

EAST CENTRAL UNIVERSITY



ANNUAL ASSESSMENT REPORT 2006-07

REPORT COMPLETED BY
THE CENTER OF ASSESSMENT AND INSTITUTIONAL RESEARCH
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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 724 beginning freshmen were evaluated during the 2006-07 academic year. Of this number, 449 beginning freshmen (unduplicated count), or 62% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 288, 40% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. Ninety-seven, 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 2006-07 Beginning Freshmen Compared to 2001-06 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"]		
	2006-07		2001-06 Average	2006-07		2001-06 Average	2006-07		2001-06 Average
	Number	%	%	Number	%	%	Number	%	%
English	456	63%	65%	204	28%	25%	64	9%	10%
Math	374	52%	50%	102	14%	12%	248	34%	38%
Reading	494	68%	75%	147	20%	13%	83	12%	12%
Science	532	74%	75%	161	22%	19%	31	4%	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 66% of this cohort qualified to take a college-level math course while about 88% qualified to take reading intensive college-level course work. About 96% qualified to take college-level science courses. As the table shows,

the placement distributions for English and Reading are comparable to the average placements for the 2001-02 through 2005-06 freshman classes (2001-06). The placement distributions for Mathematics and Science improved over the previous five-year average with fewer students required to take the remedial course in these areas.

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

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

The following table summarizes the performance of 2006-07 beginning freshmen in four zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the combined results for 2001-06 through 2005-06, the pass rates for ENG 0123, MATH 0214, and PHSCI 0123 were significantly lower. The pass rate for EDUC 0111 was significantly higher than the 2001-06 average pass rate.

2006-07 Beginning Freshmen Performance in Zero-Level Courses Compared to 2001-06 Averages						
Subject Area	Course	“R” Students Enrolled	“R” Students Passing	Percent Passing		2006-07 Minus 2001-06 Average
				2006-07	2001-06 Average	
English	ENG 0123	41	26	63%	76%	-13%
Math	MATH 0214	197	91	46%	63%	-17%
Reading	EDUC 0111	31	28	90%	77%	13%
Science	PHSCI 0123	8	4	50%	79%	-29%

Performance of Students in College-Level Courses

The performance of the freshman class of 2006-07 in college-level courses is shown in the table below.

2006-07 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 2006-07	Percent C or Higher 2001-06 Average	2006-07 Minus 2001-06 Average
English - “N”	ENG 1113	381	269	71%	72%	-1%
English - “C”	ENG 1113	154	102	66%	70%	-4%
English - “R”	ENG 1113	18	16	89%	72%	17%
Math - “N”	MATH 1413	61	44	72%	71%	1%
Math - “C”	MATH 1413	37	15	41%	69%	-28%
Math - “R”	MATH 1413	22	9	41%	64%	-23%
Math - “N”	MATH 1513	225	109	48%	63%	-15%

2006-07 Beginning Freshmen Performance in Selected Entry-Level College Courses						
Math - "C"	MATH 1513	37	12	32%	55%	-23%
Math - "R"	MATH 1513	22	6	27%	45%	-18%
Reading - "N"	Selected	814	537	66%	70%	-4%
Reading - "C"	Selected	219	136	62%	56%	6%
Reading - "R"	Selected	91	35	38%	44%	-6%
Science - "N"	Selected	139	95	68%	67%	1%
Science - "C"	Selected	30	9	30%	39%	-9%
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 2006-2007, 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. 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 2001-02 - 2006-07			
College Subject	"N" Cohort	"C" Cohort	"R" Cohort
ENG 1113	4	3	5
MATH 1413	4	3	1
MATH 1513	1	0	1
Reading Courses Group	2	0	0
Science Courses Group	1	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 relatively well in Survey of Math (MATH 1413). However, a subject ACT score of 19 or higher does not appear sufficient to guarantee consistent success in College Algebra (MATH 1513), the Reading Courses Group, or in the Science Courses Group. Given the difficulty of the test-exempt "N" cohort in achieving the 70 percent C or higher performance goal, it is probably unrealistic to expect the same level of performance from the other placement cohorts. Furthermore, the data provide further evidence why entry-level assessment and placement at ECU has not significantly improved the retention rates of the freshman classes. Given the poor academic backgrounds of many entering freshmen, the remediation

offered at ECU is not sufficient in many cases to provide some students with the skills necessary to succeed at the college level.

I.7. No additional studies were conducted during 2006-07.

I.8. N.A.

I.9. No instructional changes are currently planned.

Section II - Mid-Level Assessment/General Education

II-1. The following table lists the measures used to assess the general education competencies. The measures used during 2006-07 are shown in bold.

East Central University Assessment of General Education Literacy Understanding Skills, Outcomes, and Instruments		
Literacy Understanding Skill	Student Outcome(s)	Assessment Instruments
Written Communication	Students should write coherent, organized, and mechanically proficient prose.	CAAP, FFG, SFG, ACTAS, ECUF, UNIV 3001, UAC
Reading	1. Students should identify assumptions and implications in written material.	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.	CAAP, FFG, SFG, ACTAS, ECUF
	2. Students should criticize supporting evidence.	
Library Skills	Students should use basic library research techniques.	FFG, SFG, ACTAS, ECUF, UNIV 3001
Mathematics	1. Students should interpret numerical information presented in a variety of ways, including graphical, symbolic, or verbal. 2. Students should use mathematical methods for modeling, analyzing, or evaluating situations and apply techniques that lead to an eventual solution.	CAAP, FFG, SFG, ACTAS, ECUF, UAC

Assessment Instruments: College Assessment of Academic Proficiency (CAAP) from ACT; Faculty Focus Groups (FFG); Student Focus Groups (SFG); ACT Alumni Surveys (ACTAS); East Central University Folio of Student Work in General Education (ECUF); the University Assessment

Committee (UAC); and the General Education Capstone Course (UNIV 3001).

These measures and to whom they were administered were: the selected CAAP multiple-choice sections of the exam to students in UNIV 3001. Each multiple-choice section of the exam was administered. Also, the writing section was administered to one class in 2006-07.

II.2. During 2006-07, 373 students took one of the CAAP multiple-choice sections or the CAAP Writing Essay as part of the course requirements for UNIV 3001. The test was administered to all UNIV 3001 students. This is the first time ECU has used CAAP, so longitudinal data is unavailable.

CAAP 2006-07			
East Central University Students			
Scoring At or Above the Fiftieth Percentile Nationally			
Cohort	Critical Thinking	Math	Writing Essay
Number	62	49	80
Percentage	51%	32%	81%
Number Tested	121	153	99
Student Motivation - Student Reported			
Student Tried Their Best %	36%	15%	NA
Student Gave Moderate Effort %	17%	8%	NA
Student Gave Little or No Effort %	1%	3%	NA
Student Gave No Response	47%	75%	NA

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. Only 53% of the students taking the Critical Thinking Exam indicated they “tried their best” or “gave moderate effort”. The corresponding percentage for the Math Exam was 23%. In addition, 75% of the students taking the Math Exam did not answer the motivation question, compared to 47% for Critical Thinking.

II.4. The table below shows the graduation and retention rates of students who took either the College BASE or the CAAP. During the last five academic years, 85% of those examined have either graduated from ECU or are still enrolled at ECU. This combined graduation/retention rate is more than twice the average six-year graduation/retention rate for the institution. The data continue to show that students who took the College BASE/CAAP have developed the academic skills necessary to complete a degree program.

Graduation and Retention Rates of ECU Students Taking the College BASE/CAAP 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
2002-03	352	277	78.7%	3.24	7	2.0%	2.70	80.7%
2003-04	412	328	79.6%	3.25	15	3.6%	2.60	83.3%
2004-05	372	284	76.3%	3.18	31	8.3%	2.93	84.7%
2005-06	326	147	45.1%	3.17	114	35.0%	2.95	80.1%
2006-07	373	84	22.5%	3.12	278	74.5%	3.13	97.1%
Totals	1,835	1,120	61.0%	4.01	445	24.3%	3.13	85.3%

* Have not graduated but were enrolled in Summer or Fall 2007.

II.5. The table below summarizes the results of the 2006-07 administration of the four multiple-choice sections of the CBASE to 373 ECU students enrolled in UNIV 3001.

CAAP Performance of East Central University Students 2006-07 Average¹ Exam Scores by Subject			
Academic Year Cohorts	Critical Thinking	Math	Writing
ECU 2006-07 CAAP	61.9	56.4	3.3
National Average	62.7	58.1	3.1
Number Tested	121	153	99

The 2006-07 cohort's relative performance varied by subject. ECU students as a group scored below the national average by 15% of a standard deviation in Critical Thinking and by 42% of a standard deviation in Math. On the other hand, ECU students scored higher than the national average by 33% of a standard deviation on the Writing Essay. These differences are not statistically significant.

Section III - Program Outcomes

III.1

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	116

Undergraduate Program	Assessment Instruments	Number Assessed
Business Administration	MFAT in Business, VCS, Locally Developed Computer Proficiency Exam	67
School of Education and Psychology		
Early Childhood Education	CEOE: Early Childhood, Teacher Preparation Program Review, VCS	34
Elementary Education	CEOE: Elementary Education, Portfolios, VCS	59
Kinesiology, Including Physical Education Teacher Certification	CEOE, VCS, Locally Developed Exams in Athletic Training, Exercise Science, and Recreation	222
Special Education	CEOE: Mentally Handicapped, CEOE: Physically Handicapped, VCS	22
Psychology	Psychology ACAT, VCS	16
School of Humanities and Social Sciences		
Art	Art ACAT, CEOE: Art, Portfolios, Student Art Show	50
English and Languages	Portfolios, CEOE: All English Exams, VCS	17
Criminal Justice	MFAT, Okla. Council on Law Enforcement & Training (CLEET), VCS	73
General Studies	Student writing, Faculty/Supervisor Surveys, Student Surveys, Senior Projects	25
History	CEOE: History & Oklahoma History, Portfolios, History ACAT	22
Human Services Counseling	Locally developed comprehensive exam, internship evaluation, VCS	74
Legal Studies	Portfolios, VCS	24
Communication	Locally Developed Exam, VCS	51
Music	CEOE, VCS	5
Political Science	Portfolios, VCS	3
Social Work	Social Work ACAT, VCS	29
Sociology	Research Proposal in Capstone Course, Locally Developed Exam, Writing Skills Assessed	11
Communication Studies	CEOE, Portfolios, VCS, Locally Developed Exam	7
School of Mathematics and Sciences		
Biology	Biology ACAT, CEOE: Biology, VCS	37
Cartography/Geography	Portfolios, VCS	48
Chemistry	Chemistry MFAT, VCS	14
Computer Science	MFAT, VCS	60
Environmental Health Science	Nat. Environmental Health Assoc. Assessment Exam, Portfolios, VCS	27
Family & Consumer Sciences	CEOE: Vocational Home Economics, Locally Developed Core Curriculum Exam, Practicums, VCS	25
Health Information Management	National Certification Examination, VCS, Clinical Supervisor Evaluations	18
Mathematics	Mathematics MFAT, CEOE: Mathematics, Writing Assignments, Consulting Teacher Evaluations	7
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	89
Physics	Pittsburgh State U. Achievement Test in Physics, CEOE, VCS	27
Total Students Assessed (Headcounts may be duplicated)		1282

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

III.2

ECU Undergraduate Program Assessment Results for 2006-2007	
Program	Assessment Results
School of Business	
Accounting	Nine students took the ETS MFAT exam in May 2006. Six (67%) scored above the 2003-2005 national mean of 152.3.
Business Administration	Forty-three percent of business administration majors taking the ETS MFAT exam scored at or above the national average (50 th percentile). While not reaching the goal, this is an improvement over the scores last year.
School of Education and Psychology	
Early Childhood Education	Of the 34 ECU Candidates who took the OSAT test, 94.1% passed, compared to a statewide pass of 78.6%.
Elementary Education	Goal was not met with 67% of candidates tested passing on the Certification Examination for Oklahoma Educators - Sub-Test 1 in 2006. Goal was met with 80% of those tested passing the Sub-Test 2 in 2006. The pass rate on the Oklahoma Professional Teaching Examination was 91% which indicates that the goal was met.
H.P.E.R. - Exercise Science & Recreation	Findings indicate for the identified period that student test performances on the core items has met the desired goals on a departmentally developed, general knowledge and concentration specific impact on student learning exam.
H.P.E.R. - Teacher Education	During the identified five-year period, ECU kinesiology teacher education candidates have achieved an overall 86% average pass rate on the Oklahoma Teacher Certification examination (OSAT). Findings on a departmentally developed, general knowledge and concentration specific impact on student learning exam indicate for the identified period that student test performances on core and content specific items have met the desired goals. The revised testing format has provided information which identifies strengths and/or weaknesses in specific curricular areas.
Psychology	Goal was not met that 50% of the students taking the Area Concentration Achievement Test in Psychology will score at or above the fiftieth percentile.

ECU Undergraduate Program Assessment Results for 2006-2007	
Special Education	The results of the 2006 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 2001-2007, 62% of ECU students tested scored at or above the fiftieth percentile on the Art ACAT. For the years 2001-2007, 100% of the ECU students tested passed the OSAT exam. The average score of ECU students was 274, above state average of 261.
Communication Studies	Three of four students passed the OSAT on their first sitting.
Criminal Justice	Results of Nationally normed assessment exams are administered during the Spring semester. Only 25 students of the 30 eligible completed the exam with 76% scoring at or above the 70 th percentile (Score at or above 140 points of 200 total points). Student scores ranged from 128 to 169 with a mean score of 148.0.
English and Languages	Three of four examinees for 2007 passed the CEOE subject area test the first time they took the exam. One student took the test again within the same year and passed the second time, bringing the Overall Passing Rate to 100% on the Certification Examinations for Oklahoma Educators (CEOE).
History	The number of history students failing the subject area tests on the Oklahoma State Teacher Certification Exam has increased for the second consecutive year.
Human Services Counseling	Student performance on the revised (126 item) locally developed comprehensive examination was Total Mean N=65 (75%) 94.86, Rehabilitation Mean N=14 (79%) 100.07, Counseling Mean N=45 (71%) 90.12, Services to Deaf Mean N=5 (74%) 94.40. Students overall answered over 60% correctly. (89 of 126 items)
Mass Communication	Thirty-one students took the grammar test during the Spring and Fall 2006 semesters. Faculty administered both a pretest and posttest format in order to give assessors a performance baseline and to determine if there was any improvement in ratings. The average rating for the pretest was 42.71. The average rating for the posttest was 42.90. This slight increase in average ratings of .19 over the course of the semester indicates pedagogy and content are helpful but insufficient to remediate deficiencies of students entering the program. None of the thirty-one students (0%) who took both the pretest and the posttest earned a rating of 80 or above. Therefore, the performance goal was not met. Also, it should be noted that the increase of .19 was lower than the 6.36 increase of last year.
Music	The ECU student average on the Oklahoma State Teaching Certification Exam; sub-area 1, Music Theory, was 85; the state average was 88; sub-area 4, Music History, was 79; the state average was 82; sub-area 2, Music Performance, was 84; the state average was 85; sub-area 5, Music and Other Disciplines, was average of 86; the state average was 84; Vocal Music Composite was 90 (state average 89) and the average for Instrumental Music Composite was 84 (state average 88).
Political Science	Students at this point have not provided LSAT or GRE scores for assessment purposes. Only one political science major took either the LSAT or the GRE during 2006-07, and she was admitted to law school on the basis of this score.

ECU Undergraduate Program Assessment Results for 2006-2007

Social Work	Thirteen of the nineteen students tested (68%) on the ACAT scored at or above the fiftieth percentile.
Sociology	Of the 11 students taking an assessment exam created by the ECU Sociology faculty, 2 scored in the excellent range, 3 scored in the above average range, 5 scored in the average range, and 1 scored in the below average range in knowledge of theory. Of the 11 students taking an assessment exam created by the ECU Sociology faculty, 3 scored in the excellent range, 3 scored in the above average range, 3 scored in the average range, and 2 scored in the below average range in statistics.
School of Mathematics and Sciences	
Biology	The performance on the ACAT in 2006 was much better than in 2005, with exactly 50% of the students tested scoring above the fiftieth percentile. The performance goal was met for calendar year 2006. The overall performance goal has been met for three of the past five calendar years. Overall, the number of students tested who scored at or above the 50 th percentile was 51%. In calendar year 2006, four Biology program graduates took the CEOE. Three of the four (75%) passed the first time they took the test; the student who failed retook the CEOE and passed. Overall, 92% of ECU Biology students who took the CEOE in the last eight years passed compared to 54% of statewide examinees who took this exam.
Chemistry	Performance goals were met in organic chemistry on the embedded questions on upper-level final examinations. Performance goals were met in Biochemistry except in the areas of understanding of DNA and RNA and Reaction Pathways on the embedded questions on upper-level final examinations. Goals met in Physical Chemistry by slight margins in all areas except electrochemistry, where goal was exceeded on the embedded questions on upper-level final examinations. Use of ACS Standardized exam generally confirmed these results, except in the area of phase equilibria.
Computer Science	The National Average on the Major Field of Achievement Tests offered by ETS in 2006 was 149 with standard deviation of 16.3. Six ECU students took the test. The ECU average was 147.1, well within a standard deviation of the National average.
Environmental Health Science	One hundred percent of students taking an examination consisting of ten questions from each of 14 different subject areas as listed in an EHS self study course published by the federal Centers for Disease Control scored at or above 50%.
Family & Consumer Science	Four students took the OCTP test and three passed. Eleven of fourteen students met the performance goal on a locally developed exam over the Family and Consumer Sciences Core Curriculum.
Health Information Management	For 2002-2006, the ECU pass rate on the national certification exam for registered health information administrators was 96.6% compared to 83.9% nationally. The ECU's 2006 pass rate was 100.0% which exceeded the national rate by 29.4%. While the intent of the performance goal was met, all graduates are not taking the exam within the first year of graduation. Fifty percent of the 2006 graduates have yet to take the exam.
Mathematics	The performance goal on the Educational Testing (ETS Major Field Test (MFT) is not being met. Performance on this exam is unacceptable. The 2006 students achieved a 100% pass rate compared to a 58% statewide pass rate on the Oklahoma Subject Area Test (OSAT).
Medical Technology	Two of three scored above the 50 th percentile on the ACAT in Biology which exceeded the outcome goal. The overall performance was the 70 th percentile

ECU Undergraduate Program Assessment Results for 2006-2007	
Nursing	Eighty percent of the 2006 graduates passed the licensing exam on their first attempt. The mean state passing rate was 88% and the mean national rate was 86%.

III.3

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
School of Business	
Accounting	Changes planned for Fall 2007 are as follows: Implement one-hour course in Spring 2008 to be taken concurrently with Financial Accounting to introduce students to the field of accounting and to stress the demands that this course places on students. Create in-class project on capital budgeting and time-value of money. Add four individual written case assignments that require access to FASB web site. Add case assignments to be conducted in small groups in class. Changes made in Spring 2007: Eliminated problem solving and placed emphasis on development of theory - past, present and future. Implemented weekly debate on issues. Changes planned for Spring 2008: Add semester-long research assignment. Changes made in Fall 2006 in response to previous assessment (Course only taught annually). We also plan to increase the availability of the accounting tutor by hiring 2 students to perform this important function.
Business Administration	Upon review of last year's scores on the ETS MFAT, a number of changes were made in the past year. First, a change in the pre-requisites for BUS 4303, the course in which the standardized test is administered, were changed: Beginning Spring 2007 students must take the course during their last semester. Further, the prerequisites for Principles of Marketing and Principles of Management were changed to include ECON 2003 Principles and Problems of Economics. We expect these changes to have a small but positive impact on scores as early as 2008. The chair, working with Dean Bill Chapman and faculty in the department will redesign the assessment program for 2007/2008.
School of Education and Psychology	

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Early Childhood Education	We always look at weak areas on the Oklahoma Teacher Certification Test and stress those in course competencies. We used the categories of the state states and the competencies in our program to determine student outcomes. The redesigned courses concentrate on the candidates ability to demonstrate knowledge, skills, and dispositions in child development and learning. Stronger emphasis in EDUC 3043 on development and learning. Continued 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.
Elementary Education	Results indicate that study sessions will continue to be offered each semester. Tutoring programs and practice material is available to students. Also, constructed response formats will be implemented in education courses. We believe that the changes that we have implemented to improve subtest 1 will also increase our scores for subtest 2 even though we have met our benchmark.
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	Content deficiencies on the OSAT are primarily science specific, organizational, and program planning content. Each will be addressed within the course. Therefore, the department of Kinesiology maintains an on-going assessment process to maximize student success through the evaluation and interpretation of information about program effectiveness on student learning and/or achievement.
H.P.E.R. - Exercise Science/Recreation	Findings indicate for the identified period that student test performances have not met the desired goals. The revised testing format has provided information which identifies strengths and/or weakness in specific content areas. For example, all but one concentration content area identified weaknesses.. Kin 2222 identified two content areas in which student performance fell below the desired goal, Kin 3623 produced 4 areas of weakness, Kin 3733 identified 2, and Kin 4623 also identified 2 areas of weakness. The identified areas have shown weaknesses in specific curricular content, therefore, these areas will be addressed in an attempt to correct these limitations

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Special Education	The results of opinions of Alumni reflect a new instrument due to changes from the State Department of Education/Oklahoma Commission on Teacher Preparation. All alumni agreed to "Understanding of Students with Mild/Moderate Disabilities". The program will continue to provide instruction in this area. Reauthorization of IDEA was not finalized and published until Fall of 2006. Therefore, the proposed program changes have been delayed. 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 2007 to recommend changes. .
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. Though not alarming, slipping scores on written senior statements prompted the faculty to include more written responses in course work throughout the major. The students' average oral senior critique and exit interviews score would not indicate a need for change, but subtle indicators have prompted the department to include more critical readings and oral presentations throughout the major.
Communications	Grades were low overall during this assessment period for both sections of COMM 3873 Video Production I. Faculty have already added an additional video project to the course schedule; therefore, time constraints prevent the addition of more production assignments. Faculty will make changes in pedagogy and emphasize the importance of these projects to see if performances goal can be met. Results appear to confirm faculty observations that students are unprepared for the professional standard of writing required in mass media industries. Since numerous writing assignments are already required, faculty will review pedagogy to seek ways to present material to students more effectively. Faculty have discussed adding either a basic grammar entrance exam as a component of program acceptance and/or changing the COMM 2733 Writing for Media course into a basic grammar course for media writing in order to bring student writing up to professional standards. Such a proposal has been submitted to the Departmental Curriculum Committee for review. It should be noted that mass communication/journalism programs statewide deal with these same concerns.
Communication Studies	None

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Criminal Justice	A review concluded that 18 of 25 students tested were law enforcement concentration majors leaving only 1 corrections concentration major and 6 juvenile justice majors, which skewed the ETS results. We are also concerned that only 25 of 30 graduating seniors completed the exam. A new technique for maximizing student participation in testing will be implemented in 2007. The upper-level law enforcement courses will be reviewed for content. Faculty to review CRJS Criminal Behavior to determine gaps in theory knowledge. A new faculty member was hired in 2006 with a Ph.D. in Sociology to teach theory courses. Courses will be examined to evaluate whether correctional content may be incorporated.
English and Languages	Of the fourteen portfolios collected this year, almost all scored competently, better overall results than earlier years. However, the department has taken steps to improve this even further by establishing an Advising Committee, which will oversee midlevel advisement to help students maintain and coordinate the artifacts they create for their portfolios. The department has revised its curriculum and assessment process to serve these needs more efficiently and to align more clearly the departmental outcomes with the NCTE/NCATE standards and CEOE competencies. It should be noted, however, that our 2007 population is so small (four participants), the statistical significance is inconclusive. In response to previous reports, the department adopted more rigorous portfolio collection procedures. Furthermore, the curricular changes approved this spring will address more advanced literary criticism and re-instates the Introduction to Film course to the program.
General Studies	Two years of data does not provide enough information to draw conclusions, although a more systematic examination of improvement in skill would be a better method of data collection for most of the information in BGS assessment. Faculty were less effective in retaining and submitting Field Experience II final reports. Increased administrative attention to data collection will be required in the future.
History	The department continues to encourage students to take HIST 3883: Topics in History before taking more than six hours of advanced level courses. The History faculty plan to include more short writing assignments in classes that are similar to the constructed response questions on the OSAT. The exit survey worked, but the survey did not yield responses. Department meetings have led to the decision to implement internal tests which cover the outcomes for the subject area tests. While the exact assignments for the next annual assessment report have not been selected, the questions to be answered have been defined by faculty. Each faculty member will report cohort results for assignments in their courses as they relate to the new content outcomes.

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Human Resources	Continue to evaluate the locally developed comprehensive examination. Need to evaluate applicability of exam to Services to Deaf majors. Exam is now available on-line. Students now have immediate feedback and knowledge of their scores. Outcome of exam is disseminated to faculty and advisory boards. Test content is reviewed once a year. Further analysis on test items and sub-test composition is required. The data collected this year reveals a lower mean mean/score (in terms of percent) and a similar standard deviation.. Continue to provide opportunities in the curriculum for students to write agency related reports. Faculty will increase opportunities for feedback on writing assignments. Continue to increase specific field related writing assignments in selected courses.
Legal Studies	Communication skills will continue to be stressed in all of the major courses.
Music	Students who entered the program as freshmen in 2004 have received music theory instruction in a revised curriculum which included the new course MUS 113, Fundamentals of Music; these students will take the State Certification Exams in 2007 or 2008. Actions will be based on the results of these exams. Incoming freshmen program majors will enroll in a music-major only section of HUM 2533 Music in Life in order to indoctrinate students to the study of music history at an earlier point in their academic career. The class will also serve as part of a music major "Living, Learning Community."
Political Science	Future Political Science assessment reports need to identify specific areas of knowledge to be assessed and utilize embedded assessment techniques. Future Political Science assessment reports need to identify specific areas of knowledge to be assessed and utilize embedded assessment techniques. The acceptance rate of graduates for employment or to graduate or professional school will be supplemented with available GRE and LSAT scores to reflect student learning.
Social Work	Program will review course syllabi and course content and delivery methods and continue to monitor scores and trends, as well as performance goals. Integration of knowledge will continue to be monitored in the overall curriculum and Integrative Seminar to improve performance. Continued use of skill-building opportunities in class experiences and assignments and field.
Sociology	Our graduates this year were judged to have overall excellent writing skills this year. Again, while we would like to take credit, we are not doing anything differently. In every sociology class students are asked to write. We provide detailed feedback on everyone of these assignments. We offer help with grammar, punctuation, spelling, and overall organization and clarity. We do help students write better.

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
School of Mathematics and Sciences	
Biology	The Biology Department continues to monitor ACAT subarea scores to determine if there are specific topics where Biology majors need remediation to perform at the designated performance goal. Curricular improvements in B/C/P Methods of Teaching Secondary Biological and Physical Science are continuing. In the fall 2006 semester, in BIOL 4881 Biology Senior Seminar, an assignment on experimental design was introduced. This assignment will be used to measure Biology majors' knowledge of laboratory/field research skills and their understanding of the scientific method.
Cartography/Geography	None
Chemistry	Greater emphasis on selected areas of biochemistry and physical chemistry and more emphasis in Physical Chemistry on over-arching concepts in addition to mechanics of problem solving. A continued emphasis on report writing and communication skills continues in the chemistry curriculum. Short term trends in data collected probably do not reflect results of this emphasis.
Computer Science	Since we have had some concern with the student performance on the "Major Field of Achievement Test" offered by ETS, we continue to experiment with content. We have created two seminar courses in response to the alumni assessment of their job skills in comparison with the job skills of their colleagues. Some change in the survey methodology of the employers survey is indicated in regards to the rating for our graduates on questions concerning oral and written communications. Some better means of reporting data will be sought in regards to papers or poster presentation.
Environmental Health Science	References between questions and subject areas on 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 were maintained and item analysis will be used to identify subject areas in which students are less well prepared. The faculty will examine course content with reference to the results of the item analysis. Expansion of the writing portfolio and use of a standardized grading rubric will provide an improved basis for assessment.
Family & Consumer Science	Faculty will reinforce ability to use professional language in core courses. Faculty will place more emphasis in five of the seven areas tested on the Oklahoma Teacher Certification Exam with course preparation. A study session for the Oklahoma Teacher Certification Exam will be established. Faculty will explore feasibility of offering the Family and Consumer Sciences Core Curriculum exam in Junior year. A study session will be conducted for Spring 2008 examinees.

ECU Undergraduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Health Information Management	Check with administration to see if all HIM majors can be required to take the MIS 3433 Management Information Systems regardless of the time of initial enrollment. Strengthen content of HIM 4633 Health Information Systems dealing with data modeling and data warehousing and find out if the American Health Information Management Association (AHIMA) virtual lab has applications for data mining and data modeling. Continue to place emphasis upon listening, verbal, and written communication skills in HIM 3813 Professional Practice Experience I and HIM 4413 Professional Practice Experience II. Continue use of the verbal communication rubric to provide students with feedback on their oral presentations.
Mathematics	The department recently instituted a number of changes in the prerequisite structure, will no longer offer MATH 3093 Introduction to Theorem Proving and Number Theory by independent study, and will incorporate a student's MFT score into course grade for MATH 3715 Linear Algebra in an effort to improve MFT scores. In an effort to improve OSAT scores and to improve students' proficiency at writing mathematical proofs the department will no longer offer MATH 3093 Introduction to Theorem Proving and Number Theory by independent study. In Spring 2006, the department eliminated the students' performance on an expository paper assessment component in order to increase amount of time spent focused on writing of mathematical proofs in Math 3715 Linear Algebra in an effort to increase student performance on the writing of mathematical proofs.
Medical Technology	None
Nursing	Complete review of NCLEX program reports undertaken by faculty. Basic weaknesses in student learning. Issues being addressed by faculty. Continue emphasis on critical thinking in all classes. Maintain standards used in all classes for oral presentations. Continue emphasis on and maintain standards for written work in all courses. Reinforce use of skills check lists in all clinical courses.
Physics	From the alumni survey we learned students needed more computer programming and software experience, lab and instrumentation skills, and scientific research experience. We are urging students to take more CS courses, have begun a new lab course, and have strengthened our emphasis on students doing REU's to get summer research experience. Two students did summer research in 2006 and presented their results at meetings. We will continue to encourage all qualified students to consider graduate study in physics or other fields. Our medical physics concentration has the potential to increase the number entering graduate school.

Section IV - Student Satisfaction Assessment

IV.1. The main assessment instrument used for student satisfaction assessment at East Central University during 2006-07 was ACT's Survey of Student Opinions. During the Spring 2007 semester, the Assessment

Center collected data on the satisfaction of currently enrolled students by surveying 316 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 2006-07 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 2000-06 ratings of each service, the ECU 2006-07 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 2006-07 Section II: College Services							
Item Text	Local Frequency 2006-07	Number Rating This Item 2006-07	Importance to Students 2006-07 (Based on Local Frequency)	Ratings (Based on Number Rating Item)			Difference: 2006-07 Less Public College Norm
				ECU 2000-06	ECU 2006-07	Public College Norm	
Parking Facilities and Services	307	300	4.15	2.91	2.53	2.49	0.04
Financial Aid Services	306	250	4.10	3.81	3.79	3.69	0.10
Academic Advising Services	306	276	3.68	3.91	3.79	3.75	0.04
Computer Support and Services	302	253	3.66	3.94	3.79	3.87	-0.08
Student Health/Wellness Services	299	246	3.55	3.99	3.98	3.79	0.19
Library Facilities and Services	309	278	3.47	4.09	4.00	4.00	0.00
Career Planning Services	291	131	3.32	3.54	3.48	3.78	-0.30
Job Placement Services	279	94	3.28	3.28	3.31	3.62	-0.31
Student Employment Services	290	129	2.92	3.70	3.62	3.88	-0.26
Recreational and Intramural	288	169	2.88	3.87	3.76	4.04	-0.28
College-Sponsored Tutorial Services	282	117	2.81	3.64	3.45	3.85	-0.40
Food Services	290	195	2.79	3.13	3.20	3.22	-0.02
College-Sponsored Social Activities	291	193	2.74	3.69	3.52	3.79	-0.27
College Orientation Program	299	205	2.69	3.69	3.60	3.77	-0.17
Student Health Insurance Program	284	94	2.68	3.29	3.34	3.41	-0.07

East Central University ACT Student Opinion Survey Results for 2006-07 Section II: College Services							
Credit-By-Examination Program (CLEP,	278	103	2.64	3.70	3.63	3.92	-0.29
Residence Hall Services and Prgms.	289	143	2.58	3.24	3.30	3.34	-0.04
Personal Counseling Services	285	107	2.53	3.54	3.45	3.82	-0.37
Honors Programs	283	101	2.47	3.49	3.36	3.89	-0.53
Cultural Programs	285	124	2.45	3.53	3.48	3.88	-0.40
Day Care Services	278	67	2.18	3.28	3.09	3.81	-0.72
AVERAGES	291	167	3.04	3.63	3.49	3.69	-0.20

Given the large number of significantly negative ratings in the college services area, it is worthwhile to note the number using these services and the relative importance to students of the services. Two items, “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. The item of relatively high importance with the highest rating in the relatively high satisfaction section was “student health/wellness services”.

IV.3. 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 during the 2006-2007 academic year consisting of reorganization of existing units and numerous staff changes in the student services area.. Also a new Vice President for Student Development was hired. It is expected that the results of these changes will be reflected in next year’s Student Opinion Survey results.

Section V - Graduate Student Assessment

V.1.

East Central University Graduate Program Assessment in 2006-07		
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)	206
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	15
Library Media (M.Ed.)	Oklahoma State Teacher Certification Exam, Employer Survey, Graduate Survey, Portfolio	80

East Central University Graduate Program Assessment in 2006-07		
Psychological Services Program (M.S.P.S.)	Graduate Student Survey, Practicum Student Evaluation, Graduate Assessment Exam	13
Reading Specialist (M.Ed.)	Oklahoma Teacher Certification Test (OTCT), Administrator Survey, Reading Option Exit Survey, Portfolio	48
School Counseling (M.Ed.)	Oklahoma Teacher Certification Test for School Counselors (OTCT), Alumni Survey	30
Secondary Education (M.Ed.)	Portfolios, Employer Opinion Survey, University Faculty Opinion Survey, Peer Opinion Survey, State Secondary Principal Certification Exam, OSAT, Research Project	325
Special Education (M.Ed.)	Graduate Student Survey, Oklahoma Teacher Certification Exam	11
Total Students Assessed		728

V.2

ECU Graduate Program Assessment Results for 2006-2007	
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 20%.
Psychological Services	The average score for items 101-120 and 181-200 on the Graduate Assessment Exam for the one student who completed these items was 47.5%. The average score for items 21-40 and 81-100 on the Graduate Assessment Exam for two students was 63.75%. The average score for items 1-20 on the Graduate Assessment Exam for the two students was 40%. The average score for items 61-80 on the Graduate Assessment Exam for two students was 85%. The average score for items 121-140 and 161-180 on the Graduate Assessment Exam for one student was 45%. The average score for items 41-60 on the Graduate Assessment Exam for two students was 55%.
Reading Specialist	All candidates taking the test passed above the stated goal on the Oklahoma Teacher Certification.

ECU Graduate Program Assessment Results for 2006-2007

School Counseling (M.Ed.)	<p>East Central's average on preparation to organize, develop, and implement a comprehensive guidance program on the Oklahoma Teacher Certification Test for School Counselors was 89; the statewide average was 89. One hundred percent (100%) of the students passed this subtest in 2006, which exceeded the performance goal. In 2006, 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 88; the statewide average was 90. One hundred percent (100%) of examinees passed in 2006 far exceeding the performance goal of 80%. In 2006, East Central's average on the ability to use a variety of small- and large-group counseling skills appropriate to a school setting was 88; the statewide average was 90. One hundred percent (100%) of all students passed this subtest in 2006, which exceeds the performance goal. In 2006, East Central's average on students ability to use consultation skills appropriate to working with parents, teachers, administrators, and members of the community with respect to counseling interventions for students was 89; the statewide average was 89. One hundred percent (100%) of the students passed this subtest in 2006, which exceeded the performance goal. In 2006, East Central's average on the ability to organize and implement a comprehensive student assessment program was 87; the statewide average was 88. One hundred percent (100%) of the students passed this subtest in 2006; this exceeds the performance goal of 80%. In 2006, East Central's average on the ability to organize and implement a comprehensive career guidance program was 86; the statewide percentage was 89. One hundred percent (100%) of ECU students passed, meeting the performance goal of 80%.</p>
School Psychological Services Program	<p>Less than 100% of candidates demonstrated stated competency to understand students with special needs (psychometrist) or to understand the special needs of students (school psychologist), to assess students with special needs , and to work collaboratively to meet students' needs on the Oklahoma Subject Area Test (OSAT).</p>
Secondary Education (M.Ed.)	<p>Ninety-five percent of the candidates passed the core knowledge section of the state certification exam. Ninety-five percent of the candidates passed the secondary principal specialty test. In the area of written communication skills, 90% of the secondary principal candidates passed the constructed response sub-test.</p>
Special Education (M.Ed.)	<p>A total of 6 students completing the graduate program in 2006 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.</p>

ECU Graduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Elementary Education (M.ED.)	The subject area test is not given in the elementary Education Specialization program. The courses in the program will continue to be reviewed to insure alignment with the degree competencies for accreditation.
Human Resources (M.S.)	Program faculty will review the curriculum in the Counselor Option to reinforce assessment, appraisal, and proper evaluation principles. Mean scores increased or were constant on all items except Survey Item 3: Decision Making. The decrease is statistically insignificant but should be reviewed in the 2006 assessment. The Counseling Program Coordinator will review relevant curricula and address any identifiable deficit. Students will be required to complete two courses that are research oriented. Results will be monitored. The Director of the Rehabilitation Counselor Option 0894 will closely monitor the results of students taking the Certified Rehabilitation Counselor Exam. Program faculty are preparing a standardized instrument due to irregular or incompatible measurements.
Library Media (M.ED.)	The opinions of candidates who graduate with a Master in Library Media, employers and alumni will identify program strengths and areas of concern so that appropriate maintenance and revision may occur that will lead to an improved program. Students will develop an evaluation plan in the practicum as a result of evaluation results. Students are spending more time learning strategies and integrating literacy content. A new course has been developed dealing with literacy issues.
Psychological Services (M.S.)	None
Reading Specialist (M.ED.)	We have developed a more extensive test review program for candidates. Consideration is being given to expect portfolios to be rated at the 2 (proficient) or 3 (exemplary) level before graduation.
School Counseling (M.ED.)	None

ECU Graduate Program Changes Due to Assessment Results for 2006-2007

Program	Changes Resulting from Assessment
Secondary Education (M.ED.)	<p>Courses will continue to emphasize the use of research in the candidates respective field of specialization. In addition to research proposals, written assignments will occur three times per semester. Degree courses will address their respective competencies and require work that may serve as artifacts/reflections for the portfolio. The residency program will continue to utilize the criteria for successful teaching and learning in the public school classrooms. The use of the Oklahoma Teacher Work Sample will be integrated into the evaluation system of the resident teacher program. Course review and alignment that addresses specifically core knowledge will continue under the direction of the program director. Course review and alignment that addresses specifically speciality knowledge will continue under the direction of the program director. Courses will continue to require written responses to issues addressed in the curriculum to insure the continued and enhanced development of communication skills. The program for Secondary Education Sports Administration program will review the use of research written work requirements in all courses and implement research written assignments in identified courses. The program courses in Sports Administration were revised this past year and will now be reviewed and aligned to address: (a) Sports management; (b) Instructional leadership; and (c) School vision leadership. Program completers will analyze course written assignments and practicum experiences and provide a base for the capstone practicum requirement. Leadership will work with adjunct faculty to assure assignments are being implemented and scored properly. Full -time faculty will be assigned to specialization courses in the program rather than adjuncts.</p>

ECU Graduate Program Changes Due to Assessment Results for 2006-2007	
Program	Changes Resulting from Assessment
Special Education (M.ED.)	<p>The results of the Graduate Students – Sub Area: Understanding of students with mild/moderate disabilities reflect a new instrument due to changes from the State Department of Education/Oklahoma Commissions. The committee will also look at the objectives on “Understanding Students with Mild/Moderate Disabilities” and 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. All Graduate students will be encouraged to take the OSAT. Subtest scores are analyzed to determine areas of weakness for both individuals in the program as well as the overall program. Should a deficit area be identified, course(s) program will be modified to strengthen the weakness. The committee will also look at the objectives on “assessment and development of IEP’s with Mild/Moderate Disabilities” and then peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program will be modified to strengthen the weakness. The committee will also look at the objectives on “Possess knowledge to promote student learning and development with Mild/Moderate Disabilities” and then peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program will be modified to strengthen the weakness. The committee will also look at the objectives on “Working in a Collaborative Learning Community” and then peruse each special education course syllabi to assure the objectives are being addressed. When these are not or a weakness exists in an objective course(s) program will be modified to strengthen the weakness.</p>

V.4 Twenty-Six graduate students enrolled on probationary status.