

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 0214	MATH 1513
		28	MATH 0213/ MATH 0214	MATH 1413
Reading¹	Reading, ACT COMPASS	77	EDUC 0111	HIST 2493 ² PS 1113 ² SOC 1113 ²
Science	Integrated Process Skills Test II - U. of Ga.	18	PHSCI 0123	BIOL 1114 ³ GEOG 1214 ³ 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 2002-03 entry-level assessment?

A total of 673 beginning freshmen were evaluated during the 2002-03 academic year. Of this number, 382 beginning freshmen (unduplicated count), which is 57% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 276, 41% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. One hundred nine, 16% of all beginning freshmen, had more than one academic skills deficiency. The following table summarizes the results. In this table, students are grouped by category.

ECU Entry-Level Assessment of 2002-03 Beginning Freshmen Compared to 1997-02 Averages									
Subject Area	Students Eligible for College-Level Course Work Without Secondary Testing [Cohort "N"]			Students Who Passed Secondary Testing and are Eligible for College-Level Course Work [Cohort "C"]			Students Identified as Needing Zero-Level Course work before Taking College-Level Course Work [Cohort "R"]		
	2002-03		1997-02 Average	2002-03		1997-02 Average	2002-03		1997-02 Average
	Number	%	%	Number	%	%	Number	%	%
English	465	69%	65%	134	20%	26%	74	11%	9%
Math	370	55%	49%	71	11%	21%	232	34%	30%
Reading	510	76%	74%	75	11%	15%	88	13%	11%
Science	518	77%	74%	105	16%	21%	50	7%	5%

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

Students in the "N" cohort had ACT subject scores of 19 or higher. Students in the "C" cohort had ACT subject scores lower than 19 but passed secondary testing. Students in the "R" cohort had ACT subject scores lower than 19, scored below the cut-scores in secondary testing, and were required to take and pass a zero-level course. Students were reported in these categories in the Oklahoma State Regents for Higher Education (OSRHE) Remediation Survey. About 89 percent of the entering freshmen qualified to take college-level English. Approximately 66 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 93 percent qualified to take college-level science courses. As the table shows, the placement distributions for English, Reading and Science are comparable to the average placements for the 1997-98 through 2001-02 freshman classes (1997-02). However, the placement distribution for Mathematics is not comparable. On the secondary test, fewer students passed, resulting in significantly more students failing secondary testing and being identified as having academic skills deficiencies in mathematics.

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 2002-03 beginning freshmen in six zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the combined results for 1997-98 through 2001-02, the pass rates for ENG 0123 and PHSCI 0123 were significantly higher. The pass rate for EDUC 0111 was slightly lower than the average pass rate for the 1997-1998 through 2001-2002 period. The pass rate for MATH 0113 and MATH 0213 was slightly higher than the average pass rate for the 1997-98 through 2001-02 period. In 2002-03, MATH 0214 took the place of MATH 0113 and MATH 0213, hence the small numbers for these courses.

2002-03 Beginning Freshmen Performance in Zero-Level Courses Compared to 1997-02 Averages						
Subject Area	Course	“R” Students Enrolled	“R” Students Passing	Percent Passing		2002-03 Minus 1997-02 Average
				2002-03	1997-02 Average	
English	ENG 0123	69	59	86%	69%	17%
Math	MATH 0113	4	3	75%	72%	3%
Math	MATH 0213	6	4	67%	60%	7%
Math	MATH 0214	177	129	73%	NA	NA
Reading	EDUC 0111	54	40	74%	76%	-2%
Science	PHSCI 0123	22	22	100%	81%	19%

The causes of the significant improvement in English and Science 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, cohort differences in ACT subject scores do not appear to explain the performance differences. As in previous years, the subject cohorts of students with academic skills deficiencies had average ACT scores well below the minimum 19 ACT cut score established by OSRHE.

Performance of Students in College-Level Courses

The performance of the freshman class of 2002-03 in college-level courses is shown in the table below.

2002-03 Beginning Freshmen Performance in Selected Entry-Level College Courses						
Cohort	College Course	Students Enrolled or Enrollments	Grades of C or Higher	Percent C or Higher 2002-03	Percent C or Higher 1997-2002 Average	2002-03 Minus 1997-02 Average
English - "N"	ENG 1113	351	242	69%	75%	-6%
English - "C"	ENG 1113	123	92	75%	73%	2%
English - "R"	ENG 1113	46	27	59%	67%	-8%
Math - "N"	MATH 1413	74	56	76%	73%	3%
Math - "C"	MATH 1413	35	26	74%	64%	10%
Math - "R"	MATH 1413	35	22	63%	76%	-13%
Math - "N"	MATH 1513	223	142	64%	67%	-3%
Math - "C"	MATH 1513	20	10	50%	48%	2%
Math - "R"	MATH 1513	41	20	49%	56%	-7%
Reading - "N"	Selected	890	595	67%	68%	-1%
Reading - "C"	Selected	127	58	46%	56%	-10%
Reading - "R"	Selected	56	32	57%	58%	-1%
Reading - "R"*	Selected	63	25	40%	38%	2%
Science - "N"	Selected	174	108	62%	69%	-7%
Science - "C"	Selected	25	10	40%	54%	-14%
Science - "R"	Selected	6	2	33%	40%	-7%

* 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 through 2001-02. 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.

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" cohort *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" cohorts for reading, a "R" cohort representing the performance of students who passed the zero-level reading course, and a "R"* cohort representing the performance of students who did not pass and/or take the zero-level reading course.

The performance of each cohort is measured by the percentage of grades of C or higher earned in the course or course group. Withdrawals (Ws) are counted with Ds and Fs in the calculations as unsatisfactory outcomes. Since

significant differences in academic skills, as measured by average ACT scores, exist between the “N” placement cohort and the “C” and “R” cohorts, it is probably unrealistic for students in these latter placement cohorts to perform as well as students in the “N” cohort. However, a satisfactory performance level for any placement cohort 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” cohort who earned C or higher exceeded the students in the “C” cohort in all subject areas except ENG 1113 and exceeded the students in the “R” cohort in all subject areas. The performance of the “N” cohort met or exceeded the 70 percent C or higher performance goal for MATH 1413. The percent of students in the “N” cohort earning C or higher fell below the 70 percent goal in ENG 1113, Math 1513, the five-course group selected for reading (see note accompanying above table for specific courses), and for the general education science three-course group (see note accompanying above table for specific courses). When compared to the “N” cohort averages for the 1997-98 through 2001-02 freshman cohorts, the “N” cohort of the 2002-03 freshman cohort performed better in MATH 1413. Performance was very slightly lower in MATH 1513 and the reading five-course group, and declined more in ENG 1113 and in the general education science three-course group.

The “C” cohort’s performance exceeded the “R” cohort’s performance in ENG 1113, MATH 1413, MATH 1513, and the general education science three-course group. The 2002-03 “C” cohort’s performance exceeded the desired 70 percent success rate in ENG 1113 and MATH 1413, but fell short of this goal in the other subject areas. The success rate in the other subject areas varied from a low of 40 percent in the science course group to a high of 50 percent in MATH 1513. When compared to the average performance of the “C” cohorts of the 1997-98 through 2001-2002 freshman classes, the “C” cohort of the 2002-03 freshman class performed better in ENG1113, MATH 1413, and MATH 1513; performance was worse in the other subject areas.

The 2002-03 “R” cohort’s performance did not exceed the desired 70 percent success rate in any of the subject areas. The success rate varied from a low of 33 percent in the science course group to a high of 63 percent in MATH 1413. When compared to the average performance of the “R” cohorts of the 1997-98 through 2001-02 freshman classes, the performance of the “R” cohort of the 2002-03 freshman class declined in all subject areas.

For the freshman class of 2002-03, ECU’s cut scores appeared to be effective in ENG 1113 and MATH 1413. 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 subject.

The following table indicates the number of years the entry-level performance goal for college-level courses has been met.

East Central University Entry-Level Performance Goal 70 Percent Grades C or Higher Number of Years Goal Was Met in Six Years Covering 1997-98 - 2002-03			
College Subject	“N” Cohort	“C” Cohort	“R” Cohort
ENG 1113	4	5	2
MATH 1413	5	2	2
MATH 1513	2	0	1
Reading Courses Group	2	0	1
Science Courses Group	2	0	0

As the table shows, entry-level assessment and placement works best for English Composition I (ENG 1113). Students with Math ACT subject scores of 19 or higher (“N” Cohort) also do well in Survey of Math (MATH 1413). However, a subject ACT score of 19 or higher does not appear to be sufficient to guarantee consistent success in College Algebra (MATH 1513), the Reading Courses group, or in the Science Courses group.

It is also apparent that passing the secondary assessment tests (“C” cohort) is also not equivalent to achieving an ACT subject score of 19 or higher. The only subject where the “C” cohort performs as well or better than the “N” cohort is ENG 1113. For MATH 1413, the “C” cohort performs no better than the “R” cohort (remediated students).

The “R” cohort does not perform as well as the “N” cohort in any subject area. It performs about half as well as the “N” cohort in each subject group except Science. In addition, it actually performs better than the “C” cohort in MATH 1513 and in the Reading Courses group.

Given the difficulty of the test-exempt “N” cohort in achieving the 70 percent C or higher performance goal, it is probably unrealistic to expect the same level of performance from the other placement cohorts. Furthermore, the data provide further evidence why entry-level assessment and placement at ECU has not significantly improved the retention rates of the freshman classes. Given the poor academic backgrounds of many entering freshmen, the remediation offered at ECU is not sufficient in many cases to provide some students with the skills necessary to succeed at the college level.

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

No additional studies were conducted during 2002-03.

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 Intermediate Algebra (MATH 0213) and low success rates of remediated students in College Algebra (MATH 1513), the Math Department fully implemented the new course format called Assessment and Learning in Knowledge Spaces (ALEKS) during the Fall 2002 semester. The new course combined the old Beginning Algebra (MATH 0113) and MATH 0213 courses into a single four-hour zero-level course named Intermediate Algebra (MATH 0214). This Internet-based course uses computer-aided

instruction (CAI), web-cam contact with the instructor, and online tutorials. 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 believes the new course format will address the leading cause for students withdrawing from Math 0213: inability to attend class regularly.

At the end of 2002-03, the Assessment Center compiled the following information comparing the success of students in MATH 0213 during Fall 2000 through Spring 2002 to students taking MATH 0214 during Fall 2002 and Spring 2003.

Grade Distribution Comparison of ECU Students who took the Traditional Lecture Format Intermediate Algebra (Math 0213) During the Fall 2000 - Spring 2002 Period with ECU Students who took the ALEKS-CAI Course Format During the Fall 2002 and Spring 2003 Semesters								
Course Format	Students Passing		Students Failing		Students Withdrawing		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALEKS-CAI (Math 0214)	271	66%	60	15%	79	19%	410	100%
Lecture (Math 0213)	240	61%	60	15%	92	23%	392	100%

The data show 66% of the students who took Math 0214 in 2002-03 passed, compared to 61% for Math 0213, a difference of five percent favoring the ALEKS-CAI format. While the overall failure rate for the ALEKS students was about equal to the traditionally taught students, the withdrawal rate was four percent lower (19% compared to 23%). These data suggest the ALEKS-CAI format addresses the time constraint 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 time 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. There is insufficient data to determine at this time if the improvement shown is statistically significant. Should these differences hold up over time, the higher pass rate and lower withdrawal rate represent an improvement in the math remediation process. With this improvement, even if students who passed Math 0214 perform no better than those who passed Math 0213, the process will be improved.

Further insight into the impact of this change in the remediation process may be gained by a second comparison. A relatively large percentage of students enrolling at ECU do not score high enough on the Math ACT and on the COMPASS Algebra test to avoid starting the remediation process at the Math 0113 level. How many students who were required to take both Math 0113 and Math 0213 in the traditional course format passed both courses? How does this pass rate compare to the pass rate of students who would have been required to take this course sequence but now take Math 0214 instead? From Spring 2000 through Spring 2002, 117 students out of 312 students (38%) who took Math 0113 passed both Math 0113 and Math 0213. During the 2002-03 academic year, 172 students out of 259 students (66%) who would have had to take Math 0113 and Math 0213 passed Math 0214. This represents a 28% absolute improvement and a 74% relative improvement in the number of students successfully completing the math remediation process. Now students who would have been required to take a minimum of six hours (two semesters) of remedial math, are being prepared for Math 1513 in only four hours (one semester). However, remediation cannot be considered a success unless the data show that students are then able to successfully complete Math 1513. Does successful completion of Math 0214 lead to a higher pass rate in Math 1513 than successful completion of Math 0113 and Math 0213?

At the end of 2002-03, the Assessment Center compiled the following information on the success of students in Math 1513 in both course formats.

MATH 1513 Grade Distribution Comparison of ECU Students Who Took the Four-Hour Zero-Level ALEKS-CAI Course Format Compared to Students Who Took the Traditional Lecture Format Course(s)										
Course Format	Students Earning						Students Withdrawing		Total	
	C or Up		D or Up		F		W and AW			
	#	%	#	%	#	%	#	%	#	%
<u>NEW COURSE FORMAT</u> ALEKS -CAI (Math 0214)	31	55%	44	79%	3	5%	9	16%	56	100%
<u>OLD COURSE FORMAT</u> Lecture (Math 0213)	29	59%	34	69%	3	6%	12	24%	49	100%

To date, only a small number of the students who passed Math 0214 have taken Math 1513. Fifty-six students, 20% of those who passed the ALEKS format course, have taken Math 1513. Of this number, thirty-one (55%) earned C or higher in Math 1513 in Spring 2003.

By comparison, fifty-five students, 23% of those who passed the traditional lecture format course, took Math 1513 in 2002-03. Of this number, twenty-nine (59%) earned C or higher in Math 1513, a difference of four percent favoring the traditional lecture format. This difference between the ALEKS cohort and the traditionally taught cohort was not significant, nor were differences in ACT scores, high school GPAs, and other academic background indicators. However, the overall pass rate for the ALEKS students was 10% higher than the traditionally taught students (79% compared to 69%), and the withdrawal rate was eight percent lower (16% compared to 24%).

More definitive findings concerning the relative effectiveness of the new course format must await additional data. However, these results suggest the new course format is superior to the traditional lecture format because with the ALEKS-CAI delivery method:

- Students have the flexibility to do course work off campus at times convenient for them.
- Remediated students' pass and retention rates in College Algebra have increased.
- Students most in need of remediation are being prepared for College Algebra in a single semester.

Clearly, the efficiency and overall effectiveness of this new instructional format has the potential to dramatically improve long-term retention rates.

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 2002-03 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).

These measures and to whom they were administered were: the College BASE multiple-choice sections of the exam to students in UNIV 3001, and the ACT Alumni Survey to 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. 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 2002-2003.

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 2002-03, 340 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 2003 semester, the AC mailed ACT Alumni surveys to over 1,836 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 and/or re-accreditation during 2003-04. These programs were Accounting, Business Administration, Business Education and Office Technology, Cartography, English, Health Information Management, Legal Studies, Physics, Social Work, and all the undergraduate and graduate degree programs in 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 238 alumni returned the ACT Alumni Survey, representing a 11 percent response. Faculty efforts to persuade students to participate meaningfully on the CBASE have continued to have little or no impact on student performance. As the following table shows, the percentage of students passing the English and Math sections of the CBASE are well below the 2001-2002 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 2002-03				
Cohort	English	Math	Science	Social Studies
ECU 2002-03 CBASE 1:1 Exam	59%	64%	82%	79%
ECU 2001-02 CBASE 1:1 Exam	65%	73%	79%	72%
ECU 2000-01 CBASE 1:1 Exam	80%	60%	75%	79%
ECU 1999-2000 CBASE 1:1 Exam	82%	78%	87%	89%
ECU 1999-2000 CBASE Full Exam	78%	79%	77%	75%

College BASE Percentage of East Central University Students Passing A Given Section of the Exam 1996-97 Through 2002-03				
Cohort	English	Math	Science	Social Studies
ECU 1996-99 CBASE Full Exam	78%	74%	80%	81%

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 decline 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 9 points. The ECU composite score for 2002-2003 is the same as 2001-2002. Although no further decline has occurred, it is clear that 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.

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 five academic years, approximately 91 percent of those examined have either graduated from ECU or are still enrolled at ECU. This combined graduation/retention rate is over 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
1998-99	222	194	87.4%	3.29	5	2.3%	2.34	89.6%
1999-00	386	312	80.8%	3.14	24	6.2%	2.56	87.0%
2000-01	338	248	73.4%	3.18	50	14.8%	2.80	88.2%
2001-02	287	79	27.5%	2.95	180	62.7%	3.01	90.2%
2002-03	340	28	8.2%	3.07	312	91.8%	3.07	100.0%
Totals	1,573	861	54.7%	3.12	571	36.3%	3.00	91.0%

* 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 2002-03 administration of the four multiple-choice sections of the CBASE to 340 ECU students enrolled in UNIV 3001. It compares this cohort'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 cohort'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 2000-03 time period.

College BASE Performance of East Central University Students 1996-97 Through 2002-03 Average ¹ Exam Scores by Subject					
Academic Year Cohorts	English	Math	Science	Social Studies	Composite Score
ECU 2002-03 ⁴ CBASE 1:1 Exam (N=340)	256	246	288	261	263
ECU 2001-02 ⁴ CBASE 1:1 Exam (N=287)	242	261	283	264	263
ECU 2000-01 ⁴ CBASE 1:1 Exam (N=277)	275	250	278	285	272
ECU 1999-00 ⁴ CBASE 1:1 Exam (N=244)	281	277	281	279	280
ECU 1999-00 CBASE Full Exam (N=172)	283	299	284	274	287
ECU 1996-99 CBASE Full Exam (N=1225)	283	285	292	290	287
2000-03 ³ CBASE 1:1 Peer Group (N=6652)	274	292	284	282	287
1996-99 ² CBASE Full Exam Peer Group (N=3199)	284	297	288	281	288

(1.) CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU. College BASE states that score differences of 17 points or more are significant.

(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.

(3.) ECU's Peer Group of institutions who used the College BASE 1:1 during 2000-2003 consisted of Jacksonville State University, Troy State University, Sonoma State University, Hutchins School, Central Missouri State University, Northwest Missouri State University, Northeastern State University, Northwestern Oklahoma State University, University of Tennessee-Chattanooga, and the University of Wisconsin-Green Bay.

(4)The averages reported for 2001-02 through 2002-03 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. However, College BASE does provide a composite score for the entire cohort.

Overall, the 2002-03 cohort's performance was the same as students taking the exam in the same format during the 2001-2002 academic year. This was 25 points lower than the average performance for ECU students tested during 1996-99 period who took all four sections of the exam, and 24 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 (28 points), the average Math score (51points), and the average Social Studies score (20 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

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 Average Scores and Percentages of Students in Each Category							
Academic Year Cohorts	Average Score ³	Writing as a Process (%)			Conventions of Written English (%)		
		High	Medium	Low	High	Medium	Low
2002-03 CBASE 1:1 Exam (N=69)	284	16	57	28	6	70	25
2001-02 CBASE 1:1 Exam (N=66)	271	11	52	38	3	61	36
ECU Weighted Average 1995- 2001 (N=1648)	286	22	52	25	12	68	19
2000-03 ² CBASE 1:1 Peer Group (N=6390)	285	19	51	30	10	69	21
1996-99 ECU Full Exam Peer¹ Group (N=3199)	286	21	54	25	12	70	18

(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.

(2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 2000-2003 consisted of Jacksonville State University, Troy State University, Sonoma State University, Hutchins School, Central Missouri State University, Northwest Missouri State University, Northeastern State University, Northwestern Oklahoma State University, University of Tennessee-Chattanooga, and the University of Wisconsin-Green Bay.

(3) CBASE reports median scores as averages. Consequently, median scores are also reported for ECU. College BASE states that score differences of 17 points or more are significant. The averages reported for 2001-02 through 2002-2003 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. However, College BASE does provide a composite score for the entire cohort.

In 2002-2003, ECU students' overall performance was 13 points above 2001-2002 ECU students, and 2 points below past ECU students and students in the full-exam peer group. Moreover, the 2002-2003 ECU students' average score was only 1 point below the 2000-03 CBASE 1:1 peer group. The ECU students tested during 2002-03 performed comparably on both sections of the exam to past ECU students, the 1996-99 peer group, and the CBASE 1:1 peer group.

ACT Alumni Survey responses for this outcome are shown in the following table. The 2002-03 survey respondents indicated their education at ECU made slightly less of a contribution to their personal growth in "writing effectively," compared to past ECU alumni respondents and respondents in the public college sample. Forty-four 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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	105	44%	102	43%	31	13%
Totals 1998-02	273	49%	223	40%	59	11%
Public College Norm¹	46%		44%		11%	

(1) 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 Average Scores and Percentages of Students in Each Category							
Academic Year Cohorts	Average ³ Score	Reading Critically (%)			Reading Analytically (%)		
		High	Medium	Low	High	Medium	Low
2002-03 CBASE 1:1 Exam (N=69)	261	10	54	36	17	41	42
2001-02 CBASE 1:1 Exam (N=66)	249	12	48	39	9	48	42
ECU Weighted Average 1995-01 (N=1648)	286	20	59	21	19	59	21
2000-03 ² CBASE 1:1 Peer Group (N=6390)	277	16	53	31	18	56	26
1996-99 ¹ ECU Full Exam Peer Group (N=3199)	287	23	54	23	21	56	22

(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.

(2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 2000-2003 consisted of Jacksonville State University, Troy State University, Sonoma State University, Hutchins School, Central Missouri State University, Northwest Missouri State University, Northeastern State University, Northwestern Oklahoma State University, University of Tennessee-Chattanooga, and the University of Wisconsin-Green Bay.

(3) CBASE reports median scores as averages. Consequently, median scores are also reported for ECU. College BASE states that score differences of 17 points or more are significant. The averages reported for 2001-02 through 2002-03 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. However, College BASE does provide a composite score for the entire cohort.

In 2002-03, ECU students' overall performance was 12 points higher than 2001-2002 ECU students, 25 points below past ECU students, 26 points below students in the full-exam peer group, and 16 points lower than the 2000-2003 CBASE 1:1 peer group. The differences of 17 points or more are significant. The section of the CBASE most closely related to the reading student outcomes is "Reading Critically". On this section and the somewhat related "Reading Analytically" section, fewer ECU students than in 2001-2002 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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	95	40%	111	47%	32	13%
Totals 1998-02	261	47%	233	42%	60	11%
Public College Norm ¹	44%		45%		11%	

(1) 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 2002-03 survey respondents indicated their education at ECU made less 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

ACT Alumni Survey responses for this outcome are shown in the following table. The 2002-03 survey respondents indicated their education at ECU made slightly less of a contribution to their personal growth in “Speaking Effectively” than past ECU alumni and slightly more than respondents in the public college sample. Forty-five percent 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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	107	45%	102	43%	29	12%
Totals 1998-02	266	48%	230	41%	59	11%
Public College Norm ¹	43%		45%		12%	

(1) 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 2002-03 survey respondents indicated their education at ECU made considerably less contribution to their personal growth in “Recognizing assumptions, making logical inferences, and reaching correct conclusions” than past ECU alumni and the respondents in the public college sample. Personal growth contributions to “Defining and solving problems” were also slightly lower than past ECU alumni and the public college sample in the “Very Much” category.

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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	83	35%	118	50%	37	15%
Totals 1998-02	238	43%	240	43%	76	14%
Public College Norm ¹	41%		46%		13%	

(1)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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	96	40%	108	45%	33	15%
1998-02	256	46%	226	41%	73	13%
Public College Norm ¹	46%		43%		11%	

(1)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.

Overall, 2002-2003 ECU alumni survey respondents indicate ECU contributed less to their personal growth on items associated with critical thinking when compared to past ECU alumni and the public college sample.

Library Skills

ACT Alumni Survey data indicate ECU's alumni are slightly 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 1997-1998 to 2001-2002. In 2002-2003 remote connects to databases via the library proxy were up 33.5%. 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%. This trend continued in 2002-2003 with another 8.3% decline in checkouts. Interlibrary loan requests fell from 2,536 to 1,554 for a decline of 39%. In 2002-2003 lending to other libraries dropped another 17% while borrowing of materials from other libraries for ECU students and faculty decreased slightly (4.5%) over the previous year. Between 1997-1998 and 2001-2002 reference questions fell from 8,059 to 5,709 for a decline of 29%. However, in 2002-2003 reference transactions were up 4.6% over the previous year. These usage patterns may account for the 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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	94	39%	85	36%	59	25%
1998-02	199	36%	219	40%	136	24%
Public College Norm ^{1*}	40%		41%		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 Average Scores and Percentages of Students in Each Category										
Academic Year Cohorts	Average Score ³	Practical Applications (%)			Properties and Notations (%)			Using Statistics (%)		
		High	Medium	Low	High	Medium	Low	High	Medium	Low
2002-03 (N=102)	274	19	60	22	11	63	26	14	49	37
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
2000-03 ² CBASE 1:1 Peer Group (N=6321)	300	27	51	21	22	64	14	27	51	22
1996-99 ECU Full Exam Peer ¹ Group (N=3199)	301	29	55	16	17	68	15	22	59	19

(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.

(2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 2000-2003 consisted of Jacksonville State University, Troy State University, Sonoma State University, Hutchins School, Central Missouri State University, Northwest Missouri State University, Northeastern State University, Northwestern Oklahoma State University, University of Tennessee-Chattanooga, and the University of Wisconsin-Green Bay.

(3) CBASE actually reports median scores as averages. Consequently, median scores are also reported for ECU. College BASE states that score differences of 17 points or more are significant. The averages reported for 2001-02 through 2002-03 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. However, College BASE does provide a composite score for the entire cohort.

East Central University College Basic Academic Subjects Exam (CBASE) Algebra Average Scores and Percentages of Students in Each Category							
Academic Year Cohorts	Average Score ³	Evaluating Expressions (%)			Equations & Inequalities (%)		
		High	Medium	Low	High	Medium	Low
2002-03 (N=102)	260	12	53	35	10	65	25
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
2000-03² CBASE 1:1 Peer Group (N=6321)	300	26	55	19	21	63	16
1996-99 ECU Full Exam Peer¹ Group (N=3199)	304	26	59	15	19	65	16

(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.

(2.) ECU's Peer Group of institutions who used the College BASE 1:1 during 2000-2003 consisted of Jacksonville State University, Troy State University, Sonoma State University, Hutchins School, Central Missouri State University, Northwest Missouri State University, Northeastern State University, Northwestern Oklahoma State University, University of Tennessee-Chattanooga, and the University of Wisconsin-Green Bay.

(3) CBASE reports median scores as averages. Consequently, median scores are also reported for ECU. College BASE states that differences of 17 points or more are significant. The averages reported for 2001-02 through 2002-03 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. However, College BASE does provide a composite score for the entire cohort.

In 2002-03, ECU students' overall performance in General Mathematics was 13 points below the average for 2001-2002 ECU students, 13 points below past ECU students, 27 points below students in the full-exam peer group, and 26 points lower than the 2000-03 CBASE 1:1 peer group. ECU 2002-2003 students overall performance in Algebra was 9 points below 2001-2002 students, 29 points lower than past ECU students, 44 points below students in the full-exam group, and 40 points lower than the 2000-2003 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-eight percent of ECU students taking the test performed at the low level on "Using Statistics" and 36% scored at the low level on "Evaluating Expressions". Highest ranking scores for ECU students were for "Practical Applications" (19%). 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 2002-03 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 worthy of note that 41% of the respondents indicated that “Understanding and Applying Math” had contributed to their personal growth “very little”, which is 5% above the public college norm. The 2002-03 survey respondents indicated their education at ECU made slightly less of a contribution to their personal growth in “Understanding Graphic Information”, compared to past ECU alumni respondents and respondents in the public college sample. Twenty-one percent of respondents indicated that “Understanding Graphic Information” had contributed to their personal growth “very much” compared to 22% for earlier ECU students and 23% for 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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	50	21%	90	38%	97	41%
Totals 1998-02	121	22%	231	42%	201	36%
Public College Norm¹	23%		41%		36%	

(1)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>						
Academic Year Cohorts	Very Much		Somewhat		Very Little	
2002-03	42	18%	118	50%	78	32%
Totals 1998-02	133	20%	259	47%	163	29%
Public College Norm¹	23%		48%		29%	

(1)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 2002-03, 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.

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	83
Business Administration	MFAT in Business, VCS, Locally Developed Computer Proficiency Exam	208
Business/Office Technology	CEOE, Office Proficiency Assessment Exam (OPAC), Office Systems Study, Consumer Product Report, Teaching Plan, VCS	30
School of Education and Psychology		
Early Childhood Education	CEOE: Early Childhood, Teacher Preparation Program Review, VCS	19
Elementary Education	CEOE: Elementary Education, Portfolios, VCS	39
H.P.E.R.	CEOE, VCS, Locally Developed Exams in Athletic Training, Exercise Science, and Recreation	87
Special Education	CEOE: Mentally Handicapped, CEOE: Physically Handicapped, VCS	29
Psychology	Psychology ACAT, VCS	13
School of Humanities and Social Sciences		
Art	Art ACAT, CEOE: Art, Portfolios, Student Art Show	48
English and Languages	Portfolios, CEOE: All English Exams, VCS	13
Criminal Justice	ACAT, Okla. Council on Law Enforcement & Training (CLEET), VCS	54
History	CEOE: History & Oklahoma History, Portfolios, History ACAT	45
Human Resources Counseling	Locally developed comprehensive exam, internship evaluation, VCS	49
Legal Studies	Portfolios, VCS	27
Mass Communications	Locally Developed Exam, VCS	8
Music	CEOE, VCS	9
Political Science	Portfolios, VCS	3
Social Work	Social Work ACAT, VCS	29
Sociology	Research Proposal in Capstone Course, Locally Developed Exam	4
Speech	CEOE, Portfolios, VCS, Locally Developed Exam	23
School of Mathematics and Sciences		
Biology	Biology ACAT, CEOE: Biology, VCS	49
Cartography/Geography	Portfolios, VCS	10
Chemistry	Chemistry MFAT, VCS	22
Computer Science	MFAT, VCS	44

Undergraduate Program	Assessment Instruments	Number Assessed
Environmental Health Science	Nat. Environmental Health Assoc. Assessment Exam, Portfolios, VCS	12
Family & Consumer Sciences	CEOE: Vocational Home Economics, Locally Developed Core Curriculum Exam, Practicums, VCS	36
Health Information Management	National Certification Examination, VCS, Clinical Supervisor Evaluations	28
Mathematics	Mathematics MFAT, CEOE: Mathematics, Writing Assignments, Consulting Teacher Evaluations	11
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	36
Physics	Pittsburgh State U. Achievement Test in Physics, CEOE, VCS	5
Total Students Assessed (Headcounts may be duplicated)		1076

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 2002-03 program outcomes assessment?

ECU Undergraduate Program Assessment Results for 2002-2003	
Program	Assessment Results
School of Business	
Accounting	The average response from the opinions of employers, alumni, graduating seniors, and faculty goal was not achieved on most of the questions. The achievement test for accounting graduates was reinstated in Spring 2001. Although Spring 2001 test results were disappointing, Fall 2001 and Spring 2002 results were good. Results for Fall 2002 and Spring 2003 were disappointing. Starting in 1998, the department switched to the ETS major field test. East Central graduates scored at or above the state of Oklahoma average for the Certified Public Accountant's exam in most years. Employers and graduating seniors have less confidence in graduates' ability to perform entry-level duties. Results vary from year to year, but for 2000 the average percentages passing professional accounting exams were below the Oklahoma average and national average for the Certified Public Accountant's Exam. Goal was reached in fall 2001 surveys in regards to accounting students having a working knowledge of the core areas of business administration. Survey results were higher than in previous years with alumni and graduating seniors the highest and above the goal while faculty and employer evaluations were slightly below the goal in regards to the students ability to write financial reports and policy statements reflecting a professional level of writing skills in a style appropriate for the field. Survey results indicate most goals have not been met in regards to students ability to communicate with clients, coworkers, and superiors. Survey results indicate most goals have been met in regards to steadily increasing average oral communication performance, using forms of oral presentations made in ACCT 3412. Goal to be established of students being proficient in the use of computers including basic accounting programs.
Business Administration	The overall result of 48% for the last five years is close to the goal of 50% on the ETS MFAT Test; however, the goal has not been met two of the past five years. In addition, the 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. An "in house" exam is currently being developed by the Department Assessment Committee. A revised exam was administered in May 2003 and preliminary data is unavailable at this time. A sample survey of current students was conducted as part of ECU's evaluation of teaching effectiveness in fall 2002. Surveys to collect data from graduating seniors were distributed to 25 graduating seniors the last week of classes in spring 2003 semester. Alumni surveys were mailed to 149 alumni who had graduated in the past ten years. Data from these surveys is unavailable at this time. An exam designed to measure student competency in basic computer skills was developed in spring 2003 and administered in the Management Information Systems class.

ECU Undergraduate Program Assessment Results for 2002-2003

Business/Office Technology

In 2003, the Office Technology concentration students met or exceeded the OPAC standard in all areas except editing and formatting from rough draft and advanced editing and formatting from rough draft. Knowledge and skills, along with the ability to adapt to change, are important elements of the office profession. In each of the five years, 100% of the alumni rate their knowledge and skills necessary for the Office Technology profession as well as their ability to adapt to change at average or above.

Office Technology concentration student scores should average at least 70% of total possible points for an office systems study and for a consumer product report. The average score for the office systems study is 92%, well above the required average; and, the average score for the consumer product report is 87%, also well above the required average.

The Business Education concentration students/graduates have scored at or above the statewide mean in three of the five subject areas of the business teacher certification test. Program students/graduates scored above the statewide average in business management, information and technology systems, and marketing. However, students scored below the statewide average in accounting and economics/finance. Additionally, business education students averaged above the required 80% score for teaching demonstrations that are a required component of BUSED 4163 Methods of Teaching Business and Office Technology. in all areas except in the editing from rough draft areas of the computer module. The performance goal was exceeded with regard to at least 90% of the opinions of alumni rating performance for knowledge & skills, administer effective labs and classrooms, ability to conceptualize, plan write, and implement teaching plans, and ability to administer effective labs and classrooms, preparation in the area of common body of knowledge associated with the business education profession, document preparation, overall academic preparation, ability to demonstrate effective communication, and adaptability to change as average or higher where 3 is average and 5 is excellent. Performance goal was met in regards to student scores should average at 70% of total possible points on the office systems study. Average score on the language arts or clerical-proofreading module of the OPAC exam goal of 70% was met. Average grade on the consumer product report from 1998 to Spring 2003 is 87. The 2002 performance goal was met for management and information technology systems. However, the goal was not met for accounting, marketing, and economics/finance. Students on the average scored above the OPAC standard in seven of the nine areas. Goal was met for students to score at least 80% of the total possible points available on the evaluation form designed to assess teaching demonstration in BUSED 4163.

ECU Undergraduate Program Assessment Results for 2002-2003

School of Education and Psychology

<p>Early Childhood Education</p>	<p>Of the 19 candidates who took the OSAT test, 74% passed, compared to a statewide pass of 85%. The ECU average was 254.5 compared to the Okla. average of 254.3. The folio matrix and syllabi reflect a strong emphasis on child development and learning theory. The performance on the OSAT, sub-area III, Child Development & Early Childhood programs is an average of 251.6 for ECU and the state average is 257.2. 100% of stakeholders agree that candidates have knowledge, skills, and dispositions to understand child development and Early Childhood Programs. Performances on the OSAT on sub-area I, Language and Literacy Development is an average of 266 for ECU and an average of 255.8 for Okla. One hundred percent of stakeholders agree that candidates do demonstrate the knowledge and understanding of language development and emergent literacy. With current growth of Pre-K in schools, more emphasis will be put on Pre-K instruction, especially oral language in Foundations of Reading and in Ed. Dev. & Obs. of the Young Child. Performance on the OSAT sub-area I is 266 for ECU while the state average is 255.8. One hundred percent of the stakeholders surveyed agreed that the candidates demonstrated skills in evaluation of pupil achievement. Evaluation of DAP, materials, and environments exceeds standards. Program addresses all areas of guidelines. Performance on the OSAT on sub-area III, Child Development and Early Childhood Programs average score for ECU is 251.6 and the state average is 257.2. One hundred percent of the stakeholders surveyed agreed that the candidates possess the skills for planning and executing learning activities appropriate for early childhood learners. The Teacher Preparation Program Review of the NCATE and OK Commission guidelines are addressed adequately. Performance of the OSAT of sub-area II is an average of 249.1 for ECU and 249.8 for the state. One hundred percent of the stakeholders agreed that the candidates are able to devise classroom plans appropriate to accommodate exceptional and culturally diverse children. One hundred percent of the stakeholders agreed that the candidates are able to demonstrate skills in establishing positive, collaborative relationships with families and communities. The new version of the OSAT, Part III, Child Development and the Early Childhood Program has an average score for ECU of 251.6 and 257.2 for the state.</p>
<p>Elementary Education</p>	<p>Performance on the Certification Examination for Oklahoma Educators-Sub-Test 1 was 100% of candidates passing in 2002. One hundred percent of stakeholders agreed that resident year and student teachers possess the knowledge, skills, and dispositions necessary for teaching in the areas of Reading, Language Arts, and Social Studies. All candidates scored 2 or above on a rating scale of 3 on the Portfolio evidence. One hundred percent of candidates tested passed the state certification test. Ninety nine plus percent of stakeholders surveyed agreed that candidates possess the knowledge, skills, and dispositions to successfully teach in the areas of Mathematics, Science, Health and Fitness, and Fine Arts. One hundred percent of stakeholders agreed that candidates are proficient in the 18 competencies set forth by the Oklahoma Commission of Teacher Preparation, NCATE, and East Central University.</p>
<p>H.P.E.R.</p>	<p>Findings indicate for the identified period students test performances demonstrated fluctuations. The current test data illuminates a weakness in student general physical education knowledge. Over the past 4 years, the Recreation Concentration has continually fallen short of the 70% goal. However, this year recreation seniors produced an 8.2% increase in overall test scores from the previous year. Although, the overall score still remains below the desired goal, improvements have been produced. All program areas registered a drop in test scores for general knowledge, falling below the desired 70%</p>
<p>Psychology</p>	<p>Forty-two percent of graduating seniors scored at or above the 50th percentile on the Area Concentration Achievement Test in Psychology.</p>

ECU Undergraduate Program Assessment Results for 2002-2003

Special Education

All alumni surveyed agreed that they have an understanding of students with Mild/Moderate Disabilities. The mean average score of 11 surveys on "Understanding of Students with Mild/Moderate Disabilities" (items 1, 4) was 4.6 (Likert Scale from 1-5). The results of the 2002 Certification Test on Understanding Students with Mild/Moderate Disabilities indicated a 71% pass rate. The ECU average of 239 did not exceed the Oklahoma average score of 244. Note: Out of 21 exams taken, the same 2 students failed the exam 3 times each (6). Based upon their graduation from ECU, 11 pre-service teachers surveyed (items 6, 7, 8) agreed that they possess the knowledge for Assessment of Students and Development of IEPs and had an average mean score of 4.2. The results of the 2002 Certification Test on Assessment of Students and Development of IEPs indicated a 52% compared to a 62% state average pass rate with the ECU average of 240 matching the State average of 240. Based upon their graduation from ECU, alumni surveyed (items 2, 5, 9, 10, 11, 12) agreed that they possess the knowledge to promote student development and learning and be knowledgeable in current special education policy and procedure and had a mean average score of 4.42. The results of the 2002 Certification Test on "Promote student development and learning and be knowledgeable in current special education policy and procedure" indicated a 91% pass rate with the ECU average of 256 exceeding the Oklahoma average score of 250. Based upon their graduation from ECU, alumni surveyed (items 3, 13, 14, 15) agreed that they have the ability to work in a "Collaborative learning community" and had a mean average score of 4.3. The results of the 2002 Certification Test on "Collaborative learning communities" indicated a 71% pass rate with the ECU average of 260 exceeding the Oklahoma average score of 249.

School of Humanities and Social Sciences

Art

For 1998 - 2003, 69% of ECU students tested scored at or above the 50th percentile on the Art ACAT. The pass rate on the OSAT is 80% with only five examinees. Average mean portfolio rating for the years 1998 - 2003 was 3.35 on a five step rubric. On the individual senior portfolios for the years 1998 - 2003, the group average rating was 3.65, exceeding the performance goal. The average mean portfolio rating for the Annual Student Show for the year 2003 was 3.85 on a five step rubric. On the individual senior portfolios for the years 1998 - 2003, 57% of the portfolios received 4s or 5s. The group average rating was 3.74, exceeding the performance goal. The students' average written senior statement score of 3 was exceeded by 19 out of 54 students (57%). The group average rating was 3.80, exceeding the performance goal. The students' average oral senior critique score of 3 was exceeded by 24 out of 33 students (72%). The group average rating was 3.83, exceeding the performance goal.

ECU Undergraduate Program Assessment Results for 2002-2003

Criminal Justice

Results of the graduating seniors, alumni, and employer/internship indicate an average score of 4.05 where (3) means "average" and (5) means "far above average" on students' knowledge of the history of the criminal justice system in America to include the interrelations of police, courts, and corrections. Results of the graduating seniors, alumni, and employer/internship indicate an average score of 3.50 in regards to the students' knowledge of the history of the juvenile justice and relevant significant court cases with (3) and (5) remaining the same as stated above. Results of the Graduating Seniors, Alumni, and Employer/Internship surveys indicate an average score of 3.87 regarding students' knowledge of the major ideologies related to the punishment of crime perpetrators with special emphasis on imprisonment, probation, parole, and community-based corrections with (3) and (5) remaining the same as stated above. Results of the Graduating Senior, Alumni, and Employer/Internship surveys indicate an average score of 4.08 regarding Students' knowledge of the various functions of policing with special emphasis on community policing - (3) and (5) remain the same. Results of the Graduating Seniors, Alumni, and Employer/Internship surveys indicate an average score of 3.84 in regards to students' knowledge of basic psychological and sociological explanations of criminal behavior with (3) and (5) remaining the same. Results of the Graduating Seniors, Alumni, and Employer/Internship surveys indicate an average score of 3.73 in regards to the students' knowledge of applicable Supreme Court Cases that regulate the ways police officers, juvenile justice professionals, and corrections personnel conduct their jobs with (3) and (5) remaining the same. Results of the Graduating Seniors, Alumni, and Employer/Internship surveys indicate an average score of 3.98 in regards to students' knowledge of future trends in the apprehension, prosecution, and incarceration of law violators with (3) and (5) remaining the same. Results of the same surveys as stated above indicate an average score of 3.96 in regards to students' knowledge of the duties, responsibilities, and principles of a variety of entry-level adult corrections, juvenile justice, and law enforcement positions with (3) and (5) remaining the same. Results of the same surveys as stated above indicate an average score of 4.00 in regards to students possession of skills necessary to perform duties, responsibilities, and performance expectations of a variety of entry-level adult corrections, juvenile justice, and law enforcement positions with (3) and (5) remaining the same. Eleven students completed COPS. Of this group, nine students attempted the CLEET exam. All passed with a score of 70 or above. Results of the same surveys as stated above indicate an average score of 3.75 in regards to comparing ECU graduates/interns to the preparation of other entry-level personnel in your agency with (3) and (5) remaining the same. Results of the ACAT indicate that out of 19 students, 7 (37%) scored at or above the 50th percentile.

ECU Undergraduate Program Assessment Results for 2002-2003

English and Languages

Student portfolios demonstrated that graduates were competent in their written expression in 2002-03. Of seven portfolios, none was judged below competence in all areas. All portfolios contained competent performances in at least one area. Only one portfolio was judged below competence in two of the four criteria. Overall competence (a portfolio average of 4.0 or higher) was observed in 95% in the three areas most comparable to past criteria. This compares very favorably with the 78% competency in the eight portfolios of the 2002 report. The 4.39 average for all portfolios in the three new criteria is consistent with past competencies in the writing area. Data were collected from a Student Advisory Board for the 2002-03 report. Alumni reported general satisfaction with their preparation. Respondents indicated whether they “Strongly Agreed” (4), “Agreed” (3), “Disagreed” (2), or “Strongly Disagreed” (1) with a statement asking if their preparation was adequate for their professional purposes. There is a 96% rate of general agreement. An average rating of 3.58 was observed. A Portfolio of Student Publications and Presentations revealed that students have been extremely active in professional endeavors, winning multiple awards, placing various articles and creative pieces in juried publications, presenting scholarly papers and creative works at conferences, and participating in various scholarly organizations. Revised criteria for the evidence of ability to critically apply subject area knowledge include five assessment categories (in place of the three from previous years). The overall average of the five subject area evaluations was 3.91, up from the 3.50 average last year. Portfolios were competent in range of genres (4.07), multi cultural literature (4.21) and historical periods (4.14). However portfolios fell below competence in three of the six areas. Portfolios were below competence in range of authors (3.71), non print media (3.64), and understanding of critical theories (3.71). Lowest score in the non-print media criterion is not surprising since the criterion is new and some portfolios were formed before its adoption. All scores, however, show an increase over last reporting period. The CEOE was completely revised in Fall 1999, and to date only 13 ECU students have taken it in its present form, and only four in this assessment period. The pass rate remains 100%. Although the number of test takers is still relatively small to allow valid analysis, it is noted that the ECU overall average of 267 is above the state average of 260. The cumulative totals for all years indicate that ECU students over time perform close to state norms despite periodic variations. The four test takers, besides passing overall, achieved passing scores in all five subareas of the test. One item of concern in the past was the “Constructed Response” subarea which had the greatest variance in ECU performance and the state average. Our students have closed this gap and even pulled ahead with an average score of 247 to the state average of 239. Respondents on the Alumni Board were generally satisfied with their preparation in all areas. The only exception being one respondent’s dissatisfaction in the non-print media area. As some of these board members left the program prior to our revised curriculum which includes this area, this is not surprising. In 2003 assessment of student portfolios indicated that students were competent in one area, structure of language, with an average of 4.14. They remain below competence (3.00) in the two areas which assesses understanding of language concepts. This is not surprising since some portfolios were formed before department adoption of the language outcome categories. Still, 6 out of 7 portfolios achieved competence in both “Historical/cultural influences” (3.71 average) and “Structure of the language” (4.14 average). Five out of seven achieved competence in “Understanding of sociolinguistics” (3.78). *Performance data in the Teacher Certification Exam area is unchanged because of the changes in the teacher certification tests.* In the 1998-99 Literature exams, the ECU passing percentile of 66% compared favorably with the state average of 52%, and the ECU test average of 76 was also above the state average of 70. ECU average scores were above state averages in all three literature subareas. In the Literature Concepts subarea, which has most pertinence to this particular student outcome (indicating concepts adaptable to reading any literary text), ECU performance remained strong with 88% passing with an average score of 83, above state average. Student performance in the American Literature subarea remained strong with 75% passing with an average score of 78, the highest on record, significantly above the state average of 70. The English/World Literature subarea remains problematic. Although

ECU Undergraduate Program Assessment Results for 2002-2003

History

The data from 2003 include nine students who took the Seminar in History as sophomores or first semester juniors as designed by the curriculum. Seven students waited until their senior year to take the course and did not benefit from practicing skills developed in the seminar in their upper division courses. All professors require research papers, annotated bibliographies, or book reviews in their upper division courses. This will benefit students more if they take the seminar as sophomores but not later than their junior year. The department must do a better job of advising students to take the seminar as sophomores. The difference between the mean on the U.S. History and World History sections is still statistically significant, although the gap has narrowed between the constructed responses by ECU students and the statewide average on the World History test. For the third straight year the ECU mean for the World History constructed response is below the statewide mean. Faculty discussions continue on what could explain the gap between World History constructed responses and the U.S. History responses. We need more reliable information about the nature of the constructed response to make changes. Twelve students responded to the 2002-2003 alumni survey. Three 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. Four students indicated they wanted more inter-session courses. The History program made significant changes four years ago 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. East Central students and alumni continue to pass at a higher rate than the state average on the Oklahoma State Teacher Certification Exam. The new exam structure has less information for the process of assessment. We have already noted weaknesses in the constructed response portion of the exam, but have little information other than raw scores to study possible changes in the program to improve instruction. All of the responses on a survey of school districts, graduate and professional schools where our alumni are employees or students indicated our students were prepared for work or graduate/professional school.

ECU Undergraduate Program Assessment Results for 2002-2003

<p>Human Services Counseling</p>	<p>Field supervisors rated 25 students at 4.13. Criteria met. The mean score increased from 4.09 to 4.13. Students knowledge needed by entry-level professionals in the human services counseling field with 5 being "far above average". - Faculty members rated 49 students 4.20. Mean score remained about the same. Criteria met - 49 graduating students rated themselves 3.97. Mean score increased. Criteria met. - 48 students completed the locally developed comprehensive examination. The mean score is higher than 70% and each of the degree options mean also exceeds 60%. Field supervisors rated 25 students 4.04 on ability to integrate human services counseling theory with practice. The mean score is similar to last year. Criteria met. Faculty members rated 49 students 4.13. Criteria met. Forty nine graduating students rated themselves 3.87. Mean increased slightly. Criteria met. Student performance on the revised (126 item) locally developed comprehensive examination was total Mean N=48 70%) 89.3 / SD 11.95 - Rehabilitation Mean N=13 (73%) 91.5 / SD 11.27 - Counseling Mean N=27 (72%) 91.6 / SD 12.44 - Services to Deaf Mean N=8 (60%) 84.5 / SD 12.16 - Students overall answered over 70% correctly. (89 of 126 items) - The ability to write reports and client plans reflecting a professional level of writing skills in a style appropriate for the field - Field supervisors rated 25 students 4.40 on item 7 of the survey instrument. This is a small increase. Criteria met. Faculty members rated 49 students 3.90 on item 7 of the survey instrument. This is a small increase. Criteria met. Forty nine graduating students rated themselves at 3.60 on item 7 of the survey instrument. This is a small increase. Criteria met. The quality of written plans and reports - 52 students obtained a mean score of 4.68. This is a small increase. Criteria met. The quality of research reports - 48 students obtained a mean score of 4.39 = 50. Criteria met.</p>
<p>Legal Studies</p>	<p>The key stakeholders survey results indicate that graduates were prepared for employment in their field. The overall average rated legal studies graduates "above average". The Portfolio review shows that the overall average regarding demonstration of written legal knowledge was well above average. The above average rating on the Portfolio review indicates graduates possess critical thinking skills. Students comments indicate that the legal studies classes require analytical and critical thinking skills. Survey and Portfolio comments indicate a need to increase the number of legal speciality classes offered. One hundred percent that sought employment were hired. Fifty percent of Legal Studies graduates that applied to law school were accepted. This acceptance rate indicates that the legal studies program furnished graduates with critical thinking skills. The opinions of alumni, employers, faculty, seniors, and intern supervisors 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 4.21 and a 2003 average of 4.44.</p>
<p>Mass Communications</p>	<p>Seventy-five percent of students will successfully complete a senior project. Of the returned surveys, 0 were employer surveys; 0 were alumni surveys; and 2 were graduating senior surveys. The average response from the employer surveys was NA. The average response from the alumni surveys was NA. The average response from graduating senior surveys was 3.76 with 5 being excellent and 1 being far below average in regards to ability to demonstrate a basic knowledge of the concepts of Mass Communication.. The averages for all items on all of the returned surveys were over 3.0. Seventy-five percent of students will successfully complete a senior project. Of the returned surveys, the average response from the graduating senior surveys was 3.5 in regards to the ability to demonstrate a basic knowledge of the theory of Mass Communications. The average for all items on all of the surveys was over 3.0. Eight seniors successfully completed the senior project in 2002.</p>

ECU Undergraduate Program Assessment Results for 2002-2003

<p>Music</p>	<p>Average rating was 4.0 regarding program graduate's knowledge of theoretical structures of music. The ECU student average was 91; the state average was 92 in regards to student performance on the Oklahoma State Teaching Certification Exam; sub-area 1: Music Theory. ECU students perform at or above the state average. The average rating was 3.8 in regards to program graduate's knowledge of the historical development of music. The ECU student average was 82; the state average was 86 in regards to student performance on the Oklahoma State Teaching Certification Exam; sub-area 4: Music History. ECU students perform at or above the state average. The average response was 4.0 on program graduates attaining a level of competence in the performance media. The ECU student average was 91; the state average was 89 on the student performance on the Oklahoma State Teaching Certification exam; sub-area 2: Music Performance. ECU students perform at or above the state average. The average response was 4 in regards to students possessing a knowledge of current learning theories and pedagogical techniques in music. The ECU student average was 90; the state average was 90. Student performance on the Oklahoma State Teaching Certification Exam; sub-area 5: Music and Other Disciplines. ECU students perform at or above the state average. The average response was 4.1 in regards to students attaining the overall background necessary for teaching music K-12. The ECU average for Vocal Music Composite was 89 (state average 90) and the average for Instrumental Music Composite was 90 (state average 89). The average response was 4.0 for overall preparation of ECU graduates compared with graduates from other universities. The ECU average for Vocal Music Composite was 89 (state average 90) and the average for Instrumental Music Composite was 90 (state average 89) on student performance on the Oklahoma State Teaching Certification exam; scores of Composite Vocal Music and Composite Instrumental Music. ECU students perform at or above the state average.</p>
<p>Political Science</p>	<p>Review of relevant criteria from student portfolio assessment indicates an above average level of knowledge of political science areas taught by the department. The outcome appears to have been met. However, failure to collect portfolios could jeopardize future assessment efforts. Review of the alumni surveys indicates an above average level of knowledge concerning the subject matter in the four fields of political science taught by the department. The portfolio review indicates an above average report, essay, and research paper writing ability among political science program graduates. Goal met. Alumni surveys indicate an above average report, essay, and research paper writing ability among political science program graduates. Goal met. The alumni survey results indicate that the key stakeholders feel this desired outcome for critical thinking is being achieved. Portfolio review indicates that political science graduates possess the skills necessary for entry into careers in the field. A more systematic system of tracking graduates is necessary to make judgements in the area of acceptance rate of graduates for employment or to graduate or professional school.</p>
<p>Social Work</p>	<p>Fifteen of the 19 students tested (77%) on the ACAT scored at or above fiftieth percentile/ Field instructors' average score for interns was 4.03. Average score for Integrative Report was 3.80. Employed graduates' average score for satisfaction with preparation for practice was 4.57.</p>

ECU Undergraduate Program Assessment Results for 2002-2003

Sociology	<p>Of the five students who will be graduating with a major in Sociology in 2002, four are enrolled in our Capstone Course. Of these four, we judged one as having an excellent grasp of theory, two as having an above average grasp of theory, and one as having a below average grasp of theory. One student demonstrated an excellent understanding of theory, two demonstrated an above average understanding of theory, and one a below average understanding of theory on our assessment exam. Out of four students enrolled in our Capstone Course, two were judged to be excellent in writing quality, one was judged to be above average, and one was judged below average in writing quality. Evaluating the five majors graduating this Spring, we concluded that two were excellent in writing, one was above average, one was average and one was below average in writing quality, as demonstrated by assignments submitted in all their sociology courses. Of the four students enrolled in the Capstone Course, one was 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 five students taking the assessment exam, one scored excellent on the statistics portion of the exam, one scored above average in statistics, and two scored average in statistics.</p>
Speech	<p>From the evaluation of the senior project in 2003, the student initiated and assessed the communication situation and applied appropriate theory. The senior communication student rated her ability to use models/standards at 4.0 on a 5 point scale. Alumni will be evaluated every 5 years. The next assessment of alumni will be in 2005. Folio material was collected from 3 communication students. 100% of students evaluated scored 2.5 or above on a 4 point scale. One Speech Education major passed the Oklahoma State Department of Education Test. Her score was not available at the writing of this document. One Speech Education student successfully completed the Speech Education portfolio. One Speech Education graduate was in residency year in 2002-03. She received a rating of 3.42 by her employer with 5 being excellent and 1 being poor. Student production experiences continued to be varied and of high quality. In acting 100% of students scored 3 or above. In technical theater 100% scored 3 or above. Two students did directing projects in 2003 and both scored above 3 with 5 being "far above average" and 1 being "far below average". No senior was at the level to do senior projects in 2002-2003. Only 33% of students scored 22 or above on student portfolios of play analyses with 25 being all possible points. The average score for students was 20.16. One student was at the level to take the comprehensive theater history exam. He scored 60% or above on the exam.</p>

ECU Undergraduate Program Assessment Results for 2002-2003

School of Mathematics and Sciences

Biology

The performance on the ACAT increased significantly in calendar year 2002, with 69% of the students scoring above the 50th percentile. The performance goal was met for calendar year 2002. Reasons for this significant increase may be that an incentive (part of students grade in BIOL 4881 Senior Seminar) induced students to perform at their best on this exam (as they might on other standardized exams). Also, fewer transfer students took this exam in 2002 (9/35 = 26%) than in 2001 (25/51 = 49%). The number and percentages of transfer students will continue to be monitored. The overall performance goal has been met for four of the past four calendar years. Overall, the number of students tested who scored at or above the 50th percentile was 53%. In calendar year 2002, all Biology program graduates who took the CEOE passed compared to 74% of statewide examinees who took this exam. Overall, 100% of ECU Biology students who took the CEOE in the last four 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 professional/graduate school(s) is very difficult to obtain. Students who do not get accepted into professional/graduate school are reluctant to communicate this information to Biology faculty. The figures above indicate that for calendar year 2002, 43% of ECU Biology graduates applying for graduate/professional schools were interviewed and accepted into these programs. Most of the students graduating this calendar year were accepted into professional schools (88%) than graduate schools (12%), and both figures are below calendar year 2001. Students were accepted into University of Oklahoma College of Medicine, College of Dentistry, Physicians Associate Program, and the Oklahoma State University College of Osteopathic Medicine. While the performance goal was met this calendar year, the Biology Department will evaluate this instrument next year because of the difficulty in obtaining accurate data. We will continue to assist our students for entry into professional/graduate schools. The projects in BIOL 4881 Senior Seminar have changed from students doing their own research projects to students doing library research on published research papers in peer-reviewed journals in Biology. A component of their grade in senior seminar is based upon a rubric measuring their ability to express their findings in both written and oral form. Thus, this instrument is now measuring the ability of students to recognize and explain the skills needed for biological research in the lab and in the field rather than doing it, something different than what was originally proposed. The Biology Department will evaluate this instrument next year. Based upon the above, the performance goal is being met. Based on six years of data, alumni judged both their lab and field skills to be higher than did graduating seniors and graduating seniors rated their lab and field skills higher than did the faculty. In calendar year 2002, both graduating seniors and alumni rated their laboratory skills higher than their field research skills while the faculty rated field skills higher. All performance goals are being met. Relative performance on an oral report and a written paper based upon research papers read by students in Biology Senior Seminar exceeds the performance goal. The performance goal has been met. For academic year 2002, both graduating seniors and faculty ranked ability to locate and use Biological literature highest while alumni ranked oral communication skills highest. Overall, graduating seniors ranked ability to locate and use Biological literature highest, alumni and faculty ranked ability to communicate findings orally the highest. The rankings in all categories meet or exceed 3.00. The performance goal is being met.

ECU Undergraduate Program Assessment Results for 2002-2003

<p>Cartography/Geography</p>	<p>Students are above very good in regards to being provided with a fundamental knowledge of principles and terminology in geography, cartography, and geotechniques, obtaining the skills to utilize computer software in cartography and geotechniques, ability to develop and implement a mapping and/or analysis project, ability to work with others in a professional manner, ease with obtaining employment requiring a college degree, preparedness to enter graduate school, and overall evaluation of student portfolios (faculty only). Students are above very good and faculty below very good in capability to conceptualize uses for your minor field of study with cartography and/or geotechniques. Students and alumni above very good and good for faculty on ability to communicate geotechniques subjects to others in an oral and written manner. Students and faculty above or slightly below very good in regards to ease with obtaining entry-level or better employment in cartography and/or geotechniques. All at or above very good in overall assessment of the educational value of the ECU Cartography Program and on competitiveness as compared to your cartography/geotechniques counterparts who graduated from other universities.</p>
<p>Chemistry</p>	<p>Eighty four percent 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. Ninety two percent of employer respondents and 91% of alumni rating item 2 above or far above average for 2001 - goal has been met. One hundred percent of students receiving a C or higher - performance goal has been met. The performance goal has been met for 2001 with 84% of employers, 93% of Alumni and 89% of Graduating Seniors rating item 1 as above or far above average. For item 4 during the same time period, 89% of employers, 91% of Alumni and 88% of Graduating Seniors rate item 1 above or far above average. Some anecdotal data to suggest that performance is not entirely uniform. Statistics show 93% of seniors are employed in chemistry or a chemically-related field or graduate or professional school - goal has been met. Ninety six percent of employers, 93% of alumni and 86% of graduating seniors rate each item as either above or far above average - goal has been met.</p>
<p>Computer Science</p>	<p>The National Average on the "Major Field of Achievement Test" in 2002 was 147.5, with standard deviation of 15.6. Sixteen ECU students took the test. The ECU average was 135.1, 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. One hundred percent of the alumni surveyed (n=28) indicated "average" to "excellent" on the relevant question. Employers of 34 ECU graduates responded with 100% reporting "average" to "excellent". Survey results indicate 82% of respondents indicate "well" to "very well" on the relevant questions. Five indicated "about the same" (N=8). Employers of 34 ECU graduates responded with 100% stating graduates were prepared "about the same" to "better prepared", and 100% of respondents indicate a rating of "average" to "excellent" to other relevant questions on the employer survey. There have been about 15 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>

ECU Undergraduate Program Assessment Results for 2002-2003

<p>Environmental Health Science</p>	<p>Internship site supervisors, alumni and employers all indicated that students in the EHS program perform above average - performance goal was met. Average ratings for 2002 ranged from 3.0 to 4.8 with an overall average rating of 3.9. Sixty six percent of students scored at or above 50 percent - performance goal was not met. The proportion not scoring at or above 50 percent in 2002 was larger than noted in the previous years. Ratings from internship site supervisors provided evidence that EHS students are achieving this performance goal. Average ratings from surveys for 2002 ranged from 3.3 to 3.5 with an overall average rating of 3.4. Ratings from alumni and employers also indicated that EHS students are achieving this performance goal. Average ratings from surveys for 2002 ranged from 3.5 to 5.0 with an overall average rating of 4.3. Average ratings from survey responses ranged from 3.0 to 5.0 with an overall average of 3.9 - performance goal was attained. The results indicate that alumni, internship site supervisors and employers consider students' abilities to communicate in oral and written formats above average. Only 71% of the students achieved an average rating of 3 or better on their writing portfolios - performance goal was not met. This goal was met in each of the previous four years. Only 71% of the students achieved an average rating of 3 or better on their oral presentation - performance goal was not met. This goal was met in each of the previous four years.</p>
<p>Family & Consumer Science</p>	<p>One-hundred percent of the examinees passed the exam. The response average was 4.1. One hundred percent of respondents were satisfied with the items being evaluated. Fourteen students met the performance goal. The response average was 4.3 The response average was practicum - 4.3, lab activities - 3.8, student teacher evaluations - 4.3.</p>
<p>Health Information Management</p>	<p>For 1998 - 2002, the ECU pass rate was 90.6% compared to 88.1% nationally. The 2002 graduating class has a 100.0% pass rate compared to a national passing rate of 90.4%. However, 2 graduates have yet to take the examination. One hundred percent 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 two employers (87.5%) rated the performance in this area at least 4. One hundred percent of the 2002 seniors were rated as meeting expectations or above on the overall student performance on the clinical affiliation assignment. One hundred percent 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 (87.5%) rated the performance in the area at least 4. The overall rating by the professional management experience supervisors was equal to 3.4 or higher for the years 1998-2002. One hundred percent 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 (87.6%) rated the performance in this area at least 4. The overall rating by the professional management experience supervisors was equal to 3.5 or higher for the years 1998-2002.</p>
<p>Mathematics</p>	<p>Performance on ETS Major Field Achievement Test is unacceptable. Performance of students on the Oklahoma Teacher Certification Exam has been met in four of the last five years. Performance of students in writing rigorous, formal mathematical proofs in Math 3715, Linear Algebra is being met. Performance of students on an expository research paper is being met. Performance of students in student teaching as evaluated by the cooperating teacher is being met. Performance of students in student teaching as evaluated by the higher education supervisor is being met.</p>

ECU Undergraduate Program Assessment Results for 2002-2003

<p>Medical Technology</p>	<p>One of the two presently in school scored above the 50th percentile. Average was 34th percentile. The individual student scores were 6th & 73rd percentile. Three of three applicants were accepted for a 100% acceptance rate. Two of two (100%) accepted last year (01-02) successfully completed their schooling at the hospitals. The average score from the clinical supervisors was 5.0 for mathematics and 4.0 for chemistry problem solving. The average score from the students was 4.5 for mathematics and 4.0 for 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 4.5.</p>
<p>Nursing</p>	<p>Goal met for generic students on CTPT used to assess critical thinking ability - normed on BS nursing students. Goal met on satisfactory completion of a "Critical Incident Analysis" during the final semester of the senior year. Goal met for all final semester generic to earn a grade of "Satisfactory" (75% or higher) on their seminar presentation. All final semester seniors earned a grade of 75% or higher on their care plan. Ninety two percent of the 2002 graduates passed the licensing exam on their first attempt. The mean state passing rate was 83% and the mean national rate was 87%. The skills check list was revised. Evaluation of senior generic students by clinical preceptors will document at least "satisfactory" performance in the delivery of safe, theory-based care was met. One hundred percent of care plans were "satisfactory" or higher. Seventy percent of generic students enrolling in their first clinical course will graduate five semesters later was not met. Many of the RN-BSN students are completing required general education courses. They then will graduate. Most are employed as soon as they graduate. A minimum of 85% of all graduates who return their one-year graduate questionnaires will rank their satisfaction with the program as average or above average was met. At least 85% of employers responding to the one year questionnaire will rank their satisfaction with the program as average or above average was met.</p>
<p>Physics</p>	<p>Students scores were 39, 26, 55, 58, and 29, for an average of 41% on The Pittsburgh State University Achievement Test in Physics. The two lowest scores were for athletes, one of whom had little interest in doing well on the exam. The overall average is now 48%. These numbers continue to form the beginning of a base line against which we can measure future graduates, as we now have data on 19 students, but statistically are too small to be very meaningful. One student took the Oklahoma Teacher Certification Exam in Physics in 1997 and scored 88%, far above the 70% required to pass. None took it since. One student applied for graduate school this year and was accepted with a teaching assistantship. She later changed her mind and returned to ECU to finish a Physics Education degree. Another applied to graduate school but has not yet decided to attend. Two are working in industry, one as a computer controls engineer in Oklahoma City and the other as an industrial engineer at JP Emco in Ada (a promotion from his previous position he held as a student). One student who took the exam dropped out for health reasons and will graduate later.</p>

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 2002-2003	
Program	Changes Resulting from Assessment
School of Business	
Accounting	New faculty have been recruited and expanded course offerings are being developed. A new assessment exam is going to be developed or purchased to provide a better assessment of retained knowledge. Continued monitoring is required for Certified Public Accountant's Exam. More case studies and simulations are being incorporated in coursework to increase the opportunity to develop better communication skills. Emphasis on writing and speaking skills will continue in all courses where practical. Students will be encouraged to take more coursework in these areas and opportunities will be offered in clubs and other groups to make oral presentations.
Business Administration	The department is aware of the year-to-year variation of test scores on the ETS MFAT test and will continue to monitor the situation. The department is currently developing an "in-house" exam to overcome the problems of low-to-moderate content validity and failure to provide item analysis that exists in the present exam. The new "in-house" exam will be fully implemented in fall 2003 and should overcome the shortcomings of the ETS MFAT exam mentioned above. After analyzing the preliminary results from the sample survey of current students, the Department Assessment Committee recommended full implementation of this instrument starting fall 2003. Because of the failure to reach our goals with the MFAT exam, the Department will continue to develop the in-house exam. Further, the Department will seek to continue, in parallel with the in-house exam, the MFAT exam, if it is not cost prohibitive. The goal is to gain reliability and correlation for the in-house exam. Additionally, the New Dean of the School of Business will utilize the present assessment process and its results as the baseline for the Department of Business Administration. Any future changes that result from assessment will be compared to this baseline as established by the present Departmental Assessment plan. Other areas that the School of Business will develop as requested by our accrediting body, ACBSP, are surveying our alumni, and the Human Resources Managers of the companies that hire our students. The latter will be based on anecdotal evidence as there are legal issues HR managers may wish to avoid.

ECU Undergraduate Program Changes Due to Assessment Results for 2002-2003	
Program	Changes Resulting from Assessment
Business/Office Technology	The department has no plans for a major curricular change, but will emphasize language arts and other fundamental skills in all Program courses. The department will continue to expose students to as many different technologies and procedures as is possible. The department will continue to emphasize language arts and writing skills in all Program courses. The Department has begun to place more emphasis in the quantitative areas in appropriate classes as well as consulting with the faculty who teach accounting, marketing, and economics/finance. This will allow for greater integration of the curriculum. Since the lower scores in the editing from rough draft areas of the computer module was a result of using different software than that taught throughout the curriculum, no changes are planned.
School of Education and Psychology	
Early Childhood Education	More emphasis will be placed on course work related to child development and study sessions and materials will be available to students taking the OSAT test. Surveys will continue to be used in the assessment process. The University PRIME model stresses reflection upon assessment and prescription of instruction based upon assessment. Remediation will be provided for those needing extra help. Study guides, sessions, and individual help will be made available. The textbooks and redesigned program now stress the importance of parent and community involvement more than before.
Special Education	Additional efforts will be made by the research director during the 2003 survey to obtain suggestions from Consultant (i.e., mentor) teachers for suggestions to better prepare graduates. The committee will look at the objectives on "Understanding Students with Mild/Moderate Disabilities" and the peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s)/program will be modified to strengthen the weakness. A recommendation will be made to increase the Assessment course from a 2 hr credit to a 3 hr credit course. The committee will look at the objectives on "Promote student development and learning and be knowledgeable in current special education policy and procedure" and then peruse each special education course syllabi to assure the objectives are being addressed. The committee will look at the objectives on "Collaborative learning communities" and then peruse each special education course syllabi to assure the objectives are being addressed.
H.P.E.R.	Departmental faculty responsible for courses associated with these areas have been advised of the problems, have discussed appropriate measures for addressing these weaknesses, and will initiate necessary curriculum and instructional changes. Furthermore, the department has developed pre-examination study sessions in support of information recollection and retention. This action should lend support for the identified weakness. However, if test scores continue to remain below the desired goal serious program examination will be merited.

ECU Undergraduate Program Changes Due to Assessment Results for 2002-2003	
Program	Changes Resulting from Assessment
School of Humanities and Social Sciences	
Art	Preliminary action is underway to address weaknesses in the three dimensional area through curricular and budgetary enhancements. Early results are promising. Though not alarming, slipping scores have prompted the faculty to include more written responses in course work throughout the major. Subtle indicators have prompted the department to include more critical readings and oral presentations throughout the major.
Communications	Out of the 8 people enrolled in senior project, all 8 successfully completed a senior project. This represents 100% of the students. No employer or alumni 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 goal had been met. Therefore, steps should be taken to change the assessment outcomes(s) and the assessment method(s) in this area. A faculty review will be initiated in order to make the necessary changes. Results from the graduating senior surveys meet the performance goal.
Criminal Justice	Scores on the ACAT indicate the student scores on the juvenile justice area are down three percentage points from 2001. In addition, alumni marked this item at its lowest rate in three years. A new text was added during the assessment period. Program faculty will closely monitor the results of the 2003 test and emphasize key juvenile justice concepts. ACAT scores in Legal Aspect for this period indicate improvement over previous years. Students scored in the 44 th percentile; up from the 29 th percentile in 2001. Program faculty will monitor this area for continued improvement. Judgements of Graduating Seniors, Alumni, and Employer - Internship survey results indicate average scores of 3.36, 3.75, and 4.12. These scores are above the performance goal of 3.00. However, Seniors marked their perceived preparedness almost one percentage point lower than the previous year. Alumni also marked the area slightly lower. Program faculty will need to discuss the matter with students to determine if the decrease is based on the State's poor economy and existing job possibilities or if it is truly indicative of their perception of their preparedness for the workforce. Student performance did not meet the performance goal. However this year's results reversed a downward trend. In 2001, students scored in the 26 th percentile and had an overall score of 46. This year the scores are in the 36 th percentile and the overall raw score is 53. Program faculty will continue to closely monitor achievement test results and make adjustments as necessary.

ECU Undergraduate Program Changes Due to Assessment Results for 2002-2003

Program	Changes Resulting from Assessment
English and Languages	<p>The number of portfolios collected (7) is down significantly over last year (18). However, our revised collection process produced better results over 2002 in terms of material collected. The department is taking steps to ensure that appropriate course work is assigned by instructors in order to generate appropriate material for portfolios that addresses our identified competencies. The general satisfaction of graduates is encouraging. However, the small size of the sample (six alumni) is inadequate for extensive analysis, and revision of the curriculum based on these results would not be justified. Our majors are competent writers in a variety of written forms. We will continue to provide opportunities for majors to develop professionally and will conscientiously encourage such participation. The 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 brochure which explains the portfolio to majors was revised. Students are now oriented on the new portfolio categories in the entry-level classes in the department, and portfolio completion has been made a graded part of the department's capstone course. The 100% pass rate of 2001 is based on only four students having taken the revised CEOE. Combined with previous years' data, this year's report continues a pattern of general student competency on state tests. Strong students in the English program perform well on the state tests; weaker students do not fare as well, and the population varies from year to year. Cumulative data, however, clearly show congruency with state averages. The department adoption of goals and outcomes to better match our curriculum changes, new NCATE criteria, and CEOE changes had brought about revisions in course content. This task is ongoing in the department. As the Alumni Board is newly formed and as yet includes only six members (out of a projected twelve), extensive analysis is not justified. Revision of the department portfolio brochure and orientation of English majors to the new requirements will occur next fall. Existing courses do, in fact, cover these language topics, but do not produce artifacts suitable for placing in portfolios. At the department retreat in August 2001, course content will be devised to produce evidence in these new language concept categories. <i>Revision of the English department curriculum has been completed, and teacher certification tests no longer contain British, American, and world categories. The following is unchanged text from the 2000 report.</i> An ad hoc committee is now addressing departmental goals, and new assessment tables will begin next year to reflect the areas of the new tests. The English/World Literature subarea is problematic. Substantively, this subarea represents a huge body of knowledge compared to the American Literature subarea. World Literature, in particular, has yet to establish a canon, and literature variation from text to text is much greater than in either American or English literature. The probability of any American literature anthology containing material matching the American literature subarea tests is much higher than for world literature anthologies tasked with covering the world from 3000 B.C.E. to present. The literature test has been revised, and preliminary reports suggest a move away from specific content questions to tasks which measure the skills needed to read and interpret literary texts. Revision of the English department curriculum has already moved in this direction. Several members of the Alumni Board left the program prior to implementation of the new curriculum. The department will monitor this area closely. Improvement should be seen in the levels of satisfaction as students complete the program and join the Alumni Advisory Board.</p>

ECU Undergraduate Program Changes Due to Assessment Results for 2002-2003	
Program	Changes Resulting from Assessment
History	All professors require research papers, annotated bibliographies, or book reviews in their upper division courses. This will benefit students more if they take the seminar as sophomores but not later than their junior year. The department must do a better job of advising students to take the seminar as sophomores. Faculty use essay exams and writing assignments in all upper division courses. No other changes are necessary at this point. The History program made significant changes four years ago 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	Seek clarification from students as to identifiable problems. Continue to evaluate the student performance on a locally developed comprehensive exam. This is the third administration for the revised instrument. Initial findings seem promising. Continue to evaluate for enrichment of theory and practice exposure. Continue to monitor course assignments in counseling theory with practice. Continue assignments designed to increase student confidence and competence. Further analysis on test items and sub-test composition is required. The data collected this year reveal a higher mean/score (in terms of percent) and a slightly larger standard deviation. Continue to provide opportunities in the curriculum for students to write agency related reports. Increase opportunities for faculty to provide feedback on writing assignments. Continue to increase specific field related writing assignments in selected courses.
Legal Studies	No major changes needed. Practical assignments are increasing in the classes. An additional legal specialty class is offered every summer. Evidence and Elder Law will be taught in the summer of 2003. Communication skills will continue to be stressed in all of the major classes. Recommended that classes that stress communication skills be added to the curriculum under "Other Related Work". 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.
Social Work	Maintain focus on human diversity and building effective helping relationships. The curriculum is preparing students well for beginning practice and the Program will continue with the current curriculum. Emphasis on integration of knowledge will receive attention in the curriculum through emphasis in course content and assignments. Continued use of skill-building opportunities in class assignments and field experiences. Continue to prepare students who are evaluated by employers as well-prepared.

ECU Undergraduate Program Changes Due to Assessment Results for 2002-2003	
Program	Changes Resulting from Assessment
Sociology	We attempt to teach some theory in all our sociology classes. We hope to be more successful in teaching theory in our Sociological Theory course, especially to students who have difficulty with abstract thought. We are exploring ways to improve our instruction in theory. Student performance on the theory portion of our assessment exam was ok this year. As often seems to be the case, student quality is most predictive of how students do on the theory portion. The writing ability of our program majors was a bit better than past years. We will continue to ask our students to write in every class, and help them to improve their writing abilities. The development of writing skills will continue to be a central concern within the Sociology Program. We are somewhat satisfied with the ability of program majors to conduct original research. We are stressing research skills in other classes, beside Methods of Research. Our students performed less well than we hoped on the statistics portion of our assessment exam. A couple of students were inadequately prepared for statistics. We are unsure of how to rectify this problem.
Speech	The senior project is a more effective way to evaluate the Speech Communication program because all majors must do a senior project. The evaluation in 2003 shows senior Speech Communication students are prepared in the theory and practice of the discipline. The senior communication student is confident in her ability. Because of the redundancy of alumni surveyed, the alumni survey will be conducted every fifth year. Students met the set criteria. Faculty members who teach classes that require research projects established a writing/research plan that began in fall 2000. Evaluations indicate that students are doing well in these areas of theater. The technical theater class has added to students' success. Senior projects are a successful culmination for theater students and should be continued.
School of Mathematics and Sciences	
Biology	The acceptance of Biology graduates into graduate or professional schools will be re-evaluated as a realistic instrument. Student performance on a research project will be re-evaluated and probably re-designed next year.
Cartography/Geography	Advisement adjustments already in place for the capability to conceptualize uses for your minor field of study with cartography and/or geotechniques. Adjustments in place to incorporate outside events related to the discipline for the students in the ability to communicate geotechniques subjects to others in an oral and written manner.
Chemistry	A greater emphasis on report writing and communications skills is warranted, and since last year's report, steps in that direction have been taken. To continue to be competitive in the current chemical industry, addition of a second semester of physical chemistry to the curriculum is needed.
Computer Science	Since we have had some concern with this item in the past, we continue to experiment with content. The course, CNOSC 2223, was created in response to assessment results. Some change in the survey methodology is indicated. One faculty member is completing a degree this year, and we expect more academic activity next year.

ECU Undergraduate Program Changes Due to Assessment Results for 2002-2003	
Program	Changes Resulting from Assessment
Environmental Health Science	The program faculty will review the existing exam to determine if it is still an appropriate instrument to assess students in the EHS program. A modified version of the exam which eliminated questions concerning material not addressed in typical undergraduate programs has been used in recent years. Alternative instruments will be investigated if necessary. Faculty in the program will review materials given to student interns and investigate the use of additional writing assignments to rate the quality of student writing. Use of more than one example of students written work will provide a broader basis for assessment. Faculty in the program will review materials given to student interns and investigate the use of ratings for oral presentations given in classes. Use of more than one example of students' oral presentation abilities will provide a broader basis for assessment.
Family & Consumer Science	Test composition will be evaluated for item clarity. Curriculum will place emphasis on major concerns.
Health Information Management	Continue to emphasize to students the advantages of taking the certification exam within the first year of graduation. Emphasize to students the necessity of reviewing and studying before taking the certification examination, especially course content which was covered during the junior semesters. Continue recruiting efforts in order to have a larger applicant pool from which to admit students and thus be able to select those with higher GPAs. Review all domain areas in the summer of 2003 and relate to specific courses as preparation is made for the program's self study which is to be completed in the Fall of 2003. Update course content as appropriate relating it to the domain areas. Review course content with HIM Advisory Committee. While this goal was met, the overall average rating of 3.46 was the lowest rating of the past five years. Incorporate additional and/or different application exercises in the course content for HIM 3423 Health Records, HIM 3443 Information Storage and Retrieval, HIM 3613 Hospital Statistics and Research, HIM 4433 Classification Systems II, HIM 4523 Organizational Performance Management, HIM 4633 Health Information Systems, and HIM 4813 Health Information Management. Continue recruiting efforts in order to have a larger applicant pool from which to admit students and thus be able to select those with higher GPAs. While this goal was met, several graduates have communicated the need for the program to allow students as many opportunities as possible to practice their verbal communication skills. Place greater emphasis upon both listening and verbal communication skills in HIM 3813 Professional Practice Experience I and HIM 4413 Professional Practice Experience II. Continue to emphasize the use of correct grammar in written communication. Continue to encourage students to make use of the writing center's resources.
Mathematics	The department is incorporating the test into MATH 3715 Linear Algebra, and has increased 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.
Nursing	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. Wrote grant that addresses retention efforts.
Physics	We feel that by getting future students more involved as lab assistants and group tutors, their basic physics will be reinforced and they will do even better. We need to find a way to motivate some students to try harder on the exam. No physics major from ECU has ever failed the Oklahoma Teacher Certification Exam in Physics. We believe our graduate training program is good for a school of our size. Success at finding physics related positions reinforces our belief that we have an excellent physics program.

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 2002-03 were ACT's Survey of Student Opinions and Alumni Survey. During the Spring 2003 semester, the AC collected data on the satisfaction of currently enrolled students by surveying 1,088 students using the ACT Survey of Student Opinions. 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 Accounting, Business Administration, Business Education and Office Technology, Cartography, English, Health Information Management, Legal Studies, Physics, Social Work, and all the undergraduate and graduate degree programs in 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.

Alumni satisfaction with their general education course work at East Central University was measured with ACT's Alumni Survey. During the Spring 2003 semester, the AC mailed ACT Alumni surveys to over 1,836 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 and/or re-accreditation during 2003-04. These programs were Accounting, Business Administration, Business Education and Office Technology, Cartography, English, Health Information Management, Legal Studies, Physics, Social Work, and all the undergraduate and graduate degree programs in 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 243 alumni returned the ACT Alumni Survey, representing a 13 percent response.

16. What were the analyses and findings from the 2002-03 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 2002-03 Section III: College Environment							
Item Text	Local Frequency 2002-03	Number Rating This Item 2002-03	Importance to Students 2002-03 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2002-03 Less Public College Norm
				ECU 1998- 02	ECU 2002-03	Public College Norm	
ACADEMIC							
Instruction in Your Major Field	1053	1005	4.47	3.99	4.03	3.90	0.13
Course Content in Your Major Field	1058	1005	4.40	3.98	4.01	3.87	0.14
Attitude of Faculty Toward Students	1066	1048	4.37	4.07	4.05	3.91	0.14
Prep. For Your Future Occupation	1048	982	4.35	3.86	3.86	3.68	0.18
Variety of Courses Offered	1068	1051	4.28	3.71	3.63	3.57	0.06
Testing /Grading System	1069	1043	4.22	3.90	3.91	3.82	0.09
Value of the Info Provided by Your Advisor	1062	1021	4.12	3.91	3.91	3.69	0.22
Class Size Relative to Type of Course	1067	1047	4.07	4.25	4.19	4.05	0.14
Out-of-class Avail of Your Instructor	1052	1004	4.04	3.94	3.95	3.87	0.08
Availability of Your Advisor	1065	1030	4.01	3.95	3.96	3.73	0.23
Flex to Design Your Own Program.	1020	874	3.69	3.82	3.78	3.56	0.22
AVERAGES	1057	1010	4.18	3.94	3.93	3.79	0.15
ADMISSIONS							
Availability of fin. aid info prior to enroll	1007	884	4.00	3.61	3.68	3.53	0.15
Accuracy of info rec'd. before enrolling	1032	969	3.85	3.80	3.80	3.68	0.12
General admissions procedures	1054	1011	3.62	3.81	3.78	3.67	0.11
AVERAGES	1031	955	3.82	3.74	3.75	3.63	0.13
RULES AND REGULATIONS							
Personal security/safety at this campus	1001	910	3.92	3.85	3.94	3.64	0.30
Purposes student Activity fees are used	989	845	3.47	3.24	3.12	3.05	0.09
Rules governing student conduct	972	770	3.35	3.67	3.66	3.54	0.12

East Central University
ACT Student Opinion Survey Results for 2002-03
Section III: College Environment

Item Text	Local Frequency 2002-03	Number Rating This Item 2002-03	Importance to Students 2002-03 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2002-03 Less Public College Norm
				ECU 1998- 02	ECU 2002-03	Public College Norm	
Student voice in college policies	928	620	3.29	3.37	3.31	3.23	0.08
Academic probation and suspension pol.	905	475	2.97	3.58	3.53	3.46	0.07
Residence hall rules and regulations	897	470	2.68	3.16	3.05	3.18	-0.13
AVERAGES	949	682	3.28	3.48	3.44	3.35	0.09
FACILITIES							
Availability of Computers When You Need	1029	973	4.01	NA	3.80	NA	NA
Computer Labs	1032	983	3.99	NA	3.82	NA	NA
Classroom facilities	1053	1034	3.83	3.80	3.81	3.71	0.10
Campus bookstore	1049	1022	3.69	3.92	3.68	3.55	0.13
General condition of buildings & Grounds	1043	1014	3.64	3.78	3.81	3.61	0.20
Laboratory facilities	1008	882	3.63	3.84	3.87	3.62	0.25
Study areas	988	867	3.55	3.85	3.81	3.71	0.10
Student union	985	874	3.36	3.97	3.97	3.55	0.42
Athletic facilities	919	610	3.04	3.72	3.65	3.63	0.02
Availability of Student Housing	906	513	2.91	3.53	3.51	3.32	0.12
AVERAGES	1001	877	3.57	3.80	3.77	3.59	0.19
REGISTRATION							
Availability of the courses when you want	1047	1039	4.31	3.34	3.21	2.99	0.22
Billing and fee payment procedures	1032	988	3.72	3.63	3.65	3.57	0.08
Academic calendar for this college	1034	982	3.71	3.80	3.86	3.78	0.08
General registration procedures	1041	1005	3.51	3.76	3.74	3.55	0.19
AVERAGES	1039	1004	3.81	3.63	3.62	3.47	0.14
GENERAL							
This college in general	1046	1040	4.22	4.06	4.03	3.88	0.15
Concern for you as an individual	1031	986	3.91	3.63	3.67	3.41	0.26

East Central University
ACT Student Opinion Survey Results for 2002-03
Section III: College Environment

Item Text	Local Frequency 2002-03	Number Rating This Item 2002-03	Importance to Students 2002-03 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2002-03 Less Public College Norm
				ECU 1998- 02	ECU 2002-03	Public College Norm	
Racial harmony at this college	1007	911	3.68	3.88	3.97	3.71	0.26
Attitude of college non-teaching staff	1009	936	3.60	3.66	3.66	3.54	0.12
Opportunities for student employment	920	599	3.27	3.53	3.53	3.42	0.11
Opp. for involvement in campus Activities	934	686	3.10	2.97	3.69	3.67	0.02
Campus media (student newspaper etc)	930	714	3.04	3.59	3.63	3.54	0.09
Student government	882	486	2.74	3.50	3.45	3.39	0.06
AVERAGES	1085	929	3.45	3.60	3.70	3.57	0.13

2002-03 minus 2002 Public College Differences shown in bold in table above are statistically significant at .05 level or better. New norms will be available for this survey later in the calendar year.

During 2002-03, East Central University used a new version of the ACT Student Opinion Survey, named Survey of Student Opinions. The new version contains most of the survey items included on the older survey ECU has used for over 10 years. The main difference between the old and new surveys is the ability of students to rate the importance of a survey item to them, not just their satisfaction with a particular aspect of the college environment or college service. Knowing the importance of the survey items to the students will allow administrators to focus the institution's improvement efforts on the things students value the most.

The results of the ACT Student Opinion Survey show ECU students rate most items higher than the public college sample. The rating for "student union facilities" exceeded the public college sample rating by the largest amount. The rating of "residence hall rules and regulations" fell below the public college norm and was the only survey item with a negative difference. However, this difference was 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. "Attitude of faculty toward students" received the highest average rating of all items.

In the academic category, the average survey response for 2002-03 was about the same as the 1998-02 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 the faculty toward students", "instruction in your major field", "course content in your major field", availability of your advisor", "value of the information provided by your advisor", "preparation for your future occupation", and "flexibility to design your own program". "Variety of courses offered" 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 2002-03 was about the same as the 1998-02 average ECU response. It significantly exceeded the average for the public college sample. Only "general admissions procedures" did not significantly exceed the public college norm.

In the university rules and regulations category, the average survey response for 2002-03 was about the same as the 1998-02 average ECU response. It did not significantly exceed the average for the public college sample. No survey items received significantly high ratings. "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 2002-03 was about the same as the 1998-02 average ECU response but significantly exceeded the public college sample average. Survey items receiving relatively high and significant ratings were "student union", "campus bookstore", "laboratory facilities", "general condition of buildings and grounds", and "availability of student housing".

In the registration category, the average survey response for 2002-03 exceeded the 1998-02 average ECU response and the public college sample average. Survey items receiving relatively high and significant ratings were "availability of courses when you want" and "general registration procedures". "Academic calendar for this college" and "billing and fee payment procedures" were slightly higher than the public college sample, but the differences were not significant.

In the general category, the average survey response for 2002-03 also exceeded the 1998-02 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", "this college in general", "attitude of the college non-teaching staff", and "opportunities for student employment". "Opportunities for involvement in campus activities" 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 importance to students of the service, the ECU 1998-02 ratings of each service, the ECU 2002-03 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 2002-03 Section II: College Services							
Item Text	Local Frequency 2002-03	Number Using Service 2002-03	Importance to Students 2002-03 (Based on Local Frequency)	Ratings (Based on Number Using)			Difference: 2002-03 Less Public College Norm
				ECU 1998-02	ECU 2002-03	Public College Norm	
Financial Aid Services	1003	808	4.20	3.71	3.99	3.69	0.30
Parking Facilities and Services	1057	1007	3.91	2.82	3.06	2.49	0.57
Library Facilities and Services	1045	976	3.76	4.02	4.08	4.00	0.08
Academic Advising Services	1039	906	3.73	3.91	3.95	3.75	0.20
Computer Support and Services	1015	861	3.69	3.94	3.88	3.87	0.01

East Central University ACT Student Opinion Survey Results for 2002-03 Section II: College Services							
Item Text	Local Frequency 2002-03	Number Using Service 2002-03	Importance to Students 2002-03 (Based on Local Frequency)	Ratings (Based on Number Using)			Difference: 2002-03 Less Public College Norm
				ECU 1998-02	ECU 2002-03	Public College Norm	
Job Placement Services	875	278	3.46	3.27	3.32	3.62	-0.30
Student Health/Wellness Services	975	713	3.36	3.86	4.11	3.79	0.32
Career Planning Services	895	374	3.29	3.46	3.55	3.78	-0.23
Student Employment Services	906	384	3.12	3.73	3.71	3.88	-0.17
College-Sponsored Tutorial Services	886	314	2.90	3.60	3.69	3.85	-0.16
Credit-By-Examination Program (CLEP, etc.)	874	332	2.77	3.58	3.74	3.92	-0.18
Food Services	941	569	2.75	2.95	3.22	3.22	0.00
Recreational and Intramural Programs/Services	926	476	2.69	3.95	3.78	4.04	-0.26
Honors Programs	883	294	2.67	3.45	3.51	3.89	-0.38
College-Sponsored Social Activities	915	466	2.60	3.78	3.53	3.79	-0.26
Personal Counseling Services	899	306	2.60	3.45	3.59	3.82	0.09
College Orientation Program	959	641	2.59	3.72	3.61	3.77	-0.16
Student Health Insurance Program	875	236	2.58	3.28	3.29	3.41	-0.12
Residence Hall Services and Programs	911	427	2.57	3.27	3.19	3.34	-0.15
Cultural Programs	894	331	2.50	3.50	3.46	3.88	-0.42
Day Care Services	872	165	2.22	3.31	3.27	3.81	-0.54
AVERAGES	935	517	3.05	3.55	3.60	3.70	-0.10

2002-03 minus 2002 Public College Differences shown in bold in table above are statistically significant at .05 level or better. New norms will be available for this survey later in the calendar year.

In the university services category, the average survey response for 2002-03 exceeded the 1998-02 average ECU response and was slightly lower than the public college sample average. The difference, however, is not significant. Survey items receiving relatively high and significant ratings were “financial aid services”, “parking facilities and services”, “academic advising services”, and “student health/wellness services”. “Job placement services”, “career planning services”, “student employment services”, “college sponsored tutorial services”, “credit by examination program”, “recreational and intramural programs/services”, “honors program”, “college sponsored social activities”, “college orientation program”, “residence hall services and programs”, “cultural programs”, and “day care services” received relatively low and significant negative ratings.

Given the large number of significantly negative ratings in the college services area, it is worthwhile to note the number using these services and the relative importance to students of the services. Only one item, “Availability of the courses you want at times you can take them”, was of relatively high importance with relatively low satisfaction. The item “Purposes for which student activity fees are used” was of average importance with relatively low

satisfaction. Items of relatively high importance with highest ratings in the relatively high satisfaction section were, “Quality of instruction in your major field”, “Course content in your major field”, “Attitude of the faculty toward students”, “Class size relative to type of course”, and “This college in general”. A chart showing the distribution of scores in terms of satisfaction and importance and a listing of the items rated may be found in Appendix A.

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 2002-03 N=238						
College Services Item Text	Percent of Alumni Responding			ECU 2002-03 Minus Public College Norm	ECU Percent Exceeds Public College Norm	
	ECU 1998-02	ECU 2002-03	Public College Norm		1998-02	2002-03
How well did this college prepare you for your continuing education? (prep. for continuing ed.) [Exceptionally well, More than adequately, Adequately]	95.5%	93.8%	96.1%	-2.3%	No	No
If you could start college over, would you choose to attend this college?(choose ECU again) [Definitely yes, Probably yes]	82.1%	83.7%	72.8%	10.9%	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]	69.6%	70.6%	66.4%	4.2%	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]	73.5%	74.5%	69.7%	4.8%	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]	92.3%	93.3%	92.2%	1.1%	Yes	Yes
Your rating of this college at the time you applied for admission (choice of ECU at admission) [first choice or second choice]	95.5%	95.0%	93.5%	1.5%	Yes	Yes

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 one survey area received higher ratings in 2002-03 than in the past. "Improved quality of life" was the same while "choice of ECU at admission" was 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?

This academic year ECU is planning to begin building new student housing for its students. The addition of this apartment-style university housing should go a long way to improve student satisfaction. Other items with significantly low ratings will need to be studied along with their level of importance and the number of students responding. Use of the new Survey of Student Opinions will allow more refined analysis of importance to students of various services as well as satisfaction ratings. This will enhance administrative efforts to target improvement in areas of high interest and value to students.

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 2002-03		
Graduate Program	Assessment Instruments	Students Assessed
Elementary Education (M.Ed.)	Portfolios, Various Constituent Surveys (VCS)	0
Human Resources (M.S.)	Various Constituent Surveys (VCS), Comprehensive Examination, Case Record, Research or Grant Proposal, National Counselor Preparation Examination - Counseling Program, Certified Rehabilitation Counselor Examination, Oral Reports, Class Presentations, and Small Group Discussions	48
Library Media (M.Ed.)	Oklahoma State Teacher Certification Exam, Employer Survey, Graduate Survey, Portfolio	12
Psychological Services (M.S.)	Locally Developed Comprehensive Exam, Graduating Student Survey, Alumni Survey, Employer Survey	10
Reading Specialist (M.Ed.)	Oklahoma Teacher Certification Test (OTCT), Administrator Survey, Reading Option Exit Survey, Portfolio,	13
School Counseling (M.Ed.)	Oklahoma Teacher Certification Test for School Counselors (OTCT), Alumni Survey,	32
Secondary Education (M.Ed.)	Portfolios, Employer Survey, Graduate Survey	15
Secondary Education Educational Technology Specialist (M.Ed.)	Portfolios, Employer Survey, Graduate Survey	15
Special Education (M.Ed.)	CEOE: Learning Disabilities, VCS	0
Total Students Assessed		145

19. What are the analyses and findings from the 2002-03 graduate student assessment?

ECU Graduate Program Assessment Results for 2002-2003	
Program	Assessment Results
Elementary Education (M.Ed.)	Employers and Alumni Survey results will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The results exceeded the 80% agree performance goal. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate maintenance and revision may occur that will lead to an improved program. The Assessment of Portfolio Rating Rubric indicated that the 6 graduates average Portfolio rating exceeded 3.0.
Human Resources (M.S.)	Twenty intern students were rated 4.15 by Intern Supervisors. Criteria met in regards to having a working knowledge of core body of theories concepts and practices required of professionals in the human services field. Thirty-two interns rated themselves 3.89. Criteria met. Thirty-four students were rated 3.93 by Faculty supervisors. Criteria met. Sixteen students achieved a pass of 80% or higher on a written comprehensive exam developed by the program faculty to assess basic knowledge. Criteria met. Thirty students were rated 4.08 by Intern supervisors in regards to the ability to integrate human service, administration, rehabilitation, or criminal justice theory with practice in the field of the specialization degree options. Criteria met. Faculty Supervisors rated thirty-four students 4.01. Criteria met. Thirty-two students rated themselves 3.74. Criteria met. Thirty-four students were rated 4.01 on Performance level in Practicum. Criteria met. Sixteen students completed the comprehensive exam and sixteen passed with 80% or higher. Criteria met. The mean score for the ten counseling program students taking the National Counselor Preparation Examination was 67.00 as compared to the national mean of 88.71. Sixteen students completed the Certified Rehabilitation Counselor Examination. Results will not be available for at least six weeks. Forty-eight students evaluated yielded a Mean Score of 96.86 on The Case Record Assignment. Criteria met. Twenty-nine proposals with a mean score of 94.1 on Grant Proposal Assignment. Criteria met. Overall mean for practicum/intern student evaluation by supervisors was 3.93. Criteria met. Overall mean for practicum/intern student evaluation by Faculty supervisor was 4.08. Criteria met. Six proposals have been adopted by the students' employing agency on a full or partial basis. Criteria met. Curriculum revision. Grants are no longer submitted directly to a funding agency. Criteria not met. Thirty-two students were rated 4.29 by Intern supervisors. Criteria met. Thirty-two students rated themselves at 4.04. Criteria met. Faculty supervisors rated thirty-two students at 4.04. Criteria met. Thirty-two students were rated by faculty with a mean of 4.04 on Performance on Oral presentation. Slight increase in rating. Criteria met. Thirty-two students rated themselves with a rating of 4.45 on Performance on Oral presentation. Increase in rating. Criteria met.
Library Media (M.Ed.)	Employers and Alumni Survey results will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The results exceeded the 80% agree benchmark. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate maintenance and revision may occur that will lead to an improved program. The Assessment of Portfolio Rating Rubric indicated that the 27 graduates average Portfolio rating exceeded 3.0. The Library Media students were included in the Secondary Masters' program for this time period. In the future their portfolios will be judged independently.

ECU Graduate Program Assessment Results for 2002-2003

Psychological Services (M.S.)	<p>Graduating seniors surpassed the criterion level of 3 again this year. Their average rating was 4.6. Alumni and employer data were insufficient to make a statement at this time. The criterion goal of 70% of the students tested on these select test items that measure the client's condition and determining treatment needs was not reached this year. The average of these test scores on this assessment was 59%. A review of the Graduate Examination is warranted. The criterion level of 3 relating to MSPS students' ability to provide appropriate counseling services has been surpassed; these scores were 4.6 by students. As to whether MSPS students are able to provide appropriate counseling services, the criterion of 70% was reached this past year, the average being 80%.</p>
Reading Specialist (M.Ed.)	<p>Five candidates tested and passed the Foundations of Reading sub-area test. Scores indicate no change in program needed. One hundred percent of administrators agreed that candidates meet the criteria on Practicum/Field Experience Survey. No change is indicated at this time. One hundred percent of candidates exiting the program agreed they possess necessary foundational criteria. One hundred percent of Portfolio completing the program scored 3 or above on a 5 point rating scale. No change needed. Five candidates tested and passed the Instructional Practices sub-area test. Five candidates tested and passed the sub-area test - Assessment, Diagnosis, and Evaluation. Scores indicate no change in program is needed. Five students tested and passed the Professional Role sub-area of the test.</p>
School Counseling (M.Ed.)	<p>East Central's average on Sub-test 5 of the Oklahoma Teacher Certification Test for School Counselors was 94; the statewide average was 91. One hundred percent (100%) of the students passed this sub-test in 2002/2003, which exceeded the performance goal. Performance on Sub-test 3 of the Oklahoma Teacher Certification Test for School Counselors average was 93; the statewide average was 92. Performance on Sub-test 2 of the Oklahoma Teacher Certification Test for School Counselors average was 89. One hundred percent (100%) of examinees passed in 2002/2003, far exceeding the performance goal of 80%. The procedure for gathering data from alumni and employees was altered in 2002/2003. This data were collected during the practicum experience which took place in 06/2002. In 2002, one hundred percent (100%) of the students strongly agreed or agreed to question #1, question 2, and question #4 on the alumni survey, thus exceeding the performance goal. In 2002, ninety-one percent (91%) of the students strongly agreed or agreed to question #3 and question #5 on the alumni survey, thus exceeding the performance goal.</p>
Secondary Education (M.Ed.)	<p>Graduating student surveys, employer surveys and alumni surveys will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate maintenance and revision may occur that will lead to an improved program.</p>
Secondary Education Technology (M.Ed.)	<p>Graduating student surveys, employer surveys and alumni surveys will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The Assessment of Portfolio rating Rubric indicated that the 15 graduates' average Portfolio rating exceeded 3.0. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate maintenance and revision may occur that will lead to an improved program.</p>

ECU Graduate Program Assessment Results for 2002-2003

Special Education (M.Ed.)

A revised survey using a Likert Scale has been developed. However, data from the survey will not be available until the surveys are returned in June 2003. The revised assessment plan will include the following 1) Survey of stakeholders (i.e., Residency Teachers in 1st year of employment) using the 18 competencies identified by the ECU Department of Education. 2) Survey of stakeholders (i.e., Residency Teachers in 1st year of employment) using standards developed by a learned society (Council for Exceptional Children) 3) No students completing the graduate program in 2002 took the Oklahoma Teacher Certification Exam. Students will be encouraged to take the OSAT.

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

ECU Graduate Program Changes Due to Assessment Results for 2002-2003

Program	Changes Resulting from Assessment
Elementary Education (M.ED.)	The survey instrument results will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate maintenance and revision may occur that will lead to an improved program.
Human Resources (M.S.)	Will observe intern students for projected improvement. Continue to provide opportunities for students to increase confidence level. Observe the ability to integrate human service, administration, rehabilitation, or criminal justice theory with practice in the field of the specialization degree option by interns to determine increase or decrease for next year. Increase frequency of theory application process and assignments currently utilized. Continue to evaluate feedback and assignment process for Practicum. Curriculum review to be continued on the ability to write formal reports and client related documentation in a style appropriate for a professional in the field. The review will be continued to assist in determining ways to increase skills in this area. In the judgement of program faculty, it is more important to know how to write at this point than be funded by grants. This position will be evaluated during the next year. Trends will be observed. Increase curriculum opportunity to increase public speaking skill training. Continue to provide opportunities for students to increase confidence when presenting.
Library Media (M.ED.)	The survey instrument results will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate, so that appropriate maintenance and revision may occur that will lead to an improved program.
Psychological Services (M.S.)	A review of the Graduate Examination is warranted.
Secondary Education (M.ED.)	The survey instrument results will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate, so that appropriate maintenance and revision may occur that will lead to an improved program.

ECU Graduate Program Changes Due to Assessment Results for 2002-2003	
Program	Changes Resulting from Assessment
Secondary Education Technology (M.ED.)	The survey instrument results will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. The Portfolio assessment used to identify program strengths and areas of concern should be the Evaluation Rubric for Meeting OSDC General Competencies, "Graduate Portfolio Handbook," 1998, pp 14-15, so that appropriate, so that appropriate maintenance and revision may occur that will lead to an improved program.
Special Education (M.ED.)	The revised assessment plan will include the following: 1) Survey of stakeholders (i.e., Residency Teachers in 1 st year of employment) using the 18 competencies identified by the ECU Department of Education. 2) Survey of stakeholders (i.e., Residency Teachers in 1 st year of employment) using standards developed by a learned society (Council for Exceptional Children) 3) Results of the Oklahoma Teacher Certification Exam (when available). Students will be encouraged to take the OSAT and the Oklahoma Teacher Certification Exam.