### 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:

#### 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;

<table>
<thead>
<tr>
<th>EXPANDED STATEMENT OF INSTITUTIONAL MISSION</th>
<th>OUTCOMES</th>
<th>ASSESSMENT CRITERIA AND PROCEDURES</th>
<th>ASSESSMENT RESULTS</th>
<th>USE OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Mission:</td>
<td></td>
<td>1. IAA candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</td>
<td>1. A. Field Study Research Project provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program outcome. With the assistance of the instructor/advisor, an appropriate topic is selected. The rubric has four performance levels (Excellent, Target, Minimal, Unacceptable). The Student Learning Outcome will be that 100% of the total group will meet Excellent or Target when the scores are aggregated.</td>
<td></td>
</tr>
<tr>
<td>Expanded Statement of Mission:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal for Departmental Program/Unit:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. B. The Exit Interview is administered by the university as a program evaluation tool. Designed on a Likert Scale of 1-5 with 5 being strongly agree, the Student Learning Outcome is that graduates would have a mean of 4.0 or higher in 12 categories.
| 5. continue to reflect, refine, and revise professional practices; |
| 6. collaborate with others to promote learning; |
| 7. Build caring, reflective decision-makers. |

| 8. Collaborate with others to promote learning; |
| 7. Build caring, reflective decision-makers. |

| 1. At the end of the Cohort II’s first summer session, a total of 16 students successfully completed all four courses (12 hrs) required during Phase I of the program. A program evaluation was administered the last day of the last course in order to gain valuable feedback for future improvement. The evaluation was divided into four sections:

1-Program Expectations, Goals, and Objectives
2-Time Commitment
3-General Instructor Items
4-Program Improvements and Suggestions

The survey is based on a Likert scale with 1=Strongly Disagree and 5=Strongly Agree.
The Student Learning Outcome is that a total mean of 4.5 or higher will be required with each indicator being at least 4.25 or higher. |
# Master of Education in Interscholastic Athletic Administration

## Effectiveness Program

### 2013-2014

## Expanded Statement of Institutional Mission

**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. Strengthen ties with 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:

**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 professional practices;
6. collaborate with others to promote learning;
7. Build caring, reflective decision makers.

## Outcomes

1. IAA candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)

## Assessment Criteria and Procedures

1. A. Field Study Research Project provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program outcome. With the assistance of the instructor/advisor, an appropriate topic is selected. The rubric has four performance levels (Excellent, Target, Minimal, Unacceptable). The Student Learning Outcome will be that 100% of the total group will meet Excellent or Target when the scores are aggregated.

## Assessment Results

1. A. The Field Study Research Project had four indicators:
   - ISP Proposal (10%)
     - Excellent 83.33%
     - Target 16.67%
     - Minimal 0%
     - Unacceptable 0%
   - Field Work (20%)
     - Excellent 83.33%
     - Target 16.67%
     - Minimal 0%
     - Unacceptable 0%
   - ISP Paper (50%)
     - Excellent 75%
     - Target 25%
     - Minimal 0%
     - Unacceptable 0%
   - Oral Powerpoint Presentation (20%)
     - Excellent 83.33%
     - Target 16.67%
     - Minimal 0%
     - Unacceptable 0%

1. B. The Exit Interview is administered by the university as a program evaluation tool. Designed on a Likert Scale of 1-5 with 5 being strongly agree, the Student Learning Outcome is that graduates would have a mean of 4.0 or higher in 12 categories.

**1. B.** The Exit Interview is administered by the university to M.Ed. students upon graduation from their programs. The M.Ed. in IAA will not have a graduating class until Summer 2015.

## Use of Results

1. A. The Field Study Research Project Student Learning Outcome was exceeded on every indicator. This was the capstone project for the program applying discipline concepts learned in the course requirements.

1. B. No Data at this time. Graduates will be interviewed in the fall term 2014, when the first graduates complete the degree.
5. continue to reflect, refine, and revise professional practices;  
6. collaborate with others to promote learning;  
7. Build caring, reflective decision-makers.

| 1. C. At the end of the Cohort II’s first summer session, a total of 16 students successfully completed all four courses (12 hrs) required during Phase I of the program. A program evaluation was administered the last day of the last course in order to gain valuable feedback for future improvement. The evaluation was divided into four sections:  
1-Program Expectations, Goals, and Objectives  
2-Time Commitment  
3-General Instructor Items  
4-Program Improvements and Suggestions  
The survey is based on a Likert scale with 1=Strongly Disagree and 5=Strongly Agree. The Student Learning Outcome is that a total mean of 4.5 or higher will be required with each indicator being at least 4.25 or higher.  
1. C. IAA Program Evaluation Survey  
COHORT I PROGRAM SURVEY June 2014  
The Student Learning Outcome is the cohort mean will be 4.0 or higher on a 5 point Likert Scale. The program survey is divided into four components:  
Program Expectations, Goals and Objectives – Mean 4.7  
Time Commitment (average number of hours) 7-8 hrs (spent online utilizing internet resources) 5-6 hrs.  
General Instructor Items Mean – 4.8  
There were 9 indicators for Program Expectations, Goals and Objectives:  
1-Program content met my needs – 4.8  
2-I understood program expectations and course structure – 4.8  
3-Class content was consistent with program objectives – 4.8  
4-I was satisfied with the pace of the program – 4.8  
5-Textbooks, materials, handouts were adequate – 4.5  
6-Class locations and equipment were adequate – 4.7  
7-Relevance of subject matter addressed my educational goals – 4.6  
8-The Field Work Project and Trip was beneficial to my learning – 4.8  
1. C. The S.L.O. was exceeded the standard of 4.5 total mean and 4.25 for each indicator. The survey indicates high student satisfaction with all aspects of the program. There were no indicators that required a program revision or adaptation. |
9. After completion of this program I feel I have the necessary knowledge, skills, and abilities to be an effective administrator – 4.9

General Instructor Items:

14. Instructors were knowledgeable of the subject matter – 4.9

15. Instructors were prepared for each class – 4.8

16. Instructors communicated the material effectively – 4.6

17. Instructors responded well to student questions – 4.8

18. Instructors established a positive rapport with students – 4.9

19. Instructors facilitated group discussion – 4.8

20. Instructors emphasized real world application – 4.8

21. Instructors provided feedback on performance – 4.7

22. Instructors utilized a variety of delivery methods – 4.8

COHORT II FIRST TERM PROGRAM SURVEY June 2014

The program survey is divided into four components:

Program Expectations, Goals and Objectives – Mean 4.8

Time Commitment (average number of hours) 7-8 hrs (spent online utilizing internet resources) 5-6 hrs.

General Instructor Items
There were 9 indicators for Program Expectations, Goals and Objectives:

1- Program content met my needs – 4.6
2- I understood program expectations and course structure – 4.8
3- Class content was consistent with program objectives – 4.9
4- I was satisfied with the pace of the program – 4.8
5- Textbooks, materials, handouts were adequate – 4.8
6- Class locations and equipment were adequate – 5.0
7- Relevance of subject matter addressed my educational goals – 4.8
8- The Field Work Project and Trip was beneficial to my learning – NA
9- After completion of this program I feel I have the necessary knowledge, skills, and abilities to be an effective administrator – NA

General Instructor Items:

14- Instructors were knowledgeable of the subject matter – 5.0
15- Instructors were prepared for each class – 4.9
16- Instructors communicated the material effectively – 4.9
17- Instructors responded well to student questions – 4.9
18- Instructors established a
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>positive rapport with students – 4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td></td>
<td>Instructors facilitated group discussion – 5.0</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Instructors emphasized real world application – 4.9</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Instructors provided feedback on performance – 4.7</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>Instructors utilized a variety of delivery methods – 4.9</td>
</tr>
</tbody>
</table>
**M.ATHER OF EDUCATION IN INTERSCHOLASTIC ATHLETIC ADMINISTRATION EFFECTIVENESS PROGRAM 2012-2013**

<table>
<thead>
<tr>
<th>EXPANDED STATEMENT OF INSTITUTIONAL MISSION</th>
<th>OUTCOMES</th>
<th>ASSESSMENT CRITERIA AND PROCEDURES</th>
<th>ASSESSMENT RESULTS</th>
<th>USE OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Mission:</strong> 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.</td>
<td>1. Structured activities based on current applied research re/administration and organizational development were implemented</td>
<td>Instructors clarify “Ground Rules” relative to attendance, participation, critique of case studies, individual and team projects required. Qualitative observation strategies are utilized as well as quantitative techniques where appropriate. For example Learning – Application (LAP) Sheets were utilized to capture learning and then how learning might be applied back-on-the-job.</td>
<td>Student evaluations, of both individual courses and the program indicated a high level of satisfaction for the knowledge and capabilities developed and the design format of the program. Several suggestions were made and these are being evaluated and considered.</td>
<td>Consideration is being given to offering several courses online which could be utilized to fulfill electives. Student feedback from Evaluations and discussion support the continuation of offering the program in the cohort design, the courses in a massed format, over an abbreviated term.</td>
</tr>
<tr>
<td>1. Provide academic programs to promote student learning</td>
<td>2. Diversity re/gender, race and even disability was evidenced in the cohort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Strengthen ties with Baptist churches, associations, and conventions</td>
<td>4. Instructors bring experience and training activities which are based upon the most current research and practice, i.e. systems thinking and quality controls.</td>
<td>An Objective evaluation based on item response on a Likert scale was utilized to evaluate strengths and needed improvements. Open ended questions were also responded to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Provide an environment that supports student learning</td>
<td>5. Development of an innovative, applied research master’s program has been the focus of planning from the onset. Evaluation and feedback from students and the instructional team is centered upon continuous improvement for future cohorts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Strengthen organizational and operational effectiveness</td>
<td>6. Collaboration in planning and design of program elements was achieved by selecting a variety of instructors – from Sport Management, Business, Marketing, Finance, Sports Media, and Practitioners to assist with fieldwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Strengthen financial resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
professional practices;
6. collaborate with others to promote learning;
7. Build caring, reflective decision-makers.

7. Instructors build numerous opportunities into structured learning activities which require trust building, teamwork, and servant leadership practice.