

EAST CENTRAL UNIVERSITY



ANNUAL ASSESSMENT REPORT 2005-06

REPORT COMPLETED BY
THE CENTER OF ASSESSMENT AND INSTITUTIONAL RESEARCH
November 2006

Section I - Entry-Level Assessment

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

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

I.3. During freshmen enrollment, the appropriate ACT COMPASS module(s) or the Integrated Process Skills Test II for Science were administered. Scores on secondary tests were binding for students whose ACT subject scores were below 19 in a given subject area. Students who were not satisfied with their performance were given one opportunity to retake the placement tests 30 days (or more) after their initial testing date. Tutoring in English for currently enrolled students is available at the ECU Writing Center. Tutoring in math is available from the Missouri Club, a math majors' club. In addition to the secondary testing guidelines listed above, students enrolled in zero-level English are given an in-class essay exam the first week of class as a third test-out opportunity. In the zero-level Intermediate Algebra course, students may request to take a departmental exam as a third test-out opportunity. Students who score below 77 on the COMPASS Reading module are given the Nelson Denny Reading Test during the first week of class as a third test-out opportunity. If these students read at the 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.

I.4. A total of 668 beginning freshmen were evaluated during the 2005-06 academic year. Of this number, 424 beginning freshmen (unduplicated count), which is 64% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 285, 43% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. Eighty-eight, 13% 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 2005-06 Beginning Freshmen Compared to 2000-05 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"]		
	2005-06		2000-05 Average	2005-06		2000-05 Average	2005-06		2000-05 Average
	Number	%	%	Number	%	%	Number	%	%
English	416	62%	66%	192	29%	24%	60	9%	10%
Math	326	49%	51%	96	11%	14%	246	37%	38%
Reading	473	71%	75%	116	17%	13%	79	12%	12%
Science	488	73%	75%	158	24%	19%	22	3%	6%

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

About 91% of the entering freshmen qualified to take college-level English. Approximately 60% of this cohort qualified to take a college-level math course while about 88% qualified to take reading intensive college-level course work. About 97% 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 2000-01 through 2004-05 freshman classes (2000-05). However, the placement distribution for Mathematics remains below the math placement distributions prior to adopting the ACT COMPASS Algebra test as the secondary placement test for mathematics. On the secondary test, only 11% of the students passed, resulting in significantly more students being identified as having academic skills deficiencies in mathematics.

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

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

The following table summarizes the performance of 2005-06 beginning freshmen in six zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the combined results for 2000-01 through 2004-05, the pass rates for EDUC 0111, and PHSCI 0123 were higher. The pass rate for ENG 0123 was slightly lower than the 2000-01 through 2004-05 pass rate. The pass rate for MATH 0214 was much lower than the average pass rate for the 2000-01 through 2004-05 period.

2005-06 Beginning Freshmen Performance in Zero-Level Courses Compared to 2000-05 Averages						
Subject Area	Course	“R” Students Enrolled	“R” Students Passing	Percent Passing		2005-06 Minus 2000-05 Average
				2005-06	2000-05 Average	
English	ENG 0123	49	33	67%	72%	-5%
Math	MATH 0214	235	121	51%	67%	-16%
Reading	EDUC 0111	29	23	79%	75%	4%
Science	PHSCI 0123	17	14	82%	78%	4%

Performance of Students in College-Level Courses

The performance of the freshman class of 2005-06 in college-level courses is shown in the table below.

2005-06 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 2005-06	Percent C or Higher 2000-05 Average	2005-06 Minus 2000-05 Average
English - “N”	ENG 1113	341	262	77%	72%	5%
English - “C”	ENG 1113	165	109	66%	71%	-5%
English - “R”	ENG 1113	27	25	93%	66%	27%

2005-06 Beginning Freshmen Performance in Selected Entry-Level College Courses						
Math - "N"	MATH 1413	68	41	60%	71%	-11%
Math - "C"	MATH 1413	33	20	61%	71%	-10%
Math - "R"	MATH 1413	27	11	41%	71%	-30%
Math - "N"	MATH 1513	188	119	63%	65%	-2%
Math - "C"	MATH 1513	30	20	67%	52%	15%
Math - "R"	MATH 1513	27	11	41%	47%	-6%
Reading - "N"	Selected	811	607	75%	68%	7%
Reading - "C"	Selected	161	100	62%	53%	9%
Reading - "R"	Selected	90	52	58%	48%	10%
Science - "N"	Selected	145	100	69%	69%	0%
Science - "C"	Selected	31	10	32%	44%	-12%
Science - "R"	Selected	0	0	-	40%	-

Selected courses associated with Reading are: American History, American Federal Government, Psychology, and Sociology. Selected courses associated with Science are: Astronomy, General Biology, and Earth Science. The figures for both Reading and Science represent the total enrollments and total grades earned.

Only students who took courses in the subject area are listed in the table. Second, students in the "R" cohort *passed the zero-level course in the subject area* before taking the college-level course in every subject area, except reading. The performance of each cohort is measured by the percentage of grades of C or higher earned in the course or course group. Withdrawals (Ws) are counted with Ds and Fs in the calculations as unsatisfactory outcomes. For the freshman class of 2005-2006, ECU's cut scores appeared to be effective in ENG 1113 except for the "C" cohort. The cut scores were not as effective for the other subject areas. However, the "N" cohort in Reading did meet the 70 percent grades of C or higher performance goal. 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 2000-01 - 2005-06			
College Subject	"N" Cohort	"C" Cohort	"R" Cohort
ENG 1113	3	3	4
MATH 1413	3	4	2
MATH 1513	3	0	2
Reading Courses Group	3	0	0
Science Courses Group	2	0	1

As the table shows, entry-level assessment and placement works best for English Composition I (ENG

1113). Students with Math ACT subject scores of 19 or higher (“N” Cohort) and the “C” cohort also do 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. Given the difficulty of the test-exempt “N” cohort in achieving the 70 percent C or higher performance goal, it is probably unrealistic to expect the same level of performance from the other placement cohorts. Furthermore, the data provide further evidence why entry-level assessment and placement at ECU has not significantly improved the retention rates of the freshman classes. Given the poor academic backgrounds of many entering freshmen, the remediation offered at ECU is not sufficient in many cases to provide some students with the skills necessary to succeed at the college level.

I.7. No additional studies were conducted during 2005-06.

I.8.

I.9. No instructional changes are currently planned.

Section II - Mid-Level Assessment/General Education

II-1. The following table lists the measures used to assess the general education competencies. The measures used during 2005-06 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, UAC
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

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

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); the University Assessment Committee (UAC); 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. Each multiple-choice section of the exam was administered. Also, the writing section was administered to one class in 2005-2006.

II.2. During 2005-06, 325 students took one of the CBASE multiple-choice sections as part of the course requirements for UNIV 3001. The test was administered to all UNIV 3001 students.

College BASE Percentage of East Central University Students Passing A Given Section of the Exam 1996-99 Through 2005-06				
Cohort	English	Math	Science	Social Studies
ECU 2005-06 CBASE Full Exam	64%	69%	58%	70%
ECU 2004-05 CBASE Full Exam	67%	73%	57%	61%
ECU 2003-04 CBASE 1:1 Exam	74%	57%	70%	73%
ECU 2002-03 CBASE 1:1 Exam	59%	64%	82%	79%
ECU 2001-02 CBASE 1:1 Exam	65%	73%	79%	72%
ECU 1999-2000 CBASE Full Exam	78%	79%	77%	75%
ECU 1996-99 CBASE Full Exam	78%	74%	80%	81%

II.3. Students received 50 course points (one letter grade) for completing the assigned section of the exam.. For a one-hour course this strategy does not appear to induce meaningful participation on the part of many students.

II.4. The table below shows the graduation and retention rates of students who took the College BASE.

During the last five academic years, 80% of those examined have either graduated from ECU or are still enrolled at ECU. This combined graduation/retention rate is more than twice the average six-year graduation/retention rate for the institution. The data continue to show that students who 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
2001-02	287	225	78.4%	3.17	11	3.8%	2.48	82.2%
2002-03	352	272	77.3%	3.25	10	2.8%	2.71	80.1%
2003-04	412	285	69.2%	3.27	45	10.9%	3.02	80.1%
2004-05	372	155	41.7%	3.14	140	37.6%	3.11	79.3%
2005-06	326	37	11.4%	3.15	219	67.2%	2.99	78.5%
Totals	1,749	974	55.7%	3.22	425	24.3%	3.08	80.0%

* Have not graduated but were enrolled in 2006-07.

II.5. The table below summarizes the results of the 2005-06 administration of the four multiple-choice sections of the CBASE to 325 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 one or more sections of the exam in the CBASE during the 2003-05 time period.

College BASE Performance of East Central University Students 2001-02 Through 2005-06 Average¹ Exam Scores by Subject					
Academic Year Cohorts	English	Math	Science	Social Studies	Composite Score
ECU 2005-06 CBASE Full Exam (N=325)	256	278	238	256	255
ECU 2004-05 CBASE Full Exam (N=372)	261	272	251	254	259
ECU 2003-04³ CBASE 1:1 Exam (N=408)	274	244	278	271	267
ECU 2002-03³ CBASE 1:1 Exam (N=340)	256	246	288	261	263

College BASE Performance of East Central University Students 2001-02 Through 2005-06 Average ¹ Exam Scores by Subject					
Academic Year Cohorts	English	Math	Science	Social Studies	Composite Score
ECU 2001-02 ³ CBASE 1:1 Exam (N=287)	242	261	283	264	263
2003-05 ² CBASE Full Exam All (N=9720)	266	285	263	263	273

(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.) All institutions who used the College BASE Full Exam during 2003-2005.

(3) The averages reported for 2001-02 through 2003-04 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 cohort.

Overall, the 2005-06 cohort's performance was worse than the earlier cohorts. It was also 18 points lower than students in ECU's CBASE peer group - differences of 17 or more points are significant. The difference in the composite score from the peer group average is due to the significant differences in the average Science scores. This large difference in scores continues to raise questions concerning student motivation and the fit between the exam and general education course content.

Section III - Program Outcomes

III.1. All undergraduate degree programs submitted individual assessment plan reports and summaries to the Office of Assessment in May 2006. Plans were evaluated by the Director of Assessment and a report was sent to the Dean of each School outlining the strengths or weaknesses of each plan submitted in terms of outcomes, criteria, measures used, results reported, and changes planned or reported. Programs reported on three or more student learning outcomes and used one direct and one indirect measure for each student learning outcome. A few programs had two direct measures for selected outcomes. Additionally, in 2005-2006 the University Assessment Committee used a rubric to evaluate plans/summaries for programs undergoing program review in 2007-2008. Many programs administered either a standardized test or a locally developed test as a measure of content learning in their specialized field. These results are displayed in the table below.

ECU Undergraduate Program Assessment Results for 2005-2006	
Program	Assessment Results
School of Business	
Accounting	Five students took the ETS MFAT exam in December 2005. Three (60%) scored above the 2003-2004 national mean of 152.5.
Business Administration	The December 2005 mean score was 148.9, or the 35 th percentile, with 15/36 students (42%) scoring at or above the 50 th percentile on the ETS MFAT. The scores in the May 2006 report improved, with an average score of 153.0, putting the group right at the 50 th percentile.

ECU Undergraduate Program Assessment Results for 2005-2006	
Business/Office Technology	Students exceeded the OPAC cut score in all areas for 2005.
School of Education and Psychology	
Early Childhood Education	Of the 40 ECU Candidates who took the OSAT test, 92.5% passed, compared to a statewide pass of 82.9%.
Elementary Education	Goal was not met with 73% of candidates tested passing on the Certification Examination for Oklahoma Educators - Sub-Test 1 in 2005. (59/82)
H.P.E.R. - Teacher Education	During the identified five-year period, ECU physical education majors have achieved a 93% average pass rate on the Oklahoma Teacher Certification examination (OSAT).
Psychology	Goal was met that 50% of the students taking the Area Concentration Achievement Test in Psychology will score at or above the fiftieth percentile.
Special Education	The results of the 2005 Certification Test on Understanding Students with Mild/Moderate Disabilities indicated an overall ECU pass rate of 100%. This compares to an overall state pass rate of 71%. .
School of Humanities and Social Sciences	
Art	For 2000-2006, 68% of ECU students tested scored at or above the fiftieth percentile on the Art ACAT. For the years 2000-2006, 91% of the ECU students tested passed the OSAT exam. The average score of ECU students was 274, above state average of 261.
Criminal Justice	Results of Nationally normed assessment exams are administered during the Spring semester. Only 10 students of the 28 eligible completed the exam with 90% scoring at or above the 70 th percentile (Score at or above 140 points of 200 total points). Student scores ranged from 139 to 181 with a mean score of 151.5.
English and Languages	Examinees for 2006 showed a 78% pass rate, in line with the state's 79% pass rate for the same year on the Certification Examinations for Oklahoma Educators (CEOE).
Human Services Counseling	Student performance on the revised (126 item) locally developed comprehensive examination was Total Mean N=82 (70%) 88.83, Rehabilitation Mean N=13 (76%) 94.40, Counseling Mean N=65 (69%) 87.50, Services to Deaf Mean N=4 (67%) 84.6. Students overall answered over 60% correctly. (89 of 126 items)
Music	The ECU student average on the Oklahoma State Teaching Certification Exam; sub-area 1, Music Theory, was 93; the state average was 91; sub-area 4, Music History, was 78; the state average was 83: sub-area 2, Music Performance, was 88; the state average was 87; sub-area 5, Music and Other Disciplines, was average of 85; the state average was 86; Vocal Music Composite was 87 (state average 83) and the average for Instrumental Music Composite was 86 (state average 86).
Social Work	Twenty-five of the thirty students tested (83%) on the ACAT scored at or above the fiftieth percentile.

ECU Undergraduate Program Assessment Results for 2005-2006	
School of Mathematics and Sciences	
Biology	The performance on the ACAT in 2005 was the lowest since 1997, with only 35% of the students tested scoring above the fiftieth percentile. Overall, 95% of ECU Biology students who took the CEOE in the last seven years passed compared to 61% of statewide examinees who took this exam.
Chemistry	Ninety-two percent of the students answered 75% of the embedded questions on upper-level final examinations correctly .
Computer Science	The National Average on the Major Field of Achievement Tests offered by ETS in 2005 was 148.6 with standard deviation of 10.5. Eight ECU students took the test. The ECU average was 150.7, well within a standard deviation of the National average, and with one student scoring in the 90 th percentile level.
Environmental Health Science	One hundred percent of students taking an examination consisting of ten questions from each of 14 different subject areas as listed in an EHS self study course published by the federal Centers for Disease Control scored at or above 50%.
Family & Consumer Science	Three students took the OCTP test and passed.
Health Information Management	For 2001-2005, the ECU pass rate on the national certification exam for registered health information administrators was 90.6% compared to 89.2% nationally. The ECU 2005 pass rate was 100.0% compared to a national passing rate of 86.3%.
Mathematics	The performance goal on the Educational Testing (ETS Major Field Test (MFT) is not being met. Performance on this exam is unacceptable. The performance goal on the Oklahoma Subject Area Test (OSAT) has been met in three of the last five years.
Medical Technology	Two of four scored above the 50 th percentile on the ACAT in Biology which matched the outcome goal. The student average was 61 st percentile.
Nursing	Eighty-nine percent of the 2005 graduates passed the licensing exam on their first attempt. The mean state passing rate was 85% and the mean national rate was 86%.
Physics	The average score of six students taking the Pittsburg State University Achievement Test in Physics in the spring was 48%, close to our goal of 50%. The six who took it in the fall averaged 74%, by far the highest average ever.

III.2 The table below describes the instructional changes made by programs as a result of program outcomes assessment. A few programs are still waiting for consistent trend data to verify the need for program changes.

ECU Undergraduate Program Changes Due to Assessment Results for 2005-2006	
Program	Changes Resulting from Assessment
Accounting	Changes made in Fall 2005 in response to previous assessment are as follows: Added text website assignments. Decreased use of text cases (from 11 to 9 cases). Increased amount of class time used to inform, guide, and instruct students on how to properly complete Systems Understanding Aid Assignments from 90 minutes to 150 minutes. Implemented ACL (audit software) assignments.

ECU Undergraduate Program Changes Due to Assessment Results for 2005-2006	
Program	Changes Resulting from Assessment
Business Administration	Possible actions include simple text changes (as is being done in ECON 2003). Providing additional educator training for faculty, having faculty revise course plans and/or pedagogy, or restructuring faculty teaching assignments. We will also change the pre-req for BUS 4303 to require that students only take the course in the last semester of their Senior year.
School of Education and Psychology	
Early Childhood Education	The redesigned courses concentrate on the competency of Candidates will demonstrate knowledge, skills and dispositions in child development and learning.
Elementary Education	Results indicate that study sessions need to be offered, tutoring programs need to be available, and admission requirements need to be tighter. No student will be admitted until they pass the OGET.
Psychology	Changes in Physiological Psychology course. Re-emphasis of several communication skills in experimental psychology course. More emphasis placed on hypothesis generation.
H.P.E.R. - Teacher Education H.P.E.R. - Exercise Science/Recreation	To address the identified weaknesses a new test format has been developed for spring 2006. As of spring semester 2006, the current exit exam will be/has been replaced by an entrenched response-item exam consisting of a culmination of select test items from specific required courses.
Special Education	A consensus has been reached among the Special Education Faculty to revise the existing Special Education Program course requirements. The Special Education faculty will be meeting with the Chair of the Education Department in the Fall of 2006 to recommend changes. These changes are being proposed due to changes in Federal (IDEA 2004) and state mandates which took effect July 2005.
School of Humanities and Social Sciences	
Art	The department is actively engaged in remedial activities and increased testing in many courses. Preliminary action is underway to address weaknesses in the three dimensional area through curricular and budgetary enhancements. Correction is effective in sculpture, but ceramics still needs improvement.
Communications	In an effort to raise scores, the mass communication faculty have agreed to teach separate sections of Senior Project, starting Fall 2006. Faculty have decided that the addition of an extra video project in JRNL 3873 Video Production I was a major factor in bringing students into compliance with professional production standards and in meeting the performance goal.
English and Languages	The department is currently revising its curriculum and assessment process to serve the needs more efficiently and to align more clearly the departmental outcomes with the NCTE/NCATE standards and CEOE competencies.
General Studies	Regular attention to related matters by faculty and BGS committee members led to major changes in the Senior Project requirements last year.

ECU Undergraduate Program Changes Due to Assessment Results for 2005-2006	
Program	Changes Resulting from Assessment
History	The department has decided to add some embedded assessment of research and writing skills to measure student performance in this area. The department needs to make HIST 3883: Topics in History a requirement for taking more than six hours of advanced level courses.
Social Work	Program will continue to monitor scores and trends on the ACAT. Skills are rated above average on Employers' Evaluation. Next survey will be in 2009.
Speech	The 2007 report will analyze data from at least two classes and at least one senior project. The 2007 report will assess at least one senior project. The goal was not met on student projects. Rubric criteria indicate dissatisfaction with the clarity of student writing, which faculty will address with more concrete direction and instruction in term paper writing.
School of Mathematics and Sciences	
Biology	While the performance goal has been met two of the past five years, it was not met in 2005. The Biology Department will begin to monitor ACAT subarea scores to determine if there are specific topics where Biology majors need remediation to perform at the designated performance goal. A rubric to measure the skills of program graduates for laboratory/field research is being designed and it will be utilized next year in BIOL 4881 Biology Senior Seminar.
Cartography/Geography	Also, students lose sight that geographic analysis can only be performed with an appreciation and knowledge of more traditional geographic subject matter taught in the department's geography courses. The faculty recognizes this and will incorporate more geographical analysis in student projects across the curriculum.
Chemistry	It is possible this is a reflection of perceived deficiencies in the area of chemical technology. Addition of a second semester of physical chemistry is currently being implemented.
Environmental Health Science	Faculty will investigate the use of a standardized grading rubric for oral presentations given in classes. Use of more than one example of students oral communications abilities will provide a broader basis for assessment.
Family & Consumer Science	Faculty will continue to reinforce FCS knowledge and skills in core courses. As a result of subarea scores, faculty will place emphasis in the area of Clothing and Textiles in test preparation.
Health Information Management	In order to strengthen the performance of students in Subdomain 2B, a new textbook has been adopted beginning in the Fall of 2006 for the course, HIM 4523 Organizational Performance Management.
Mathematics	The department has proposed a number of changes in prerequisite structure, will no longer offer MATH 3093 Introduction to Theorem Proving and Number Theory by independent study, and will incorporate a student's MFT score into course grade for MATH 3715 Linear Algebra in an effort to improve MFT scores. The department will no longer offer MATH 3093 Introduction to Theorem Proving and Number Theory by independent study in an effort to improve OSAT scores.

ECU Undergraduate Program Changes Due to Assessment Results for 2005-2006	
Program	Changes Resulting from Assessment
Nursing	Continue to encourage RN to BSN students to complete general education requirements before taking nursing courses. Maintain program quality - NCLEX program reports reveal a number of basic weaknesses in student learning. Issues being addressed by faculty. Child/Adult I clinical increased to facilitate attainment of skills.
Physics	We plan to continue incorporating the Pittsburg State University Achievement Test in Physics in a course all majors take. This has provided motivation for them to study and perform well. Scores have improved since we started this.

Section IV - Student Satisfaction Assessment

IV.1. The main assessment instrument used for student satisfaction assessment at East Central University during 2005-06 was ACT's Survey of Student Opinions. During the Spring 2006 semester, the Assessment Center collected data on the satisfaction of currently enrolled students by surveying 368 students using the ACT Survey of Student Opinions. This sample consisted of general education course sections and upper-level course sections selected by programs going through program review. While this sample was not random, this sampling procedure ensures that the students and alumni of all programs are surveyed every five years.

IV.2. ECU students' responses to the ACT Student Opinion Survey concerning College Environment were summarized and compared to the average responses for public colleges. Differences between the average responses of ECU students and the public college averages were also reported. The 2005-2006 results show ECU students still rate most items higher than the public college sample. The rating for "flexibility to design your own program" exceeds the public college norm by the largest amount. Several of the ratings fell significantly below the public college norm. These are "purposes of student activity fee use", "campus bookstore", and "campus media". Overall, the students responding to the survey indicated they were more satisfied with the ECU college environment than the average public student is with their college environment. "Student union" received the highest average rating of items under campus facilities.

Section II of the ACT Student Opinion Survey rates College Services. The following table shows the number of students who used each service, the importance to students of the service, the ECU 2000-05 ratings of each service, the ECU 2005-06 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 2005-06 Section II: College Services							
Item Text	Local Frequency 2005-06	Number Rating This Item 2005-06	Importance to Students 2005-06 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2005-06 Less Public College Norm
				ECU 2000- 05	ECU 2005- 06	Public College Norm	
Financial Aid Services	349	298	4.38	3.83	3.55	3.69	-0.14
Parking Facilities and Services	357	342	4.21	2.97	2.12	2.49	-0.37

East Central University ACT Student Opinion Survey Results for 2005-06 Section II: College Services							
Library Facilities and Services	351	315	3.86	4.09	4.13	4.00	0.13
Computer Support and Services	344	282	3.72	3.95	3.80	3.87	-0.07
Academic Advising Services	348	303	3.65	3.92	3.82	3.75	0.07
Career Planning Services	307	133	3.43	3.57	3.58	3.78	-0.20
Student Health/Wellness Services	334	250	3.49	3.98	4.10	3.79	0.31
Job Placement Services	302	89	3.32	3.29	3.20	3.62	-0.42
Student Employment Services	323	143	3.13	3.72	3.55	3.88	-0.33
College-Sponsored Tutorial Services	312	106	3.06	3.65	3.52	3.85	-0.33
Student Health Insurance Program	302	89	2.83	3.29	3.28	3.41	-0.13
Food Services	329	202	2.78	3.11	3.39	3.22	0.17
Credit-By-Examination Program (CLEP,	311	126	2.77	3.71	3.65	3.92	-0.27
Honors Programs	311	111	2.77	3.49	3.44	3.89	-0.45
Recreational and Intramural	315	164	2.69	3.88	3.79	4.04	-0.25
College-Sponsored Social Activities	330	180	2.67	3.69	3.63	3.79	-0.16
Cultural Programs	312	116	2.67	3.52	3.61	3.88	-0.27
Residence Hall Services and Prgms.	318	148	2.66	3.24	3.26	3.34	-0.08
College Orientation Program	325	220	2.63	3.70	3.55	3.77	-0.22
Personal Counseling Services	312	117	2.62	3.53	3.56	3.82	-0.26
Day Care Services	306	63	2.31	3.28	3.22	3.81	-0.59
AVERAGES	324	181	3.13	3.59	3.51	3.70	-0.18

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. Four items, “financial aid services”, “parking facilities and services”, “job placement services”, and “career planning services” were of above-average importance (higher than 3.0) with relatively low satisfaction ratings. The item “day care services” was of least importance with the lowest relative satisfaction. Items of relatively high importance with highest ratings in the relatively high satisfaction section were,, “library facilities and services”, and “student health/wellness services”.

IV.2. Use of the new Survey of Student Opinions will continue to provide a more refined analysis of importance to students of various services as well as satisfaction ratings. Items with significantly low ratings will continue to be studied along with their level of importance and the number of students responding. This will enhance administrative efforts to use assessment of student satisfaction to effectively target needed changes. Dr. Richard Rafes, our new president, has initiated a number of positive changes in the Student Services area in Fall, 2006. These will be reported in detail next year, but consist of reorganization of existing units and numerous staff changes in the student services area.

Section V - Graduate Student Assessment

V.1 All students who are graduating from a masters program are assessed, usually 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 2005-06		
Graduate Program	Assessment Instruments	Students Assessed
Elementary Education (M.Ed.)	Portfolios, Various Constituent Surveys (VCS), Research Product, State Elementary Principal Certification Exam, Oklahoma State Subject Area Test (OSAT)	81
Human Resources (M.S.)	Various Constituent Surveys (VCS), Comprehensive Examination, Case Record, Research, National Counselor Preparation Examination - Counseling Program, Certified Rehabilitation Counselor Examination, Oral Reports, Class Presentations, and Small Group Discussions	154
Library Media (M.Ed.)	Oklahoma State Teacher Certification Exam, Employer Survey, Graduate Survey, Portfolio	26
Psychological Services Program (M.S.P.S.)	Graduate Student Survey, Practicum Student Evaluation, Graduate Assessment Exam	11
Reading Specialist (M.Ed.)	Oklahoma Teacher Certification Test (OTCT), Administrator Survey, Reading Option Exit Survey, Portfolio	8
School Counseling (M.Ed.)	Oklahoma Teacher Certification Test for School Counselors (OTCT), Alumni Survey	35
Secondary Education (M.Ed.)	Portfolios, Employer Opinion Survey, University Faculty Opinion Survey, Peer Opinion Survey, Research Project, State Secondary Principal Certification Exam, OSAT	116
Special Education (M.Ed.)	Graduate Student Survey	8
Total Students Assessed		450

V.2. Many programs administered either a standardized test or a locally developed test as a measure of content learning in their specialized field. These results are displayed in the table.

ECU Graduate Program Assessment Results for 2005-2006	
Program	Assessment Results
Human Resources (M.S.)	Results of the written comprehensive exam indicate that six students completed the exam, with all scoring 80% or higher. The mean score on the National Counselor Preparation Exam - Counseling Program was 75.26. Only four students completed the exam, with two passing. The national average is 80% pass rate. The last available data indicates ECU students have a pass rate of 50%.

ECU Graduate Program Assessment Results for 2005-2006	
School Counseling (M.Ed.)	East Central's average on preparation to organize, develop, and implement a comprehensive guidance program on the Oklahoma Teacher Certification Test for School Counselors was 90; the statewide average was 89. One hundred percent (100%) of the students passed this subtest in 2005, which exceeded the performance goal. In 2005, East Central's average on students' ability to use a variety of individual counseling skills appropriate to a school setting on the Oklahoma Teacher Certification Test for School Counselors was 92. One hundred percent (100%) of examinees passed in 2005, far exceeding the performance goal of 80%..
Secondary Education (M.Ed.)	The subject area test is not given in the Educational Technology and Secondary Education programs. The criteria was met in regards to the educator is able to Prescribe, Reflect and Integrate a variety of strategies designed to enhance student learning. Eighty-two percent of the candidates passed the core knowledge section of the state certification exam. The criteria was met. Analysis of test scores indicated 50% of the candidates passed the secondary principal specialty test.
Special Education (M.Ed.)	A total of 3 students completing the graduate program in 2005 took the Oklahoma Teacher Certification Exam. All students passed the subtests Understanding of students with mild/moderate disabilities, Assessment and development of IEPs for students with mild/moderate disabilities, Possess knowledge to promote student learning and development with mild/moderate disabilities, and Working in a Collaborative Learning Community and ECU average scores exceeded the state average.

V-3. Graduate programs reporting changes are listed in the table below.

ECU Graduate Program Changes Due to Assessment Results for 2005-2006	
Program	Changes Resulting from Assessment
Elementary Education (M.ED.)	Elementary principal scores were 2 percentage points below benchmark. The program director is re-evaluating the writing assignments in the program to improve this outcome as well as the constructed response portion of the certification test. Elementary Ed. Met the benchmark. The portfolio research product was met. The subject area test is not given in the Elementary Education Specialization program. The courses in the program will continue to be reviewed to insure alignment with degree competencies for accreditation.
Library Media (M.ED.)	Several changes have been made as a result of test scores. Students are now composing a procedures manual in class, and new textbooks are being considered. All syllabi in all courses are undergoing revision to address new standards.
Reading Specialist (M.ED.)	Changes in the rotation schedule were made to better meet student needs communicated through informal measures. Practicum assignments were changed to better utilize existing student assignments and provide articulation between courses in the program.
Secondary Education (M.ED.)	Courses will be reviewed and aligned to address the sub-areas of weakness on the state certification exam - Educational management assignment, Instructional leadership, and School vision leadership. Analysis of test scores indicated (50% - Pass) need to add additional written assignments and to more carefully work with adjunct faculty to assure assignments are being implemented and scored properly.