



Annual Assessment Report 2012-2013



Report Completed by
The Center of Assessment and Institutional Research
November 1, 2013

Section I – Entry-Level Assessment

I-1. All tests were administered electronically.

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) 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. Students who score below 20 on the COMPASS Math module and 70 on the COMPASS Reading Module must take the zero-level science course. Students may take the Integrated Process Skills Test in Science as an additional test-out opportunity. They must score 28 or higher to test out. 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 700 beginning freshmen were evaluated during the 2012-13 academic year. Of this number, 402 beginning freshmen (unduplicated count), or 57.4% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 330, 47.1% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies. The following table summarizes the results. In this table, students are grouped by subject area and cohort category.

ECU Entry Level Assessment of 2012-13 Beginning Freshmen									
Compared to 2007-12 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"]		
	2012-13		2007-12 Average	2012-13		2007-12 Average	2012-13		2007-12 Average
	Number	%	%	Number	%	%	Number	%	%
English	467	67%	64%	150	21%	27%	83	12%	8%
Mathematics	385	55%	49%	9	1%	6%	306	44%	45%
Reading	519	74%	73%	122	17%	18%	59	8%	9%
Science	517	74%	73%	92	13%	19%	91	13%	8%

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.

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 2012-13 beginning freshmen in four zero-level courses required to remediate skill deficiencies in these subject areas. When compared to the combined results for 2007-08 through 2012-13, the pass rates for ENGL 0123, MATH 0214, EDUC 0111, and PHSCI 0123 exceeded the 2007-12 pass rate average.

2012-13 Beginning Freshmen Performance in Zero-Level Courses Compared to 2007-12 Pass Rate Averages						
Subject Area	Course	Number of "R" Students Enrolled	Number of "R" Students Passing	Percent Passing		Difference: 2012-13 Less 2007-12 Average
				2012-13	2007-12 Average	
English	ENG 0123	70	56	80%	83%	-0.03
Mathematics	MATH 0214	252	181	72%	76%	-0.04
Reading	EDUC 0111	44	35	80%	85%	-0.05
Science	PHSCI 0123	49	43	88%	87%	0.01

Performance of Students in College-Level Courses

The performance of the 2012-13 freshman class in college-level courses is shown in the table below:

2012-13 Beginning Freshmen Performance in Entry-Level and Selected Courses Compared to 2007 -2012 Averages						
Subject Area	College Course	Students Enrolled or Enrollments	Grades of C or Higher	Percent C or Higher 2012-13	Percent C or Higher 2007-12 Average	Difference: 2012-13 Less 2007-12 Average
English - "N"	ENG 1113	365	286	78%	69%	0.09
English - "C"	ENG 1113	129	91	71%	62%	0.09
English - "R"	ENG 1113	41	31	76%	64%	0.12
Math - "N"	MATH 1413	59	47	80%	75%	0.05
Math - "C"	MATH 1413	5	2	40%	58%	-0.18
Math - "R"	MATH 1413	38	28	74%	62%	0.12
Math - "N"	MATH 1513	236	184	78%	60%	0.18
Math - "C"	MATH 1513	7	5	71%	57%	0.14
Math - "R"	MATH 1513	5	3	60%	39%	0.21
Reading - "N"	Selected	427	392	92%	67%	0.25
Reading - "C"	Selected	103	85	83%	57%	0.26
Reading - "R"	Selected	37	21	57%	39%	0.18
Science - "N"	Selected	174	127	73%	69%	0.04
Science - "C"	Selected	22	17	77%	58%	0.19
Science - "R"	Selected	7	6	86%	73%	0.13

Selected courses associated with Reading are: American History, American Federal Government, Psychology, and Sociology. Selected courses associated with Science are: Astronomy, General Biology, and Earth Science. The figures for both Reading and Science represent the total enrollments and total grades earned. na = not applicable; nd = not defined

Only students who took courses in the subject area are listed in the table. Second, students in the “R” cohort were required to *pass the zero-level course in the subject area* before taking the college-level course in every subject area, except reading. The performance of each cohort is measured by the percentage of grades of C or higher earned in the course or course group. Withdrawals (Ws) are counted with Ds and Fs in the calculations as unsatisfactory outcomes. For the freshman class of 2012-13, ECU’s secondary placement test cut scores appeared to be effective for MATH 1513 and the Reading course group when the performance of the “N”, “C”, and “R” placement groups are compared. Furthermore, both placement groups had approximately the same percentage of grade C’s and higher. Secondary placement test cut scores for ENG 1113 and Science also appear to be effective when the performance of “N” placement groups are examined. 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 Ten Years Covering 2001-02 - 2012-13			
College Subject	“N” Cohort	“C” Cohort	“R” Cohort
ENG 1113	7	4	7
MATH 1413	8	4	3
MATH 1513	4	3	1
Reading Courses Group	5	1	0
Science Courses Group	3	1	3

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” and “C” cohorts) also do relatively well in Survey of Math (MATH 1413) when compared to MATH 1513. Both the ACT and the secondary tests cut scores have not come close to meet the 70% Cs and higher objective for College Algebra (Math 1513), the reading group, and the science group. As far as reaching the 70% performance goal, there are some differences between the three placement groups for the college subject areas. Given the poor academic backgrounds of many entering freshmen, the remediation offered at ECU in math, reading, and science is not sufficient in some cases to provide some students with the skills necessary to succeed at the college level.

I-7. No additional studies were conducted during 2012-13.

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 2012-13 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.	CAAP, 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 during the 2012-13 academic year. Each multiple-choice section of the exam was administered.

II-2. During 2012-13, 190 students took one of the CAAP multiple choice Critical Thinking, Math, or Writing Skills as part of the course requirements for UNIV 3001. The test was administered to all UNIV 3001 students. This is the seventh year ECU has used CAAP. The CAAP Writing Skills exam was administered to students in the fall 2012 and spring 2013 semesters, while Critical Thinking and Math exams were administered to students in the fall 2012 and spring 2013 semesters, respectively.

CAAP East Central University 2012 - 2013				
Cohort	Writing Skills Fall 2012	Critical Thinking Fall 2012	Writing Skills Spring 2013	Math Skills Spring 2013
Number Scoring At or Above the Fiftieth Percentile Nationally	0	104	18	1
Percent Scoring At or Above the Fiftieth Percentile Nationally	0%	71%	56%	20%
Number Tested	6	147	32	5
Student Motivation - Student Reported				
Student Tried Their Best (%)	N/A	61%	47%	60%
Student Gave Moderate Effort (%)	N/A	29%	41%	20%
Student Gave Little or No Effort (%)	N/A	4%	12%	20%
Student Gave No Response	100%	6%	0%	0%

II-3. Students received 50 course points (one letter grade) for completing the assigned section of the exam. For a one-hour course, this strategy may not induce meaningful participation on the part of many students. Approximately 47% of the students examined in Writing Skills reported that they “tried their best”, whereas 60% and 61% of the students examined in Math and Critical Thinking indicated they “tried their best”.

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, approximately 88% of those examined have either graduated from ECU or are still enrolled at ECU. 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 2008-09 to 2012-13								
Academic Year	Total Number	Number Graduated	Percent Graduated	Average GPA-G	Number Currently Enrolled*	Percent Currently Enrolled	Average GPA-E*	Percent Retained or Graduated
2008-09	415	337	81.2%	3.16	29	7.0%	2.87	88.19%
2009-10	272	225	82.7%	3.21	13	4.8%	2.65	87.50%
2010-11	350	245	70.0%	3.26	53	15.1%	2.84	85.14%
2011-12	378	157	41.5%	3.18	159	42.1%	3.04	83.60%
2012-13	352	66	18.8%	3.10	279	79.3%	3.18	98.01%
Totals	1,767	1,030	58.8%	3.20	533	29.6%	2.92	88.49%

* Have not graduated but were enrolled in Fall 2012.

II-5. The table below summarizes the results of the 2012-13 administration of the Writing Skills, Critical Thinking, and Math section of the CAAP.

Academic Year	Writing Skills 2012-13	Critical Thinking 2012	Math 2013
ECU 2012-13 CAAP	55.8 / 100	61.6 / 100	55.8 / 100
National 2012-13 CAAP	63.8 / 100	59.9 / 100	58.5 / 100
ECU National Percentile of Average Score	48 / 100	61 / 100	20 / 100
Number Tested	38	147	5

The 2012-13 cohorts' average scores for Critical Thinking were higher than 61% of the students who took these exams nationally.

Section III – Undergraduate Program Outcomes Assessment

III-1. For each major field of study, the following assessment measures were administered to the following number of individuals.

Undergraduate Program	Assessment Instruments	Number Assessed
School of Business		
Accounting	Standardized Exams, VCS, Embedded Assessments (Written and Oral Communication, Analysis, Exam Items)	23
Business Administration	Standardized Exams, VCS, Embedded Assessments (Written and Oral Communication, Analysis, Exam Items)	72
Organizational Leadership	Portfolios, VCS, Embedded Assessments (Written and Oral Communication, Project Analysis, Exam Items)	59
College of Education and Psychology		
BS Athletic Training	Portfolio, Embedded Assessment, Comprehensive Capstone Exam, Clinical Evaluations	17
Early Childhood Education	OSAT: Early Childhood, TWS, VCS, Portfolio, Embedded Assessments	30
Elementary Education	OSAT: Elementary Education, TWS, VCS, Portfolio, Embedded Assessments	32
Kinesiology	VCS, Embedded Assessment (Locally Developed Exams in Athletic Training, Exercise Science, and Recreation)	35
Physical Education	TWS, VCS, Portfolio, Embedded Assessments	14
Special Education	OSAT: Mentally Handicapped & Physically Handicapped, TWS, VCS, Portfolio, Embedded Assessments	3
Psychology	Psychology MFT, VCS, Embedded Assessment	20

Undergraduate Program	Assessment Instruments	Number Assessed
College of Liberal Arts and Social Sciences		
Art	Art ACAT, OSAT: Art, Portfolios, Embedded Assessment (Student Art Show, etc.)	77
English and Languages	Portfolios, OSAT: All English Exams, VCS	92
Communication Studies	OSAT, VCS, Embedded Assessment (Senior Projects, Research Paper, Presentations)	6
Criminal Justice	MFT, Okla. Council on Law Enforcement & Training (CLEET), VCS	28
General Studies	VCS, Embedded Assessment (Written Communication, Senior Projects)	30
History	OSAT, Portfolios, Embedded Assessment (Written Communication, Research)	26
Human Resources Counseling	Embedded Assessment (Locally developed comprehensive exam, internship evaluation), VCS	61
Legal Studies	Portfolios, VCS	51
Mass Communications	Portfolio, Embedded Assessment (Locally Developed Exam, Presentations), VCS	33
Music	OSAT, VCS	7
Native American Studies	VCS, Embedded Assessment (Written and Oral Communication, Locally developed Exams)	15
Political Science	Portfolios, VCS, Embedded Assessment (Oral and Written)	17
Social Work	Social Work ACAT, VCS, Embedded Assessment	59
Sociology	Research Proposal, Locally Developed Exam, Writing Skills	4
College of Health and Sciences		
Biology	Biology ACAT, OSAT: Biology, VCS, Embedded Assessment (Writing, Labs)	51
Cartography/Geography	Portfolios, VCS	76
Chemistry	Chemistry MFAT, VCS, Embedded Assessment (Writing, Labs)	14
Computer Science	MFAT	12
Environmental Health Science	Embedded Assessment (Written and Oral Communication, Locally Developed Exam), Portfolios, VCS	60
Family & Consumer Sciences	OSAT: Vocational Home Economics, Embedded Assessment (Locally Developed Core Curriculum Exam, Practicums), Portfolio, VCS	47
Mathematics	Mathematics MFAT, OSAT: Mathematics, Writing Assignments, VCS, Portfolio	13
Nursing	Health Science Reasoning Test, NCLEX Exam, VCS, Embedded Assessment (Critical Incident Analysis Form, Performance Evaluations, Professional Communication)	63
Physics	Pittsburgh State U. Achievement Test in Physics, OSAT, VCS	15
Total Students Assessed (<i>Headcounts may be duplicated</i>)		1162

ACAT
NCLEX
OPTE
OSAT
VCS

Area Concentration Achievement Test
Nursing Certification and Licensing Exam
Oklahoma Professional Teaching Examination (part of the Certification Examinations for Oklahoma Educators)
Oklahoma Subject Area Test (part of the Certification Examinations for Oklahoma Educators)
Various Constituent Surveys

MFAT Major Field Achievement Test (ETS)
TWS Teacher Work Sample

III-2. The following analyses and findings were based upon these undergraduate program outcomes assessment.

ECU Undergraduate Program Assessment Results for 2012-2013	
Program	Assessment Results
School of Business	
Accounting	Peregrine Common Professional Component Comprehensive Exam (CPC-COMP) measures student aggregate comparison scores from inbound students and outbound students of this program. Though not enough data has been collected for trend analysis, the baseline data shows that inbound students scored 43.4% while outbound students score 51.8%. In the subarea test of accounting, inbound students scored 46% while outbound students scored 60%.
Business Administration	Peregrine Common Professional Component Comprehensive Exam (CPC-COMP) measures student aggregate comparison scores from inbound students and outbound students of this program. Though not enough data has been collected for trend analysis, the baseline data shows that inbound students scored 44.4% while outbound students score 50.7%. In the subarea test of finance, inbound students scored 45% while outbound students scored 54.1%. In the subarea test of marketing, inbound students scored 23.3% while outbound students scored 37.3%. Comparative data with other publicly owned universities, with regard to the total CPC-COMP scores, shows that ECU's Business Administration majors scored 50.7% to other public universities' average score of 48.8%.
Organizational Leadership	Students scored an average of 76% on the pretest but improved to exceed the standard of 80% on the post test. The average score was 86% on the post test. The results are based on 17 students. Students did not meet the standard of performance on the written research paper. The average score is 75.7%. The average score is lower than the previous academic year. These students (100%) did, however, meet the standard of at least 80% of the points (40 out of 50) for the oral presentation of the research report. The average score on the embedded test questions (content knowledge) was only 81%. This is an improvement from the previous academic year. This could be the result embedding some of the questions in each of the tests administered in the course as opposed to embedding all questions in a single test.
College of Education and Psychology	
Early Childhood Education	The overall average scores on the ECE OSAT for ECU candidates increased from 245 in AY 2011-2012 to 253.7 in AY 2012-2013. Our scores appear to be trending upward, which is our goal, but ECU's scores are below our program goal of meeting or exceeding the state average, which was 254.1 in AY 2012-2013. Although our mean scores were slightly lower than the state average, a promising discovery was that our overall pass rate of 91% exceeded the state's overall pass rate of 78%. The AY 2012-2013 pass rate is a substantial increase from AY 2011-2012's pass rate of 63%.
Elementary Education	The Teacher Work Sample, modified to conform to the Oklahoma Teacher Performance Assessment, is now the TWS-edTPA. The emphasis on student learning means the Elementary Education teacher preparation program is preparing teacher candidates to analyze formative assessments and then differentiate their instruction so as to enhance student learning. At least 63% percent of these emerging teachers are achieving at least a 20% learning growth with their students using their unit of study.
Kinesiology	Kinesiology student portfolios use a departmentally approved evaluation rubric for required content that demonstrates learning over time through effective written communication. For 2012-2013, 23 portfolios were assessed, earning an 88% rating. Goal was met by achieving an overall rating above the goal of 85% for Exercise Science majors and for the Kinesiology degree; however, Recreation majors did not meet the goal.

ECU Undergraduate Program Assessment Results for 2012-2013

Physical Education	Physical Education student portfolios use a departmentally approved evaluation rubric for required content that demonstrates learning over time through effective written communication. For 2012-2013, 6 majors were evaluated; 90% of the portfolios scored “Acceptable” or “Target.” On the Oklahoma Subject Area Test for P. E., 12 students took the exam in 2012-2013. The goal is to meet or exceed the state average. This year’s average fell slightly below: ECU average 238, State average 241.
Athletic Training	Athletic training student portfolios use a departmentally approved evaluation rubric for required content that demonstrates learning over time through effective written communication. For 2012-2013, 8 portfolios were assessed, with 94% earning an “Acceptable” or “Target” rating.
Psychology	During the 2012-2013 Academic Year 13 (65%) of the 20 graduating seniors scored at or above the National Average. While this does represent a significant reduction in the number of students who were at or above the national average from the previous 5 years, it may also reflect an improvement in the completion rates of the exam. For example, while the completion rate for the fall semester was around the traditional level of 50%, this number increased to 94% for the spring semester. Higher rates of compliance provide a more accurate assessment of all our graduating seniors but the scores will also demonstrate a wider variability of knowledge. In support of this demonstrated variability, six of the students who completed the MFT had a cumulative GPA of less than 2.50. This indicates that this cohort may have captured a larger number of students who could be classified as having a low GPA. Future assessments will need to continue to track the GPA of students and should include a specific measurement of a “psychology-only” GPA. This variability could exist because while this sample was larger than past years it also included a more widely dispersed sample of psychology graduates while in the past years the truly motivated psychology students (e.g., the above average students) were those completing the assessment.
Special Education	Of the three Special Education candidates who took the OSAT, the ECU mean was 275, significantly higher than the state mean of 257. A rubric for Student Impact Information included in Teacher Work Sample during candidates’ senior year indicates 100% of these candidates scored Exemplary or Acceptable on this criterion.

College of Liberal Arts and Social Sciences

Art	The exhibition portfolio will score higher than two on the three-step rubric. This goal has been met for the five years data are available. After years of struggle, the three dimensional areas seem to be picking up improvements in performance.
Communication & Performance Studies	Evaluations of the three Senior Project Presentations shows an average cumulative score of 61.58. In the embedded assessments within exams for Theatre, Music Theatre, and Speech Teacher Certification students, 5 out of 6 students met or exceeded the 70% passing standard.
Criminal Justice	Ninety percent (90%) of the students completing the Collegiate Officer Program are expected to achieve a passing score of seventy percent (70%) or above on the exam. In 2012, thirteen students completed the COPS program. Of those thirteen, eleven students plus a student from the 2011 class have taken the CLEET Certification Exam, and all 12 have passed with a score of 80% or above.
English and Languages	All students passed the Outcome 1 (writing) components with a score of “2” or higher. All 2013 components generated a performance rate of 80% or better. “Displays Creative Ability” recorded a performance percentage of 85% compared with 70% in 2012 and 72% for the five-year total from 2008-12. For Outcome 2 (literature), all components recorded average scores of 3.0 or better. “Understands Historical Periods” recorded an 85% performance rate in 2013 compared with 77% in 2012 and 73% for the five-year total. For Outcome 3 (language), all students passed the minimum requirements for each component. Based upon such analysis, “Understands Historical and Cultural Influences on Language” demonstrated marked improvement of a 13 point percentage increase in 2013 (85%) over the 2012 and five-year (2008-12) total percentage of 72%.

ECU Undergraduate Program Assessment Results for 2012-2013

General Studies	Writing samples from UNIV 3113 were evaluated with the UAC-approved Primary Trait Writing Rubric. For 2012-2013, 18 students' writing was evaluated on the 5-point scale, earning an average of 3.37. In the senior project evaluation, also a 5-point scale, the 9 majors for 2012-2013 earned a 3.3, slightly exceeding the goal of 3.0 or above.
History	Student results in writing on the Constructed Response of the OSAT do not match results found in portfolios. Students performed much better on the World History writing exam as compared to the American history writing exam. Three of the four students passing the World History constructed response completed the new course HIST 3333: Vistas in World History. The two students that did not pass the constructed response did not take HIST 3333.
Human Services Counseling	Data from 2012-13 academic year indicates students have above average skills and knowledge in the roles and functions of human service professionals; ethical and legal issues; multicultural and discrimination issues; and skills necessary for effective community relations, and average knowledge and skills in assessment and appraisal, and in job placement and development. In evaluating the trends from the reporting period, averages indicate that although there were two areas of concern, students were above average (4.0) in all items analysis. In reviewing the trends, there is an indication that there are two areas that are of concern, item #4 assessment and appraisal skills, and item #8, job development and placement. Although the mean exceeds the benchmark (3.0) it is still one of the lowest.
Legal Studies	From the key stakeholders survey results, the overall average of all instruments indicate that legal studies graduates were rated well "above average" in their ability to demonstrate critical thinking through the integration of legal theory and practice. While there was a slight difference in the 2013 and 5-year cumulative scores, a year by year comparison shows very little fluctuation, and appears to provide a steady measurement for this criterion.
Mass Communication	Faculty and outside professionals review students' Senior Portfolios and use the Senior Portfolio Assessment Rubric to evaluate their content. Intern Supervisors evaluate the work of student interns at the end of their internship using the Intern Supervisor Assessment Rubric. Thirteen students were evaluated, and earned a 4.73 on a 5-point scale for their Senior Portfolio. For the professional internship, eight students earned a 4.73, with no one scoring below a 4 on the 5-point scale.
Music	Eight students took the OSAT in 2012, with a 100% pass rate.
Native American Studies	While on average the 2012-2013 student cohorts performed at a level higher than the minimum score of 3.0, two students missed the minimum competency benchmark by 1/10 th of a point. The average writing scores have also trended downward the last two years. While students generally exceeded the target goal of three and no major adjustments are necessary for next year, it is clear that some modifications are necessary. Faculty comments reflected common concerns in student papers: choppy sentences, vague phrasing, informal writing style, and often lacked topic sentences, paragraph development and appropriate transition from one idea to the next.
Political Science	In 2012-2013, 3 portfolios were collected from graduating seniors. The average score is 3.67 on a 4.0 scale in all three areas: general understanding of political science, communication skills, and critical thinking skills. This is slightly higher than the previous year.
Social Work	With a standard of 75% of students to score at or above a 4.0 competency level on a 5-point Likert scale, which ranges from <i>exceeds expectations</i> (5) to <i>unacceptable</i> (1), 45% of students (9/20) assessed achieved the Program's benchmark based on their performance rating on application of knowledge of human behavior and social environment. This is below the Program's standard in both mean and percent of students achieving the benchmark. Additionally, 65 % of students (22/34) assessed achieved the Program's benchmark based on their performance ratings for the Policy Analysis assignment. Students' ratings are below the Program's expectation of 75% of students performing at/or above the 4.0 level.

ECU Undergraduate Program Assessment Results for 2012-2013

Sociology	Six out of seven graduating majors in the Methods of Research class (capstone) showed excellent understanding of sociological theory through their research proposal. Of the ten students taking our assessment exam, seven out of ten scored excellent or above average for understanding sociological research, thus meeting our standard. Of the ten graduating students taking our assessment exam, six scored excellent or above average on the statistics portion of our assessment exam, coming close to meeting our goal.
College of Health and Sciences	
Biology	In calendar year 2012, three Biology Teacher Education majors took the CEOE and two passed. Thus, for calendar year 2012, the performance goal was met. Over the past five years, 69 percent of program graduates who took the CEOE have passed this test compared to 34 percent of statewide examinees who took and passed this exam. The performance goal has been met in four of the past five years and this goal is being met overall.
Chemistry	Students in Organic Chemistry, Biochemistry, and Advanced Inorganic Chemistry all met the established goals by wide margins. In Physical Chemistry, students narrowly met the established performance goals in all areas. The long term results for Physical Chemistry indicate that phase equilibria should be stressed more heavily. Criterion 2.1 has been narrowly missed in the case of written reports. Greater emphasis should be placed on writing in upper level classes.
Computer Science	A total of twenty students took the MFT in Computer Science in 2012. The exam included three assessment indicators: Programming, Discrete Structures and Algorithms, and Systems (Architecture, Operating Systems, Networking, and Database). The standard was met. A total of 11 students participated in this assessment activity that included assessment of both quality of oral presentation and quality of content material presented. Again, the standard for criterion 2.1 was met.
Environmental Health Science	None of the exam scores in five of the six subject areas tested on the Graduating Senior Assessment Exam administered to students during the 2012-13 academic year met the standard. However, 80 percent of the scores for exam questions related to the Administration subject area met or exceeded the standard. These results indicate that graduating seniors are not sufficiently knowledgeable about topics covered on the REHS exam in five of the six subject areas tested. The exam results indicate a need for review of topics identified by NEHA as important for environmental health professionals and how those topics are incorporated into EHS Program courses.
Family & Consumer Science	Three out of 43 students failed to pass the core curriculum examination over the most recent five-year period. One student failed to pass during the 2012-2013 review period. The average score for 2012-2013 was 76, which was lower than the average score of 82 for 2011-2012. The exam covers content from family and consumer sciences core courses. Results indicate the need for greater emphasis on four areas tested: History of Family and Consumer Sciences, textiles, family relationships, and nutrition.
Mathematics	The proof skills in the written portfolio submitted by students were sub-divided into two categories: prove/disprove, in which the student was required to prove or disprove a mathematical statement and proof evaluation, in which the student was required to analyze a given proof and conclude whether the proof was correct or wrong, giving justification(s) for their answer. Data tables 2.1.1 and 2.1.2 show that, in Fall 2012, the standard was not met for proof skills but was met for communication skills. The program plans to improve proof-writing skills by requiring more proof-writing work to be submitted by students in courses taken earlier in the program such as MATH 3033 Calculus III, MATH 3413 Number Theory or Independent Study courses and having changed the course rotation so students can take MATH 3093 Introduction to Theorem Proving during the fall semester and MATH 3813 Modern Algebra in the following spring semester. This will maintain continuity between the two courses since the former is a necessary pre-requisite for the latter.

ECU Undergraduate Program Assessment Results for 2012-2013	
Nursing	In 2012, 63 students graduated, which is a 65% graduation rate, which is below the program's goal. Additionally, 89% passed the NCLEX licensure exam.
Physics	All seven students met or exceeded the 70% pass standard on the Medical Physics exit exam for 2012.
Cartography & Geography	In 2012, six students demonstrated knowledge of geography and geotechniques through the evaluation of presentations using a 5-point rubric. The average score was 4.8. Additionally, 20 students were evaluated through their senior capstone project, with the following averages: fundamental knowledge of principles and terminology in geography (4.62); fundamental knowledge of principles and terminology in geotechniques (4.55).
Administrative and Educational Support Units	
Linscheid Library	The SAILS exam from Kent State (Standardized Assessment of Information Literacy Skills) was administered to incoming freshmen during the UNIV 1001 Freshmen Seminar and to midlevel students enrolled in UNIV 3001 General Education Seminar. The scores for UNIV 3001 are significantly higher than those for UNIV 1001, meeting the standard. However, the scores for the 2012 freshmen are significantly lower than the 2008 freshmen, which serves as the baseline. The scores for UNIV 3001 in 2012-2013 are not significantly higher than the freshmen from 2008.

III-3. The following instructional changes were based upon the undergraduate program outcomes assessment.

ECU Undergraduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
School of Business	
Accounting	The Assessment Plan has been significantly revised in preparation for the School of Business' reaffirmation with the Accreditation Council of Business Schools and Programs (ACBSP) in 2014. In preparation for the self-study the Accounting and Business Administration Departments have developed similar plans to create consistency and improved assessment practices School wide. For the Accounting Program this has resulted in many of the current assessment standards, criterion, and instruments being significantly revised. To the extent that items remain in the plan the focus of assessment will shift from grade based and program satisfaction measures, to rubric based measures of stated learning outcomes.
College of Education and Psychology	
Early Childhood Education	Prerequisites were removed from two foundations courses: EDUC 3463: Foundations of Reading and EDUC 3013: Foundations of Early Childhood Education. The removal of the existing prerequisites (Admission to the Teacher Education Program) will allow students to better sequence the required reading/literacy courses so that candidates can build the knowledge required to pass Subtest I of the ECE OSAT. (Currently candidate often take two or three reading/literacy classes in one semester and that does not allow each course's content to reinforce the other courses.) For AY 2013-2014, all early childhood student teachers will be assessed on their progress towards meeting NAEYC standards. The student teachers will self-assess their progress at midterm and final reporting times and cooperating teachers and university supervisors will assess the student teachers at the same time intervals. The Early Childhood Education program coordinator will host exam review sessions prior to each ECE OSAT administration date in the hopes of helping to better prepare candidates for the exam. In addition, reviewing the OPTE will continue to be a part of these sessions.
Elementary Education	The Student Teaching TWS (Teacher Work Sample) has been modified to include a video segment that candidates use to analyze and reflect on their teaching. Chalk and Wire is being used for candidates to upload all field experience documents. Criteria 2.3 which is the cooperating teachers' evaluation of the Field IV clinical experience changed in 2012/13 to a 4-point scale instead of a 3-point scale to align with the new Oklahoma Teacher evaluation instrument. The 4-point scale allows the unit faculty to better assess

ECU Undergraduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
	the teacher candidates' instructional expertise. In February 2013, an Education Symposium was held for all Field I, II, and III teacher candidates. The symposium addressed pragmatic issues such as classroom management and instructional strategies in the classroom, as well as dispositional issues such as professional conduct and behaviors. Feedback from the education majors will be used to improve the symposium in the years to come. In addition education faculty members are reaching out to partner more closely with area school districts so as to better mentor our education majors into the profession. Cooperating Teacher Forums were held in the fall of 2012 and again in February 2013. These Teacher Forums are important networking venues where university faculty members can partner with area public schools to support and nurture our candidates' into the teaching profession. Feedback from these cooperating teachers and administrators will be used to enhance this partnership with our area stakeholders.
Special Education	Candidates who performed unsatisfactorily did participate in <u>on-going/multiple</u> sessions to create opportunities for more in depth preparation during the 2012 fall/2013 spring semesters. For example, the majority of statewide and ECU candidates who perform poorly, did so in the Constructive Response subtest. For candidates who had difficulty with writing, the instructors presented 2-3 different study sessions to practice writing constructive responses. In the past, the OSAT results were assessed according to CEC which requires 80% of candidates <i>pass</i> the exam. As part of the ECU 2012 fall/2013 spring Annual Assessment report, the instructors compared results of all assessments to previous years. This additional analysis provided instructors to implement changes needed to maintain growth in the overall program. Also, based on requirements from NCATE, data for annual assessment (for some criterion) has been changed from percentages to distribution of score. Rubrics and/or scoring guides have been revised from previous years based on instructor's analysis of candidates' performance. These changes are needed to improve candidates' knowledge, skill, and disposition of CEC standards.
Psychology	The psychology major requires only 5 specific courses; other courses are drawn from a selection of courses to acquire the necessary hours to complete the major. While this allows students to tailor their degree to their personal future goals, it also permits students to graduate without taking courses in a specific field of psychology. If a student plans to attend graduate school in counseling psychology they may forego classes in developmental psychology for those more related to counseling psychology. One component added to the Department of Psychology Senior Survey was a question asking students to check the psychology courses they had completed at East Central University. In fact, only 36% of the graduating seniors indicated that they had taken the ECU Social Psychology course. This omission clearly leaves the students at a disadvantage when completing the exam items on Scale 4 of the MFT. It is the intention of the program faculty to review the course curriculum and discuss what possible restructuring might allow future students to complete a more balanced program of study.
Kinesiology	The assessment plan will be revised in 2013-14 to reflect updated Commission on Accreditation of Athletic Training Education (CAATE) standards. Standardized rubrics were implemented for assessment of written and oral communication during 2011-12. Faculty use and familiarity with these rubrics will increase during 2012-13 for improved data collection. Move from embedded questions to a "Knowledge-Based Examination." This will consist of the same questions for the same course but given as a singular exam of 10 or so questions. These exams will be done via Blackboard with the answers/data being stored in a repository. A move to place the surveys on blackboard will take place, once again making for a more fluid instrument with the data being stored in a repository. The transition to Chalk and Wire will be examined for all portfolios. A calendar of dates designated for assessment will be developed. This will consist of dates to contact instructors on when to give their knowledge-based exams, surveys, etc., for all semesters in an attempt to minimize forgetfulness. Assessment meeting will be held with all Kinesiology faculty every fall prior to the start of school, assessment meetings will be held with Kinesiology Assessment Committee Members no less than once a semester.
Athletic Training	The assessment plan will be revised in 2013-14 to reflect updated Commission on Accreditation of Athletic Training Education (CAATE) standards. Standardized

ECU Undergraduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
	rubrics were implemented for assessment of written and oral communication during 2011-12. Faculty use and familiarity with these rubrics will increase during 2012-13 for improved data collection. Move from embedded questions to a “Knowledge-Based Examination.” This will consist of the same questions for the same course but given as a singular exam of 10 or so questions. These exams will be done via Blackboard with the answers/data being stored in a repository. A move to place the surveys on blackboard will take place, once again making for a more fluid instrument with the data being stored in a repository. The transition to Chalk and Wire will be examined for all portfolios. A calendar of dates designated for assessment will be developed. This consists of dates to contact instructors on when to give their knowledge-based exams, surveys, etc., for all semesters in an attempt to minimize forgetfulness. Assessment meeting will be held with all Kinesiology faculty every fall prior to the start of school, assessment meetings will be held with Kinesiology Assessment Committee Members no less than once a semester.
Physical Education	The assessment plan will be revised in 2013-14 to reflect updated Commission on Accreditation of Athletic Training Education (CAATE) standards. Standardized rubrics were implemented for assessment of written and oral communication during 2011-12. Faculty use and familiarity with these rubrics will increase during 2012-13 for improved data collection. Move from embedded questions to a “Knowledge-Based Examination.” This will consist of the same questions for the same course but given as a singular exam of 10 or so questions. These exams will be done via Blackboard with the answers/data being stored in a repository. A move to place the surveys on blackboard will take place, once again making for a more fluid instrument with the data being stored in a repository. The transition to Chalk and Wire will be examined for all portfolios. A calendar of dates designated for assessment will be developed. This will consist of dates to contact instructors on when to give their knowledge-based exams, surveys, etc., for all semesters in an attempt to minimize forgetfulness. Assessment meeting held with all Kinesiology faculty every fall prior to the start of school, assessment meetings will be held with Kinesiology Assessment Committee Members no less than once a semester.
College of Liberal Arts and Social Sciences	
Social Work	As a result of analysis of 2011-12 outcome data (Outcome 2), CHANGES were made for this assessment period to strengthen content and the instrument used for measuring student learning about ethical decision-making in the course, SOWK 4892 Integrative Seminar in Social Work. These changes may account for a significantly increased mean score from 3.96 in 2011-12 to a mean score of 4.27 in 2012-13. Faculty will continue to assess this criterion instrument for consistency in outcome data. Increased content and assignment CHANGE will be made for implementation fall 2013. A textbook CHANGE made for the course effective fall 2013 will also increase ethical decision-making content.
Music	In reviewing the above assessment and bringing the music department into compliance with the National Association of Schools of Music, the following actions are deemed relevant: Add an arranging section to the theory component; Change requirement for instrumental majors from two hours of choir to one hour of choir and one hour of either vocal pedagogy or class voice; Change requirement for piano majors from vocal diction to vocal pedagogy; Change the foreign language requirement for voice majors from 2 semesters of the same language to one semester of two different languages; and reduce the number of hours of private instruction on a minor instrument and add it to the number of hours for the major instrument.
Legal Studies	<u>Writing Skills</u> -Additional legal research and writing assignments should be implemented to provide continual improvement in this area. This can be accomplished in Legal Systems Application (additional letters assigned), Legal Research and Writing II (continuing with additional legal memoranda assignments implemented in 2013), and by continuing to encourage adjunct professors to include additional writing assignments in their course curriculum.

ECU Undergraduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
	<u>Senior Portfolio</u> - This measurement is currently collected by the program director and assessed each spring semester. The instructions for compiling the portfolio will be altered to include more specific instructions as to the particular assignments to be included within the portfolio in order to provide more accurate and conclusive assessment. The files will be continued to be assessed by means of a rubric by at least two professors possessing a J.D. If the class average does not meet or exceed 3.0 on a 5.0 scale on all items, the class performance will be monitored and compared to the next years' performance to determine if instructional methods or materials need to be changed or altered. Efforts have been made to maintain contact with alumni and employers, however, survey returns continue to be sparse in these two areas. A change to an "instant" online survey has been suggested to improve response rates from these stakeholders. Multiple forms of the survey will be provided in 2013-2014 in an attempt to improve the response rate from these stakeholders.
Native American Studies	Based on recent scored writing assignments, program faculty plan to provide frequent and supportive writing feedback, increase in class instruction on writing techniques before and after assignments and perhaps host more writing in class writing workshops lead by the ECU Writing Center. Written exit surveys with graduates suggest that they are satisfied with the way the program has prepared them in several key areas for post graduate employment. Survey numbers were significantly better than the target and thus no changes are necessary in those areas. Embedded measurements over critical themes in Native American history and culture will start Fall 2013.
English	The department changed the wording, but not the content, of all assessed components in the categories of writing, literature, and language in 2013. The department also changed the scoring rubric from a six-point rubric to a four-point rubric for evaluation of student practice, which is more precise and consistent. To increase the number of survey responses by the next reporting period, the department will send email requests to secondary schools where ECU alumni teach and to alumni directly.
Criminal Justice	Create imbedded instruments of assignments for each area of critical knowledge. Identify or create capstone course for each concentration within the program. Ensure that all stakeholders have access and input on the assessment process.
Political Science	Students scored lower this year on written and oral communication. There should be more feedback given to students (in the form of rough drafts and practice presentations) so that this score can be increased. This instructional change relates to students in PS 4433 Public Policy Making and PS 3163 Political Science Research Methods, where students are most likely to create research papers and posters.
College of Health and Sciences	
Biology	Based upon the assessment data, the Biology Department may raise the standard on Criterion 2.1 from 70% to 80% and the standard on Criterion 3.1 from 3.0 to 4.0. Based upon the past five years of assessment data, the Biology Department may raise the standard on all student/alumni/faculty satisfaction surveys from 3.0 to 3.5.
Chemistry	In Organic Chemistry I, greater emphasis on E2 Reactions and Saytzeff's Rule. In the future, more emphasis will be given to these topics in lecture (more examples, more discussion). Addition of Organic Chemistry Synthesis Sequence as assessment instrument. Quantitative Analysis Laboratory and Instrumental Analysis Laboratory: A greater emphasis will be placed on preparing for lab and continued practice preparing real samples. This will be accomplished by having students do problems related to the upcoming lab. These will become part of the lab grade. Additionally, analysis of real samples will continue to be emphasized. A greater emphasis will also be placed on keeping an organized notebook. This should improve the ability of the students to find and recall exactly what they did when

ECU Undergraduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
	writing the written report. A handout for this will be prepared and discussed in greater detail at the beginning of the semester. In Physical Chemistry I: A continuation of previous action: emphasis to be placed on chemical equilibria and solutions in future classes. Electrochemistry to receive greater emphasis.
Computer Science	The program recognizes that more work needs to be continually done in program courses to prepare program majors for the MFT. Assessments embedded in CMPSC 3943 and CPSMA 2923 are being used to assess oral and written communication skills developed by program majors. The program will examine the MFT again to determine if it is measuring skill sets which are appropriate to non-doctoral granting institutions. Efforts are being made to administer (a) MFT; (b) Embedded Assessment; and (c) Surveys to graduates and employers regularly and more efficiently.
Nursing	Retention activities will continue to be a major focus for faculty. Activities begin with the sophomore class "Welcome" which includes students and their significant others. Intense retention activities with juniors and seniors will continue, along with greater emphasis on test-taking skills. "At risk" students will be identified with intense follow-up if grades on unit exams do not improve. These students will be discussed during monthly faculty meetings. Independent Study students (those under contract and who are attempting to re-enter the curriculum) will have three meetings per semester scheduled with the chair to discuss progress.
Family & Consumer Science	The Family and Consumer Sciences faculty will revise the data collection from portfolio instruments to provide data relating to individual evaluation rubric criteria. The Family and Consumer Sciences faculty will review other methods to gather data from alumni, students, employers, and faculty as means to gain significant insights.
Mathematics	Proof-writing skills will be further improved by: Requiring more proof-writing work to be submitted by students in courses taken earlier in the program. Having changed the course rotation so students can take MATH 3093 Introduction to Theorem Proving during the fall semester and MATH 3813 Modern Algebra in the following spring semester. This will maintain continuity between the two courses since the former is a necessary pre-requisite for the latter. Performance goals of teacher candidates will be met more comprehensively by re-structuring the current Methods course, i.e. MATH 4913 Methods of Teaching Secondary Mathematics.
Environmental Health Science	The new version of the graduating senior assessment exam initially used in the Spring 2012, will be altered to include questions from a greater number of the subject areas included on the National Environmental Health Associations Registered Environmental Specialist credential exam. The number of questions from each subject area will be limited to an appropriate number such that the time allowed to complete the exam can be constrained to two hours. New mid-level assessment instruments similar to those introduced into EHS 2413, EHS 3135, EHS 3553, EHS 3603 and EHS 4703 during the 2012-13 academic year will be integrated into EHS 2313. The incorporation of mid-level assessment activities into EHS 3114 and other courses will be considered. Although the standard was met for Criterion 2.1, assessment data indicates that EHS Program students' and graduates' abilities to use computer applications and other technology is less than their abilities to perform laboratory or fieldwork or work with other people. Hence, the EHS Program will seek to require greater use of computer applications and other technology in Program courses. This will include requirements for the use of equation editors and computational software to complete quantitative work assigned in EHS 2313 and EHS 3553 and Geographic Information System applications in EHS 4802. The frequency with which EHS Department equipment is used in non-laboratory courses will also be increased and documented. Review and modification of the laboratory exercise from EHS 4802 which has been used as the assessment instrument for Criterion 2.2 was not completed and the rating from the current year

ECU Undergraduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
	continues to support the need to complete this action. Therefore this remains an action planned for the 2013-14 academic year. However, an additional exercise emphasizing quantitative skills from EHS 2313 was reviewed and will be used as an assessment instrument for Criterion 2.2 in the 2013-14 assessment. As was accomplished for the written and oral work in EHS 4946, the requirements for the written and oral work assigned in EHS 3153, EHS 3603 and EHS 4703 will be reviewed and revised to encourage high quality written reports and oral presentations.
Administrative and Educational Support Units	
Linscheid Library	Based on the failure to meet Criterion 1.2, the librarians will focus on developing additional strategies to teach and assess the development of appropriate and varied search terms. Based on the failure to meet Criterion 2.3, the librarians will continue to give instruction on using finding tool features.

Section IV – Student Satisfaction Assessment

IV-1. The main assessment instrument used for student satisfaction assessment at East Central University during 2012-13 was Noel-Levitz’s Student Satisfaction Inventory. 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 of all programs are surveyed every five years. The consistency of responses from one year to the next for most survey items suggests this survey method yields accurate results.

IV-2. The Noel-Levitz Student Satisfaction Inventory (SSI) was administered to East Central University undergraduates (n=230) in the fall 2012 semester. Each student responded to 83 survey items on the written survey instrument. Data collected from this survey included 66 items related to expectations of the campus experience at ECU on a 7-point likert scale and demographic information on 17 items. The SSI asks students to respond with a level of importance and satisfaction for the following nine scales: Academic Advising Effectiveness, Campus Climate, Campus Life, Campus Support Services, Instructional Effectiveness, Recruitment and Financial Aid Effectiveness, Registration Effectiveness, Safety and Security, and Student Centeredness. Although the ACT Student Opinion Survey was used prior to the fall 2012 semester, this survey is no longer available from ACT. As a result, ECU selected the Noel-Levitz SSI instrument to measure student satisfaction and priorities to show how satisfied students are at ECU and better understand issues that are important to them.

East Central University					
Noel-Levitz Student Satisfaction Inventory Results for 2012-13					
Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Campus Services					
I receive the help I need to apply my academic major to my career goals.	230	220	6.46	5.59	5.22
This campus provides online access to services I need.	230	220	6.33	5.59	5.73
Computer labs are adequate and accessible.	230	220	6.24	5.75	5.29
Library resources and services are adequate.	230	219	6.11	5.84	5.55
Mentors are available to guide my life and career goals.	230	215	6.10	5.18	4.96
There are adequate services to help me decide upon a career.	230	212	6.00	5.05	5.03
Counseling services are available if I need them.	230	209	5.72	5.51	5.29
Tutoring services are readily available.	230	194	5.72	5.19	5.29
AVERAGES	230	214	6.09	5.46	5.30

East Central University					
Noel-Levitz Student Satisfaction Inventory Results for 2012-13					
Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Campus Climate					
Tuition paid is a worthwhile investment.	230	218	6.52	5.39	5.22
The campus is safe and secure for all students.	230	220	6.41	5.54	5.63
I seldom get the "run-around" when seeking information on this campus.	230	218	6.21	4.61	4.70
Students are free to express their ideas on this campus.	230	219	6.20	5.63	5.35
On the whole, the campus is well-maintained.	230	222	6.16	5.87	5.56
Students are made to feel welcome here.	230	222	6.18	5.65	5.34
Administrators are available to hear students' concerns.	230	219	6.11	5.24	4.88
There is a strong commitment to diversity on this campus.	230	217	5.75	5.53	5.22
AVERAGES	230	219	6.19	5.43	5.24

East Central University					
Noel-Levitz Student Satisfaction Inventory Results for 2012-13					
Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Campus Life					
Student activity fees are put to good use.	230	216	6.20	4.12	5.06
Student disciplinary procedures are fair.	230	203	6.03	5.32	5.06
Living conditions in the residence halls are comfortable.	230	149	5.74	4.33	4.73
There is an adequate selection of food available on campus.	230	201	5.72	4.32	4.37
Residence halls staff are concerned about me as an individual.	230	151	5.43	4.63	4.85
AVERAGES	230	184	5.82	4.54	4.81

East Central University Noel-Levitz Student Satisfaction Inventory Results for 2012-13 Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Registration Effectiveness					
I am able to register for classes I need with few conflicts.	230	223	6.50	5.11	4.91
I am able to take care of college-related business at times that are convenient for me.	230	223	6.30	5.34	5.19
Registration processes and procedures are convenient.	230	221	6.18	5.20	5.03
Billing policies are reasonable.	230	222	6.17	5.11	4.89
AVERAGES	230	222	6.29	5.19	5.01

East Central University Noel-Levitz Student Satisfaction Inventory Results for 2012-13 Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Safety and Security					
The campus is safe and secure for all students.	230	220	6.41	5.54	5.63
The amount of student parking space on campus is adequate.	230	215	6.31	3.59	3.57
Parking lots are well-lighted and secure.	230	213	6.00	4.76	4.86
Security staff respond quickly to calls for assistance.	230	195	6.14	4.63	5.20
AVERAGES	230	211	6.22	4.63	4.82

East Central University Noel-Levitz Student Satisfaction Inventory Results for 2012-13 Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Recruitment and Financial Aid Effectiveness					
Financial aid awards are announced in time to be helpful in college planning.	230	209	6.17	5.14	4.96
This institution helps me identify resources to finance my education.	230	218	6.06	4.93	4.85
Admissions staff provide personalized attention prior to enrollment.	230	218	6.00	5.15	4.89
Financial aid counseling is available if I need it.	230	204	5.83	5.15	5.05
Admissions counselors accurately portray the campus in their recruiting practices.	230	196	5.82	5.24	5.12
AVERAGES	230	209	5.98	5.12	4.97

East Central University Noel-Levitz Student Satisfaction Inventory Results for 2012-13 Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Student Centeredness					
The campus staff are caring and helpful.	230	222	6.38	5.74	5.29
I seldom get the "run-around" when seeking information on this campus.	230	218	6.21	4.61	4.70
Students are made to feel welcome here.	230	222	6.18	5.65	5.34
Administrators are available to hear students' concerns.	230	219	6.11	5.24	4.88
AVERAGES	230	220	6.22	5.31	5.05

East Central University Noel-Levitz Student Satisfaction Inventory Results for 2012-13 Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Academic Advising Effectiveness					
My academic advisor is knowledgeable about requirements in my major.	230	224	6.67	6.19	5.49
My academic advisor is available when I need help.	230	221	6.46	5.87	5.29
My academic advisor helps me set goals to work toward.	230	220	6.32	5.63	5.12
I receive ongoing feedback about progress toward my academic goals.	230	222	6.12	5.25	4.83
AVERAGES	230	222	6.39	5.74	5.18

East Central University					
Noel-Levitz Student Satisfaction Inventory Results for 2012-13					
Ranked in Descending Order of Importance to Students					
Item Text	Local Frequency 2012-13	Number Rating this Item 2012-13	Importance to Students Ratings 2012-13 (Based on Local Frequency)	Satisfaction Ratings (Based on Number Rating this Item)	
				ECU 2012-13	National 4-Year Publics 2012-13
Instructional Effectiveness					
The content of the courses within my major is valuable.	230	219	6.63	5.94	5.36
There are sufficient courses within my program of study available each term.	230	221	6.59	5.12	4.88
The quality of instruction I receive in most of my classes is excellent.	230	223	6.55	5.77	5.38
Faculty are fair and unbiased in their treatment of individual students.	230	221	6.44	5.63	5.15
Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	230	223	6.43	5.87	5.69
Faculty provide timely feedback about my academic progress.	230	223	6.39	5.52	5.16
Faculty use a variety of technology and media in the classroom.	230	225	5.79	5.74	5.48
AVERAGES	230	222	6.40	5.66	5.30

IV-3. Use of Noel-Levitz's Satisfaction Student Inventory 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 continues to enhance administrative efforts to use assessment of student satisfaction to effectively target needed changes.

Section V – Graduate Student Assessment

V-1. The following measures were used to assess students in these graduate programs.

East Central University Graduate Program Assessment in 2011-2012		
Graduate Program	Assessment Instruments	Students Assessed
Elementary Education (M.Ed.)	Portfolios, VCS, Embedded Assessment (Research Product), OSAT	11
Human Resources (M.S.)	VCS, Comprehensive Exam, National Counselor Preparation Examination- Counseling Program, Certified Rehabilitation Counselor Examination, Practicum Report, Grant Proposal Assignment	141
Library Media (M.Ed.)	OSAT, VCS, Portfolio	19
Psychological Services Program (M.S.P.S.)	VCS, Practicum Student Evaluation, Graduate Assessment Exam	17
Reading Specialist (M.Ed.)	OSAT, VCS, Portfolio	7
School Counseling (M.Ed.)	OSAT, Alumni Survey	46
Secondary Education (M.Ed.)	Portfolios, VCS	99
Special Education (M.Ed.)	VCS, OSAT, Embedded Assessment, Portfolio	2
Accounting (M. S. A.)	VCS, Standardized Exam, Embedded Assessment (Oral/Written Research Project)	0
Total Students Assessed	(Headcounts may be duplicated.)	342

ACAT Area Concentration Achievement Test MFAT Major Field Achievement Test (ETS)
 NCLEX Nursing Certification and Licensing Exam TWS Teacher Work Sample
 VCS Various Constituent Surveys
 OPTE Oklahoma Professional Teaching Examination (part of the Certification Examinations for Oklahoma Educators)
 OSAT Oklahoma Subject Area Test (part of the Certification Examinations for Oklahoma Educators)

V-2. The following analyses and findings were based upon these graduate program outcomes assessment.

ECU Graduate Program Assessment Results for 2012-2013	
Program	Assessment Results
Elementary Education (M.Ed.) 0800 Elem. Education 0801 Elem. Principal	In demonstration of adequate knowledge and skills needed to effectively monitor the implementation of a school’s mission, this criterion was met for both elementary masters candidates and elementary principal candidates. In demonstrating the ability to incorporate a variety of instructional strategies designed to enhance student learning, this criterion was not met. As future instructional leaders, the ability to understand curriculum design and delivery is critical as Oklahoma and most of the Nation’s districts move to the Common Core standards. It is important for elementary instructional leaders to understand the dynamics that curriculum development has for engaging student learning beyond just prepping for state tests. Performance on the Oklahoma Principal certification exam met and exceeded the standard of performing at or above the state average.
Human Resources (M.S.) 0892 Counselor 0895 Criminal Justice 0891 Human Resource 0894 Rehab Counselor	The overall mean (4.35) indicates a stable assessment in the core body of knowledge as compared to the previous years. All items have had a slight decrease in the means over the last five years, except for #10 (decision making) which has a slight increase, but not significant. Data indicates students have above average ability to integrate knowledge with practice skills. No particular area indicated a significant change other than #13 (Ethics and Legal Aspects), which reflect more closely with previous year’s scores.

ECU Graduate Program Assessment Results for 2012-2013	
Library Media Specialist (M. Ed.)	The standard for Criterion 1:1 was not met in 2012 as only 65% of the candidates scored at or above 240 on the OSAT. ECU's average scale score in Subarea 5 dropped by 24 points. Similarly, the state's average scale score dropped by 16 points. The future program goal is to increase student performance on the scale score by emphasizing more on human developmental theories and needs. Pedagogical emphasis on designing and implementing guidance programs will be the main focus in the future.
Psychological Services (M. S.)	On the Department of Psychology's Graduate Student Assessment Exam, the students in the 2012-2013 Academic Year met the performance standard in all knowledge content areas and the overall knowledge base composite average of 85.68.
Reading Specialist (M. Ed.)	The overall mean of the Reading OSAT for ECU Reading program is down from last year. However, the overall mean for the State went down as well. Although overall mean for ECU Reading program candidates/graduates exceeded the state mean, extended study sessions will be provided to improve overall mean for ECU Reading program candidates/graduates.
School Counselor (M.Ed.)	The standard for Criterion 1:1 (OSAT) was not met in 2012 as only 65% of the candidates scored at or above 240. ECU's average scale score in Subarea 5 dropped by 24 points. Similarly, the state's average scale score dropped by 16 points. Pedagogical emphasis on designing and implementing guidance programs will be the main focus in the future. Data from this new assessment show that the goal of 85% of the students scoring above Proficiency Level 3 has been met. This assessment also met the Oklahoma School Counseling Standards 6, 4, 7-9 as indicated in the 2013 NCATE report.
Secondary Education (M.Ed.) 0830 Sec. Education 0834 Acad. Discipline 0832 Educ. Tech. 0833 Sports Admin 0831 Sec. Principal	Criterion 1.1, demonstration of knowledge of the teaching/learning process, holds a standard of 95%, which was not met, with candidates earning an aggregate 87%. Criterion 1.2 assesses the understanding of research methodology. The standard of 95% passing was met for the Educational Technology, Secondary Education and Secondary School Principal program. The goal was not met for the Sports Administration program. Graduate Writing skills, with a standard of 95%, was not met (87%).
Special Education (M.Ed.)	The data indicates that Graduate Candidates who voluntarily took the OSAT met standard for content knowledge and have exceeded the state mean for the last five years. The data from Field Experience Evaluations indicates that Graduate Candidates met standard for the five year period in these same areas. Additionally, the data from surveys and Field Experience Evaluations for 2012-2013 also show Graduate Candidates met standard regarding their professional dispositions, which is consistent with the data for the past five years.

V-3. The following instructional changes were based upon the Graduate program outcomes assessment.

ECU Graduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
College of Education and Psychology	
Reading Specialist	Some assessments have been changed to measure the effectiveness of the Reading program at ECU and others are in the process of being changed. Reading graduate portfolios are being transitioned from hard copy to electronic format. We will be moving to Chalk and Wire beginning in the Fall of 2013. We are currently using Google. The Graduate Reading Program Handbook has been revised and will be submitted to the committee for approval.
Elementary Education	An embedded assessment in EDUC 5173 Fundamentals of Curriculum, both elementary education masters candidate (n=1) and elementary education principal candidates (n=20) demonstrated adequate knowledge and skills needed to effectively monitor the implementation of a school's mission. On the Oklahoma Principal Certification exam, 9 out of 10 candidates passed (90%), exceeding the state passing average of 84%

ECU Graduate Program Changes Due to Assessment Results for 2012-2013	
Program	Changes Resulting from Assessment
Secondary Education	The assessment of the master of secondary education programs need to identify new criteria for evaluation as the Opinion Survey that currently provides data has been discontinued as a measurement instrument. The secondary principal concentration will become a separate program (Educational Leadership), and developing a separate assessment from the other concentrations that fall under Secondary Education.
Special Education	Rubrics and/or scoring guides have been revised from previous years based on instructor's analysis of candidates' performance. These changes are needed to improve candidates' knowledge, skill, and disposition of CEC standards.
School Counselor	Data from the school counseling certification exam reveal that our pass rates have fallen in all six subtests, including Subtest 5. In order to address this major concern, more competency based embedded assessments and portfolio artifacts addressing the six specific subareas, constructed writing and mentoring adjunct faculty have been recommended by the faculty.
Psychological Services	The new program curriculum changes in the M.S. Psychology Program for both Track A and Track B will need to be monitored to ensure that students in Track B, School Psychology, acquire the specific statistical and research background needed for successful completion of the program by completing one course PSYCH 5143 – Statistics and Design in Applied Psychology. for the acquisition of this knowledge base while students in Track A, Community and Counseling Psychology, will still complete the two-course research sequence PSYCH 5143 and PSYCH 5153 – Research in Applied Psychology.
College of Liberal Arts and Social Sciences	
Human Resources	MSHR graduate faculty will identify course assignments that better measure the student learning outcomes in content areas. Use HURES 5253 Legal & Ethical Aspects of Case Management as a source for data assessment for contents areas, ethics and legal aspects, multi-cultural issues, decision making. Develop grading rubrics for assignments that accurately measure competency levels.

V-4. In the 2012-2013 academic year 102 students who scored below the minimum admission standard were admitted into the College of Graduate Studies.