeded the public college norm, which is the performance goal for these survey items.

17. What changes occurred or are planned due to student satisfaction assessment?

ECU is currently exploring ways to provide modern up-to-date student housing for its students. The addition of this apartment-style university housing should go a long way to improve student satisfaction. Efforts to improve food services need to be continued. The 2001-02 ratings on the university's food service showed no improvement over the 1997-01 average. The Child Development Center is awaiting a site visit by the National Academy of Early Youth and Childhood Programs. This accreditation process should bring about recommended changes to improve services in the day care services area.

Graduate Student Assessment

18. What assessment activities were used to measure graduate students? Describe the measures used, which students were assessed, how many students, and how they were selected.

All students who are graduating from a masters program are assessed. They are usually assessed during the final semester of their programs. Two education programs use portfolios as the major component of assessment. In other teacher certification programs, the Certification Exam for Oklahoma Educators (CEOE) is used. Human Resources has a comprehensive exam requirement, the National Counselor Preparation Exam (CPCE), and counselor majors also take certification exams. In addition to these measures, most programs use surveys of currently enrolled students, alumni, and employers as additional assessment measures. The table below summarizes these assessment activities.

East Central University Graduate Program Assessment in 2001-02		
Graduate Program	Assessment Instruments	Students Assessed
Elementary Education (M.Ed.)	Portfolios, Various Constituent Surveys (VCS)	27
Human Resources (M.S.)	Rehabilitation Counselor Certification (CRC) Exam, Internships and Practicums, Grant Proposals, Locally Developed Comprehensive Exams, VCS	61
Library Media (M.Ed.)	Certification Exam for Oklahoma Educators (CEOE): Library Media	23
Psychological Services (M.S.)	Locally Developed Comprehensive Exam, VCS	5
Reading Specialist (M.Ed.)	CEOE: Reading Specialist	12
School Counseling (M.Ed.)	CEOE: School Counseling	24
Secondary Education (M.Ed.)	Portfolios, VCS	15
Secondary Education Educational Technology Specialist (M.Ed.)	Portfolios, VCS	10
Special Education (M.Ed.)	CEOE: Learning Disabilities, VCS	0
Total Students Assessed		177

What are the analyses and findings from the 2001-02 graduate student assessment?

ECU Graduate Program Assessment Results for 2001-02	
Program	Assessment Results
Elementary Education (M.Ed.)	All five portfolios received a rating was 3.0 or higher on a 5.0 scale, indicating adequate or higher performance. Eighty percent of alumni surveyed agreed that they had acquired the necessary skills in all fifteen competency areas.
Human Resources (M.S.)	National Counselor Preparation Exam (CPCE) average score of 87 exceeded last year's average by 2 points and fell only 4 points below national average, a difference that was not statistically significant. Met performance goals on VCS, case records, grant proposals and locally developed comprehensive exam.
Library Media (M.Ed.)	All thirty-seven program graduates received portfolio ratings of 3.0 or higher, indicating satisfactory or above average quality. All program graduates agreed they had acquired the necessary knowledge and skills associated with the 15 program competencies.
Psychological Services (M.S.)	Many performance goals met. Performance on locally developed exam indicated 80% answered questions correctly on evaluating client's condition and determining treatment needs and 80% answered questions correctly on providing appropriate counseling services. However, students still some need additional work related to assessing client's needs.
Reading Specialist (M.Ed.)	Seven students completed the program. However, only one test score has been reported. The student passed all areas. VCS respondents strongly agreed they were prepared in instructional practices, in reading diagnostics, and in evaluation and assessment.
School Counseling (M.Ed.)	Performance goals met. The pass rate on sub-areas of the OTCE was 100%, exceeding the 80% performance goal in each area, including organizing, developing and implementing a comprehensive guidance program, knowledge of the variety of counseling skills appropriate for a school setting, student assessment, small and large group counseling techniques, and implementing a comprehensive career guidance program sub-areas of the exam. The procedure for gathering data from alumni and employees has been altered in 2001/2002. This data will be collected during the practicum experience which will take place in 06/2002. This data will be available for the next assessment.
Secondary Education (M.Ed.)	All 15 portfolios' ratings were either 3.0 or 5.0 on a 5.0 scale, indicating they met the performance goal. The survey instrument, Assessment of Portfolio Rating Rubric, was not administered as the field of study specialization competencies will be addressed in 2002-2003.
Secondary Education Technology (M.Ed.)	The survey instrument was not administered as the ISTE Standards were adopted for the beginning Spring 2002 for Secondary Education- Educational Technology Specialization students. The Assessment of Portfolio Rating Rubric indicated that the 10 graduates average Portfolio rating exceeded 3.0.
Special Education (M.Ed.)	Master's Degree/Special Education is in a transitional stage and will be developing and implementing a revised assessment plan effective for the 2002-2003 school year. No students graduated from the program this year so there are no OTCE scores to report.

20. What changes occurred or are planned due to graduate student assessment?

Due to the many changes anticipated for the education programs being dictated by authorities outside the university, especially in Education, no additional changes are planned at this time that can be directly linked to assessment. In Human Resources, the effectiveness of curriculum changes and expansion of degree requirements to 60 hours may be seen in the continued improved performance on the National Counselor Preparation Exam. The ECU mean score on this exam has improved from 75 in 1999 to 87.33 in 2002. This is less than four points from the 2002 national mean of 91. The revised curriculum appears to be providing strength to the expected knowledge base. Additional Human Resources program changes due to assessment include an ongoing curriculum review to determine ways to increase skills needed for field reporting and public speaking.