## Expanded Statement of Institutional Purpose

### University Mission:
As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.

### Expanded Statement of Mission:
1. Provide academic programs to promote student learning
2. Promote Christian development and social responsibility
3. Serve Baptist churches, associations, and conventions
4. Provide an environment that supports student learning
5. Strengthen organizational and operational effectiveness
6. Strengthen financial resources

### Goal for Departmental Program/Unit:

### Art Department Purpose:
The purpose of the Department of Art is to provide a visual arts community that fosters the development of professional artists and/or art educators as part of William Carey University. The programs of study emphasize the individual’s development of visual ideas, provide a variety of settings within which ideas emerge, and hone technical and/or pedagogical expertise. The department prepares students for careers as practicing, professional artists; art educators; and for advanced work in graduate programs.

## Student Learning Outcomes and Objectives of Program

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**ART MAJOR—MEd, Art Concentration**  
**EFFECTIVENESS PROGRAM**  
**2013-2014**

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3) M.Ed. students will write a grade-appropriate lesson plan, which will be approved by the supervising professor, before being implemented in a classroom setting. All work must be documented and presented to the supervising professor. | 1) 3 students completed studio courses.  
2) Students completed the necessary work for completion of their courses.  
3) Students designed and wrote lesson plans based on the knowledge and skills gained in their studio coursework. | |
| **Expanded Statement of Mission:** | | | |
| 1. Provide academic programs to promote student learning | | | |
| 2. Promote Christian development and social responsibility | | | |
| 3. Strengthen ties with Baptist churches, associations, and conventions | | | |
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## Master of Education with Art Education Effectiveness Program

**2012-2013**

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**Goal for Departmental Program/Unit:**

**Education Goals:** Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:
1. apply current research and technology related to the teaching-learning-assessment process;
2. respond sensitively to individual differences and diversity;
3. understand and anticipate the needs of a global society;
4. plan and implement learning experiences that support the highest level of student potential;
5. continue to reflect, refine, and revise

### Outcomes

1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)
2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)

### Assessment Criteria and Procedures

1. A. In the Exit Interview for Master Graduates, student perceptions of the program’s effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).
2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.

### Assessment Results

1. A. Exit Interview was completed with one Art Education graduate student replying to the survey. There are twelve indicators:
   - Advisor Guidance 5.0
   - Faculty Expertise 5.0
   - Library 5.0
   - Facilities 5.0
   - Technology 5.0
   - Best Practices 5.0
   - Scholarly Writing 5.0
   - Research Skills 5.0
   - Class Availability 5.0
   - Individual Needs 5.0
   - Mission of the School 5.0
   - Diversity 5.0
   - Total 5.0 on a five point Likert Scale.

2. A. The one candidate in the M.Ed. in Art Education earned an overall score of 3.2 on the written comprehensive examination.

### Use of Results

1. A. The S.L.O. was exceeded. The low N (1) doesn’t provide much concrete data to do program analysis.
2. A. This is the culminating task in the M.Ed. program.
3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data.  
(WCU Goals 1.1) (EDU Goals 1, 5) (WCU Goals 1.1) (EDU Goals 1, 5)

3.A. In EDU 620, eighty percent of the students will be ranked either *Mostly Meets Expectations* or *Exceeds Expectations* when evaluating research through the annotated bibliography model.

3.A. The Annotated Bibliography Model has nine indicators. The Hattiesburg campus had an N of 303. Hattiesburg candidates’ average percent scores are listed below:

- Cover page format 93%;
- Five appropriate reading choices 97%;
- APA style 95%;
- Completeness of annotation 91%;
- Quality of writing 89%;
- Recommendation for each entry 96%;
- Like/Dislike Critique 95%;
- Document correctly formatted 90%;
- Appearance of document 97%;
- Total 94%.

3.B. In EDU 620 the *Qualitative Research Proposal Rubric* describes the eleven components of a research proposal. The candidates must score eighty percent or higher on each component.

3.B. The Tradition campus had an N of 51. The Performance level is Target. Tradition candidates’ average percent scores are listed below:

- Cover page 98%;
- Introduction 94%;
- Statement of Topic of Interest 96%;
- Review of Literature 86%;
- Statement of General Issue/Hypothesis 80%;
- Participants Description 71%;
- Instrument/Addressing Technical Issues 86%;
- Design 82%;
- Procedures to be Used 92%;
- Analysis of Data 80%;
- References 98%;

3.B. The S.L.O. was met in ten of the eleven components with *Participants Description* being 71%. This key assessment will be continued for the next academic year.

3.A. The S.L.O. was exceeded in every category. The Key Assessment will be maintained since it is vital to the school’s impetus on professional writing.
4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)

4.A. In EDU 640, each candidate must design an **Interdisciplinary Unit**. The candidates will score 85% or higher when the two highest performance level (Artisan and Experienced) scores are combined.

4.A. There are eight components to the **Interdisciplinary Unit**. The N for 2012-2013 was 132. The combined scores are:
- **Topic and Topical Theme** 99%;
- **Unit Overview** 96%;
- **Generalizations** 96%;
- **Guiding Questions** 98%;
- **Teaching Strategies** 99%;
- **Culminating Task with Rubric** 99%;
- **Lesson Plan** 98%;
- **Overall Design** 99%;
- **Total Percent** 98%.

4.A. The S.L.O. was exceeded in all areas. This is a culminating activity for the graduate students and will remain a key assessment for 2013-2014.
## ART MAJOR—MEd, Art Concentration EFFECTIVENESS PROGRAM 2009-2010

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