

East Central University
OSRHE Annual Assessment Report for 2013-2014
Executive Summary

Entry-Level Assessment

The East Central University (ECU) Center for Assessment and Institutional Research uses ACT subject scores, ACT COMPASS computerized placement tests scores, and other secondary tests to assess the academic skills of entering freshmen. Entering freshmen with ACT subject scores below 19 must pass the related COMPASS module or other appropriate secondary tests to enroll in college-level course work in that subject area. 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.

During the 2013-2014 academic year, a total of 666 beginning freshmen were evaluated during the 2013-14 academic year. Of this number, 393 beginning freshmen (unduplicated headcount), or 59% of all beginning freshmen, had at least one ACT subject score below 19. Of this latter group, 325, 48.8% of all beginning freshmen, were identified as needing at least one zero-level course to remediate academic skills deficiencies.

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.

Regarding the performance of 2013-14 beginning freshmen in four zero-level courses required to remediate skill deficiencies in these subject areas, when compared to the combined results for 2008-09 through 2013-14, the pass rates for ENGL 0123, EDUC 0111, and PHSCI 0123 were less than the 2008-13 pass rate average. However, the pass rate for the 2013-14 in MATH 0214 course exceeded the 5-year 2008-13 pass rate average. 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 "R" 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. No instructional changes are currently planned.

Mid-Level (General Education) Assessment

During 2013-14, 409 students took one of the CAAP exams for Critical Thinking or Writing Essay as part of the course requirements for UNIV 3001. The test was administered to all UNIV 3001 students. This is the eighth year ECU has used CAAP. The Critical Thinking exams were administered to students in the fall 2013 semester and the CAAP Writing Essay exams were administered to students in the spring 2014 semester, respectively.

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 40% of the students examined in Critical Thinking Skills reported that they "tried their best."

For 2013-2014, ECU students performed above the national mean score for Critical Thinking, with a score of 62.8 to the national mean of 59.9. This cohorts' average scores for Critical Thinking were higher than 65% of the students who took these exams nationally. ECU's mean score in Essay Writing was 3.4, in close range with the national mean of 3.3, with this cohorts' average scores higher than 55% of those who took the exam nationally.

During the last five academic years, slightly over 90% of those examined have either graduated from ECU or are still enrolled at ECU. The data continue to show that students who took the CAAP have developed the academic skills necessary to complete a degree program

Program Outcomes Assessment

During the 2013-2014 academic year, 1,134 students were assessed as part of the undergraduate program assessment. Degree programs used a variety of instruments to assess student outcomes, including locally developed exams, standardized tests, such as the ETS Major Field Achievement Tests (MFAT) and the Area Concentration Achievement Tests (ACAT); portfolios, and various constituent surveys. Licensing and certification tests, such as the Oklahoma Council on Law Enforcement Education and Training (CLEET) Exam, National Council Licensing Exam for Registered Nurses (NCLEX-RN), and the Certification Exam for Oklahoma Educators (CEOE) were also used. Student performance for many programs met or exceeded performance goals with the majority of students tested either passing the exams or scoring at or above a specified level on these exams. The follow are some of the program changes resulting from outcomes assessment:

Criminal Justice	Results indicated the need for more balanced assessment so the department will prepare indirect and direct measures to better assess all three areas of the criminal justice program; law enforcement, juvenile justice, and adult corrections. The C.O.P. students, currently a group under-measured on their skills portion of their internship, will have a more appropriate assessment tool used. A capstone course for each concentration needs to be identified or created within the criminal justice program. Changes in the Counsel of Law Enforcement Education and Training (CLEET) requirements have affected how CLEET course are to be taught.
Legal Studies	To address the need to improve writing skills, additional legal research and writing assignments will be implemented in Legal Studies courses, such as in Legal Systems Application (additional letters assigned) and Legal Research and Writing II (continuing with additional legal memoranda assignments implemented in 2013). in their course curriculum.
Chemistry	Assessment results indicate the need to make instructional changes in content and emphasis: In Organic Chemistry I, greater emphasis on E2 Reactions and Saytzeff's Rule; In Quantitative Analysis Laboratory and Instrumental Analysis Laboratory, greater emphasis on preparing for lab and continued practice preparing real samples; In Physical Chemistry I, emphasis on chemical equilibria and solutions in future classes and greater emphasis on Electrochemistry. Standards for the new instrument Organic Laboratory Synthesis Sequence will be raised to expect 70% of the students to attain a score of 80% or greater in future years.
Mathematics	MATH 1413 Survey of Mathematics and MATH 2213 Introduction to Probability and Statistics are now offered in both online and traditional classroom format. Course rotation is changed so students can take MATH 3093 Introduction to Theorem Proving during the fall semester and MATH 3813 Modern Algebra in the following spring semester.

Student Satisfaction Assessment

The main assessment instrument used for student satisfaction assessment at East Central University during 2013-14 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.

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered to East Central University undergraduates (n=303) in the fall 2013 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 2013 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.

Graduate Student Assessment

During the 2013-14 academic year, 537 graduate students were assessed, using the Certification Exam for Oklahoma Educators, the Oklahoma State Subject Area Test, the Oklahoma Teacher Certification Test for School Counselors, the State Elementary Principals Exam, the State Secondary Principal Certification Exam, the National Counselor Preparation Exam, the Rehabilitation Counselor Certification Exam, locally developed comprehensive exams, internships, practicums, portfolios, and various constituent surveys. Other assessment data collected to date indicate that most program goals are either being met or close to being met. In addition, alumni and employer surveys show a high degree of satisfaction with ECU's graduate programs. In the 2013-2014 academic year, 47 students who scored below the minimum admission standard were admitted into the College of Graduate Studies