



Annual Student Assessment Plan 2023-2027

Plan Completed by
ECU Institutional Research, Office of Assessment
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2023-2027 OSRHE Annual Student Assessment Plan: East Central University

This template provides a preview of the Student Assessment Plan online survey, to allow responders to compile required information before beginning the survey.

The survey will be submitted through a link. Instructions on how to officially submit the complete survey are provided in it. The completed survey is to be submitted by **March 31, 2023**.

Section I – Entry Level Assessment and Course Placement

(Student Assessment and Remediation 3.20.4)

A. Identify the information that will be used to determine college-level course placement.

- CPT scores from ACT/SAT equivalent and Accuplacer
- For English and Reading skills, high school overall GPA and high school senior English final grade also will be used to determine college-level course placement.

B. Please identify the specific multiple measures your institution will implement (e.g., high school GPA and CPT cut scores).

- ACT/SAT equivalent subarea scores of 19
- Next Generation Accuplacer tests (cut scores vary by subarea; see below)
- For English and Reading skills:
 - High school overall GPA 3.0
 - High school senior English grade of B or above

C. Identify how the need for remediation will be determined (e.g., CPT cut scores or advising process).

For both C and D, a decision-making tree based on CPT cut scores is provided since the decisions include both co-requisite and remedial course offerings. It is also important to note that in all subareas (English, Reading, Science, Math), students are provided a test-out option (ACCUPLACER) if their ACT/SAT equivalent subscore is below 19. Cut scores and the forms of remediation offered are set by academic departments and reviewed on a regular basis. The form of remediation offered by departments depends on the subarea, as noted below.

ENGLISH

No Restriction

ACT 19 or higher *OR* High School GPA 3.0 or higher *OR* High School Senior English "B" or higher (NOTE: This is new policy and data is currently being collected to determine its effectiveness)

- Take ENG 1113 Freshman Composition I

Remediation Determination (Co-Requisite only offered)

ACT below 19 *AND* High School GPA below 3.0 *AND* High School Senior English below a "B"

- *Test-Out Option*: Take ACCUPLACER Writing
 - Score 245 or higher in Writing
 - Restriction lifted: Take ENG 1113 Freshman Composition I
 - Score below 245 in Writing
 - **Co-Requisite**: Take ENG 1113 Freshman Composition I *AND* **ENG 0211 Freshman Composition I Writing Lab**
 - **NOTE**: In Fall 2022, the English and Languages Department piloted a policy of allowing students to opt out of the writing lab if they so choose. Currently, the policy is still in place, but data is being collected to determine the effectiveness of this policy.

READING

No Restriction

ACT 19 or higher *OR* High School GPA 3.0 or higher *OR* High School Senior English "B" or higher
(NOTE: This is new policy and data is currently being collected to determine its effectiveness)

- No restriction on entry level course options

Remediation Determination (Remedial course only offered)

ACT below 19 *AND* High School GPA below 3.0 *AND* High School English below a "B"

- *Test-Out Option*: Take ACCUPLACER Reading
 - Score 250 or higher in Reading
 - Restriction lifted: No restriction on entry level course options
 - Score below 250 in Reading
 - **Remedial Course**: Take **EDUC 0111 Developmental Reading**

SCIENCE

No Restriction

ACT 19 or higher

- Take entry-level science course

Remediation Determination (Remedial course only offered)

ACT below 19

- *Test-Out Option*: Take ACCUPLACER Reading *AND* Math (no Science ACCUPLACER test)
 - Score 230 or higher in Reading *AND* 235 or higher in Math
 - Restriction lifted: Take entry-level science course
 - Score below 230 in Reading *OR* below 235 in Math
 - **Remedial Course**: Take **PHSCI 0123 Concepts in Science**
 - *Test-Out Option*: Take PHSCI 0123 entrance exam first day
 - Score 80% or higher
 - Restriction lifted: Drop PHSCI 0123 and take entry-level science course
 - Score below 80%
 - Remain in PHSCI 0123 Concepts in Science

MATHEMATICS

No Restriction

ACT 19 or higher

- Take appropriate math credit course for major:
 - MATH 1413 Survey of Math
 - MATH 1223 Probability & Statistics
 - MATH 1513 College Algebra
 - MATH 1613 Functions & Modeling

Remediation Determination (Co-Requisite and Remedial course offered)

ACT 16-18 (*Co-Requisite*)

- *Test-Out Option*: Take ACCUPLACER Math
 - Score below 237
 - **Remedial Course**: Take **MATH 0214 Intermediate Algebra**
 - *For UG Majors requiring MATH 1413 Survey of Math (ONLY)*:
 - Score 250 or higher
 - Restriction lifted: Take MATH 1413 Survey of Math (ONLY)
 - Score 237-249
 - **Co-Requisite**: Take MATH 1413 Survey of Math *AND* **MATH 0411 Supplemental Survey of Math**
 - *For UG Majors requiring other entry level math courses* (MATH 1223 Probability & Statistics, MATH 1513 College Algebra, MATH 1613 Functions & Modeling):
 - Score 263 or higher
 - Restriction lifted: Take any entry level math course
 - Score 237-262
 - **Co-Requisite**: Take required MATH and associated supplemental course:

- MATH 1223 Probability & Statistics AND **MATH 0221 Supplemental Probability & Statistics**
- MATH 1513 College Algebra AND **MATH 0512 College Algebra Supplement**
- MATH 1613 Functions & Modeling AND **MATH 0612 Supplemental Functions & Modeling**

ACT below 16 (*Remediation*)

- *Test-Out Option*: Take ACCUPLACER Math to Test-Out of Restriction or Test-Up to Co-Requisite
 - Score 237 or higher
 - See ACT 16-18 (above) for cut score placement by UG Major MATH course requirement.
 - Score below 237
 - **Remedial Course**: Take **MATH 0214 Intermediate Algebra**

D. Identify how the need for co-requisite will be determined (e.g., high school GPA and CPT cut scores).

- See decision-making tree presented in Section I, Part C for co-requisite determination. Note that co-requisite courses are currently only offered for English and Mathematics.

E. Identify how “adult” students who do not have ACT/SAT scores will be placed.

- CPT scores are required for admission of all students. If adult students do not have ACT/SAT scores, they must take subject area Accuplacer tests, the scores of which are used for placement into entry-level coursework. For placement in entry-level English, overall high school GPA, and Senior English final grades will also be used.

Section II –General Education Assessment
(*Student Assessment and Remediation 3.20.5*)

Administering Assessment

A. Identify the institutional general education competencies/outcomes.

East Central University has concluded its most recent round of General Education Outcome reform and will institute its new General Education outcomes in 2023-2024. ECU’s General Education Committee, with abundant input and feedback from students, faculty, and staff, ECU has established the following General Education Student Learning Outcomes (GESLO):

1. **Communication**: Students communicate effectively in a variety of situations.
2. **Critical Thinking**: Students explore issues and ideas before formulating an opinion, solving a problem, or drawing a conclusion.
3. **Information Literacy**: Students consume and produce information of any form effectively and ethically.
4. **Intercultural Knowledge and Competence**: Students recognize the complexity of identity, culture, and heritage.
5. **Global Citizenship**: Students recognize the complexity of global systems and their roles within them.

B. Identify how the institutional general education competencies/outcomes are assessed.

Mid-level General Education assessment is annually completed on all General Education (GE) courses offered during the academic year using five General Education performance rubrics. These rubrics were produced near the end of the most recent General Education reform process by sub-committees of ECU faculty; the rubrics align with the five above named GESLOs and are based on the AAC&U Value Rubrics. The rubrics have four performance levels and the standard for achievement will be determined

by the General Education Committee later in the Spring 2023 semester. Each GE course is aligned to a single GESLO and has an identified GE assignment embedded in the course LMS platform, which is used to assess student learning. For all GE courses offered during the Fall and Spring semesters, 20% of submitted assignments are collected after finals week via GESLO outcome-tagging in the LMS Assessment module. The LMS randomly allocates the assignments to GE Assessors (paid volunteer GE instructors) for review within the LMS using the GE rubrics, with each assignment being reviewed by a minimum of two GE Assessors. GE Assessment for the semester is completed by the end of the week following finals.

Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

Administering Assessment

A. Identify how your institution will collect and report on assessment data using direct measures for all active programs (e.g., programs are encouraged to use multiple types of direct measures which are appropriate and available for their program). Types of direct measures may include, but are not limited to: locally developed test, standardized tests, writing assignments, capstone, portfolio, thesis, internship, certification, performance, presentation or project).

All active programs at ECU are required to produce a Program Assessment Report at the end of the academic year. This assessment report identifies a minimum of six points of assessment which are gathered annually. Of the data collected for these six assessment points, the majority are required to be direct measures of student learning. Currently, Program Coordinators submit their assessment reports to their individual program repository in early fall and the results are collected by hand from the reports by the University Assessment Coordinator who writes and submits the OSRHE Annual Student Assessment Report.

ECU is in the process of transitioning to a new enterprise software system which will become the new repository for Program Assessment Reports. Using this software, the results of student assessment in each program will be pulled from assessment reports submitted to the repository using outcome tagging and the University Assessment Coordinator will use this to compile the OSRHE Annual Student Assessment Report. ECU is early in this transition process, meaning the repositories have yet to be built and Program Coordinators have not been trained in their use. We estimate full use of the new enterprise software system for Program Assessment within 18 months.

Section IV – Student Engagement and Satisfaction

(Student Assessment and Remediation 3.20.7)

Administration of Assessment

A. Identify what assessments will be used.

- Student Opinion Survey
 - In-house survey deployed to students each fall and spring semester
 - Deployed via email using Class Climate software (anonymous response)
 - Academic satisfaction is surveyed each Spring
 - Non-Instructional satisfaction is surveyed each Fall
- National Survey of Student Engagement (NSSE)
 - Administered via email every other year (Spring semester of odd-numbered years)

B. Identify how students will be selected.

- Student Opinion Survey

- All currently enrolled Undergraduate and Graduate students are emailed the SOS survey
- National Survey of Student Engagement (NSSE)
 - The NSSE is emailed to all currently enrolled First-year and Senior students