

**M.Ed. in Educational Leadership  
EFFECTIVENESS PROGRAM  
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> 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.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Goal for Departmental Program/Unit: Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning- assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);</li> <li>2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);</li> </ol>	<ol style="list-style-type: none"> <li>1. Candidates completing the Master of Education in Educational Leadership are effective educational leaders who have healthy and obtainable visions, integrity, ethical and judicial behaviors, and cognizant resourcefulness.</li> <li>2. Candidates completing the Master of Education in Educational Leadership are effective leaders who develop and articulate reasonable personal and school goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. A. In EDL 635 <i>Internship</i>, candidates will show an 85% or higher rating on "Target" performance level on the <i>Professional Dispositions for Educational Leadership</i>.</li> <li>2. A. In EDL 635, <i>Internship, The Philosophy of Educational Leadership</i> is an assessment to evaluate the breadth and depth of the candidate' understanding of a personal philosophy. Candidates will reach a mean score of 85% on each component with an average cohort score of 85% or higher.</li> </ol>		

<p>3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>4. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>5. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>Candidates completing the Master of Education in Educational Leadership are effective educational leaders who have healthy and obtainable visions, integrity, ethical and judicial behaviors, and cognizant resourcefulness.</p>	<p>3. Candidates completing the Master of Education in Educational Leadership are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform.</p>	<p>3. A. In EDL 605, Managing Human Resources, the <i>School Case Study</i> requires candidates to assess discussions about dismissal or retention of students, actions of principals, district policy coverage, liabilities for individual parties, and grammar and writing structure. The cohort mean score will be 85% target in all five components.</p> <p>3. B. In EDL 617, Human and Student Diversity, the <i>Building a School Diversity Performance Project</i> challenges candidates to design a school action project to reach the diversity needs of a particular school population. The candidates must reach 80% in the combined performance levels of “Exceeds Expectations” and “Met Expectations” in six categories.</p>		
---	--	--	--	--

		<p>3. C. In EDL 688, School and Community Climates, the <i>Ideal School Community Relations Program</i> builds an action plan that unites the community into a strong productive partnership with the local school. The rubric has six components. Candidates must reach 85% (Target) on each component.</p> <p>3. D. In EDL 608, <i>The National Exemplary Program Project</i> has ten categories. Candidates research exemplary programs and evaluate those making recommendations as to the viability of their effectiveness on impacting student achievement. The S.L.O. is a group mean of 85% (Exceeded Expectations) in each category.</p>		
--	--	---	--	--

	<p>4. Candidates completing the Master of Education in Educational Leadership Candidates completing the Master of Education in Educational Leadership are effective leaders who create nurturing and caring educational environments.</p>	<p>4. A. 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.</p>		
--	---	--	--	--

	<p>5. Candidates completing the Master of Education in Educational Leadership are knowledgeable, analytical, and resourceful.</p>	<p>5. A. The culminating performance activity in the M.Ed. program is the Educational Leadership Comprehensive Examination. Administered in its revised format for the first time in Spring 2014, the examination had 13 questions of which candidates were to answer six, selected from categories aligned to ELCC standards. The candidates mean score must be 3.0 or higher for each ELCC standard.</p>		
--	---	--	--	--

**M.Ed. in Educational Leadership  
EFFECTIVENESS PROGRAM  
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> 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.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Goal for Departmental Program/Unit: Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning- assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);</li> <li>2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);</li> </ol>	<ol style="list-style-type: none"> <li>1. Candidates completing the Master of Education in Educational Leadership are effective educational leaders who have healthy and obtainable visions, integrity, ethical and judicial behaviors, and cognizant resourcefulness.</li> </ol>	<ol style="list-style-type: none"> <li>1. A. In EDL 635 <i>Internship</i>, the <i>Haberman Leadership Dimensions Survey</i> is administered to all candidates. Faculty evaluated candidates on thirteen dimensions. Candidates will score 70% or higher on "Strongly Agree".</li> </ol>	<ol style="list-style-type: none"> <li>1. A. The Haberman Leadership Dimensions Survey has thirteen dimensions. N=20</li> </ol> <p>Sensitive to Diversity 85% (2012-77%);</p> <p>Creates a common vision 75% (2012-66%);</p> <p>Develops positive working climate 80% (2012-83%);</p> <p>Instructional Leaders 65% (2012-69%);</p> <p>Data Driven 75% (2012-66%);</p> <p>Product Evaluation 70% (2012-69%);</p> <p>Personal Accountability 75% (2012-83%);</p> <p>Responsible Leader 75% (2012-80%);</p> <p>Bottom Up Representative 80% (2012-69%);</p> <p>Expanded Principal's Role 75% (2012-62%);</p> <p>Parents with Voice 80% (2012-80%);</p> <p>Client Advocate 80% (2012-79%);</p> <p>Problem Solver 85% (2012-71%);</p> <p>Total Percentage 76.9 (2012-73%).</p>	<ol style="list-style-type: none"> <li>1.A. The S.L.O. was not met in six categories in 2013-2014. The new data supports the conclusion that faculty and candidates have worked hard to increase leadership dimensional behaviors and attitudes with only one category below the S.L.O. target of 70%: Instructional Leader.</li> </ol> <p>The Haberman Leadership Dimensions Survey remains a strong indicator of candidate professional growth.</p>

<p>3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>4. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>5. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>Candidates completing the Master of Education in Educational Leadership are effective educational leaders who have healthy and obtainable visions, integrity, ethical and judicial behaviors, and cognizant resourcefulness.</p>	<p>2. Candidates completing the Master of Education in Educational Leadership are effective leaders who develop and articulate reasonable personal and school goals.</p>	<p>1. B. In EDL 635 <i>Internship</i>, candidates will show an 85% or higher rating on "Target" performance level on the <i>Professional Dispositions for Educational Leadership</i>.</p> <p>2. A. In EDL 635, <i>Internship, The Philosophy of Educational Leadership</i> is an assessment to evaluate the breadth and depth of the candidate's understanding of a personal philosophy. Candidates will reach a mean score of 85% on each component with an average cohort score of 85% or higher.</p>	<p>1.B. <i>Professional Dispositions for Educational Leadership</i> has six dimensions: N=24</p> <p>Dependability and Reliability 87.5% (2012-85%);</p> <p>Respect 100% (2012-91%);</p> <p>Commitment and Initiative 91.7% (2012-85%);</p> <p>Responsiveness 91.7% (2012-82%);</p> <p>Communication 95.8% (2012-94%);</p> <p>Academic Honesty 100% (2012-88%);</p> <p>Total Percentage 94.4% (2012-88%).</p> <p>2.A. <i>The Philosophy of Educational Leadership</i> had four components:</p> <p>Introduction 75% (2013 100%);</p> <p>Content Coverage 88% (2013 78%);</p> <p>Personal Philosophy 38% (2013 89%);</p> <p>Exploration of Leadership Philosophies 13% (2013 67%).</p> <p>N=17 Total Percentage 53% (2013 67%).</p>	<p>1. B. The S.L.O. was met at the Total Percentage 95% an increase of 7% in 2012. All six dimensions exceeded the S.L.O of 85%. The key assessment will be maintained for 2013-2014. This dispositional evaluation is critical to the candidates' professional development and is completed by both the university supervisor and the site mentors. This is an important indicator of strong program growth in that all disposition scores increased over the 2012 scores.</p> <p>2. A. The S.L.O. was not met for the Philosophy of Educational Leadership assessment. Candidates had lower scores from last year in the three of the four categories: Introduction, Personal Philosophy, and Exploration of Leadership Philosophies. In all three categories listed above, the S.L.O. of 85% was not met. The most serious scores were in Personal Philosophy 38% and Exploration of Leadership Philosophies 13%. Much greater emphasis will need to be placed in EDL 601 Leadership Theory/Management. For the past two years the overall percentage has been below average: 2014 53% and 2013 67%.</p>
---	--	---	--	---

	<p>3. Candidates completing the Master of Education in Educational Leadership are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform.</p>	<p>3. A. In EDL 605, Managing Human Resources, the <i>School Case Study</i> requires candidates to assess discussions about dismissal or retention of students, actions of principals, district policy coverage, liabilities for individual parties, and grammar and writing structure. The cohort mean score will be 85% target in all five components.</p> <p>3. B. In EDL 617, Human and Student Diversity, the <i>Building a School Diversity Performance Project</i> challenges candidates to design a school action project to reach the diversity needs of a particular school population. The candidates must reach 80% in the combined performance levels of “Exceeds Expectations” and “Met Expectations” in six categories.</p>	<p>3. A. In the <i>School Case Study</i>, there were five components to be measured:</p> <p>Dismissal or retention of students 89% (2013 97%);</p> <p>Actions of principals 94.4% (2013 97%);</p> <p>District policy coverage 88% (2013 100%);</p> <p>Liabilities for individual parties 50 % (2013 100%); and</p> <p>Grammar and writing structure 100% (2013 83%);</p> <p>Total Percentage 84% (2013 95%).</p> <p>3. B. The <i>Building a School Diversity Performance Project</i> has six categories with the following combined scores (representing the two highest performance levels): N=18</p> <p>Goals and Objectives 100% (2012-75%);</p> <p>Demographics 100%;</p> <p>Comprehensive Curriculum 77.8% (2012-100%);</p> <p>Teaching Strategies and Activities 83.3% (2012-100%);</p> <p>Resources 88.9% (2012-99%);</p> <p>APA Style and general organization 100%;</p> <p>Total Percentage 91.7% (2012-96%).</p>	<p>3. A. The S.L.O. was met in four of the five components. Liabilities fell below the 85% minimum (50%). Faculty during the Data Analysis Day will review these scores and affect changes to improve the low component score. This key assessment will be maintained in 2014-2015.</p> <p>3. B. The S.L.O. was met in five of the six categories with <i>Comprehensive Curriculum</i> scoring 77.8%. This is a comprehensive project critical to the development of school action plans and will continue to be maintained as a key assessment. It should be noted that the scores for three categories: Comprehensive Curriculum, Teaching Strategies and Activities, and Resources were lower than the previous year. The overall mean of 91.2% met the S.L.O. standard. Scores were expected to adjust to the revised rubrics put in place.</p>
--	--	--	--	---



		<p>3. C. In EDL 688, School and Community Climates, the <i>Ideal School Community Relations Program</i> builds an action plan that unites the community into a strong productive partnership with the local school. The rubric has six components. Candidates must reach 85% (Target) on each component.</p> <p>3. D. In EDL 608, <i>The National Exemplary Program Project</i> has ten categories. Candidates research exemplary programs and evaluate those making recommendations as to the viability of their effectiveness on impacting student achievement. The S.L.O. is a group mean of 85% (Exceeded Expectations) in each category.</p>	<p>3.C.The <i>Ideal School Community Relations Program</i> produced the following Target scores:</p> <p>Mission and Philosophy 100%;</p> <p>School District Description 100%;</p> <p>Public Relations Staff 100%;</p> <p>Programs 100%;</p> <p>Goals 100%;</p> <p>Operating Budget 100%;</p> <p>Total Percentage 100% with N=16.</p> <p>3. D. <i>The National Exemplary Program Project</i> has ten categories. The following percentages are candidates who met the mean score for <i>Exceeded Expectations</i>.</p> <p>Reason why program was selected 100% (2013 100%)</p> <p>Purpose of the program 100% (2013 100%)</p> <p>Program summary 100% (2013 100%)</p> <p>Outstanding features 100% (2013 100%)</p> <p>Outstanding academic results 93% (2013 96%)</p> <p>Resources utilized 93% (2013 96%)</p> <p>Drawbacks of the program 93% (2013 96%)</p> <p>Powerpoint Presentation 100% (2013 100%)</p> <p>Bibliography 80% (2013 93%)</p> <p>Spelling/Grammar 87% (2013 100%)</p> <p>Total Mean 95% (2013 97%)</p>	<p>3. C. This is a critical foundation project helping the candidates to strengthen their skills in building productive community partnerships. The S.L.O. was exceeded with perfect scores in every component. Revisions in the course activities are considered the catalyst for scores increasing in four categories from 94% to 100%. The overall mean was 100%.</p> <p>3. D. The S.L.O. was exceeded in all categories, except Bibliography. Candidates show exceptional evaluation and presentation skills when evaluating national programs. Faculty will continue to strengthen the research rules of writing and editing when it comes to building a bibliography.</p>
--	--	---	--	---

	<p>4. Candidates completing the Master of Education in Educational Leadership</p> <p>Candidates completing the Master of Education in Educational Leadership are effective leaders who create nurturing and caring educational environments.</p>	<p>4. A. 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.</p>	<p>4. A. The Exit Interview does not evaluate individual programs. Therefore the “n” represents all undergraduate graduating students. The survey has 12 categories:</p> <p>N=69 Main Campus</p> <ul style="list-style-type: none"> <li>• Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8</li> <li>• Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.9</li> <li>• Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8</li> <li>• Teaches effective communication – Mean 4.6 S.D. 0.8</li> <li>• Stimulates critical thinking – Mean 4.7 S.D. 0.7</li> <li>• Maintains a high level of scholarship – Mean 4.6 S.D. 0.9</li> <li>• Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9</li> <li>• Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9</li> <li>• Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7</li> <li>• Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7</li> <li>• The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and loving concern – Mean 4.8 S.D. 0.7</li> <li>• In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7</li> </ul>	<p>4. A. The Exit Interview met the S.L.O. with all categories above 4.0. The highest score for both campuses was 4.8 in the following areas:</p> <p>-Academic Climate for Success</p> <p>-Faculty and Staff meet the mission of the university</p> <p>-University works with students to attain their highest potential.</p> <p>The lowest score was a 4.5 in the following categories:</p> <p>-Emphasizing values of the arts and sciences;</p> <p>-Develops and recognizes talent;</p> <p>-Nurtures the fine arts.</p> <p>The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.</p>
--	--	--	---	---

			<p>Total Mean 4.7 S.D. 0.7</p> <p>N=89 Tradition Campus</p> <ul style="list-style-type: none"><li>• Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8</li><li>• Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.5</li><li>• Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8</li><li>• Teaches effective communication – Mean 4.6 S.D. 0.8</li><li>• Stimulates critical thinking – Mean 4.7 S.D. 0.7</li><li>• Maintains a high level of scholarship – Mean 4.6 S.D. 0.9</li><li>• Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9</li><li>• Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9</li><li>• Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7</li><li>• Develops responsible leaders and citizens – Mean 4.7 S.D. 0.8</li><li>• The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and loving concern – Mean 4.8 S.D. 0.7</li><li>• In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7</li></ul> <p>Total Mean 4.7 S.D. 0.7</p>	
--	--	--	--	--

	<p>5. Candidates completing the Master of Education in Educational Leadership are knowledgeable, analytical, and resourceful.</p>	<p>5. A. The culminating performance activity in the M.Ed. program is the Educational Leadership Comprehensive Examination. Administered in its revised format for the first time in Spring 2014, the examination had 13 questions of which candidates were to answer six, selected from categories aligned to ELCC standards. The candidates mean score must be 3.0 or higher for each ELCC standard.</p>	<p>5. A. The comprehensive examination questions were compiled under six ELCC standards:</p> <p>ELCC Standard 1.0 (Mean Score 3.4)  Question 1 2.7  Question 2 3.5  Question 3 4.0</p> <p>ELCC Standard 2.0 (Mean Score 3.9)  Question 4 3.4  Question 5 4.3</p> <p>ELCC Standard 3.0 (Mean Score 4.1)  Question 6 4.2  Question 7 4.0</p> <p>ELCC Standard 4.0 (Mean Score 3.7)  Question 8 4.4  Question 9 3.0</p> <p>ELCC Standard 5.0 (Mean Score 3.6)  Question 10 2.8  Question 11 4.3</p> <p>ELCC Standard 6.0 (Mean Score 2.9)  Question 12 3.3  Question 13 2.5</p> <p>Total Mean for Comprehensive Exam 4.1</p>	<p>5. A. The Student Learning Outcome for the Comprehensive Examination was exceeded in Standards 1, 2, 3, 4, and 5. ELCC Standard 6.0 was not met (2.9 mean score). The Total mean for the examination exceeded the S.L.O.</p> <p>Standard 6.0 A building level educational leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school based leadership strategies.</p>
--	---	--	---	--

**Master of Education in Educational Leadership  
EFFECTIVENESS PROGRAM  
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> 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.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> <b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);</li> <li>2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);</li> <li>3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);</li> <li>4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6;</li> </ol>	<ol style="list-style-type: none"> <li>1. Candidates completing the Master of Education in Educational Leadership are effective educational leaders who have healthy and obtainable visions, integrity, ethical and judicial behaviors, and cognizant resourcefulness.</li> </ol>	<p>1.A. In EDL 635 <i>Internship</i>, the <i>Haberman Leadership Dimensions Survey</i> is administered to all candidates. Faculty evaluated candidates on thirteen dimensions. Candidates will score 70% or higher on “Strongly Agree”.</p> <p>1.B. In EDL 635 <i>Internship</i>, candidates self-administer the ISSLC Standards Self-Assessment tool. Candidates will reach 70% or higher when the scores for “Highly Skilled” and “Skilled” are combined.</p>	<p>1.A. The Haberman Leadership Dimensions Survey has thirteen dimensions.</p> <ul style="list-style-type: none"> <li>• Sensitive to Diversity 77%;</li> <li>• Creates a common vision 66%;</li> <li>• Develops positive working climate 83%;</li> <li>• Instructional Leaders 69%;</li> <li>• Data Driven 66%;</li> <li>• Product Evaluation 69%;</li> <li>• Personal Accountability 83%;</li> <li>• Responsible Leader 80%;</li> <li>• Bottom Up Representative 69%;</li> <li>• Expanded Principal's Role 62%;</li> <li>• Parents with Voice 80%;</li> <li>• Client Advocate 79%;</li> <li>• Problem Solver 71%;</li> <li>• Total Percentage 73%.</li> </ul> <p>1.B. In EDL 635, the <b>ISSLC Standards Self-Assessment</b> tool measures candidates' understanding of major concepts and perception of their own abilities in each area.</p> <ul style="list-style-type: none"> <li>• Knowledge-Systems Theory and Learning Goals 84%;</li> <li>• Dispositions-Systems Theory and Learning Goals 88%;</li> <li>• Knowledge-Applied Learning Theories 88%;</li> <li>• Dispositions-Applied Learning Theories 89%;</li> <li>• Knowledge-Organizational Development 89%;</li> <li>• Dispositions-Organizational Development 86%;</li> <li>• Knowledge-Diverse School Community 86%;</li> <li>• Dispositions-Diverse School Community 91%;</li> <li>• Knowledge-Role of Leader 91%;</li> <li>• Dispositions-Role of Leader 95%;</li> <li>• Knowledge-Representative Governance 87%;</li> </ul>	<p>1.A. The S.L.O. was not met in six categories:</p> <ul style="list-style-type: none"> <li>• Creates a common vision</li> <li>• Instructional Leader</li> <li>• Data Driven</li> <li>• Product Evaluation</li> <li>• Bottom Up Representative</li> <li>• Expanded Principal's Role.</li> </ul> <p>Faculty have used this data to revise syllabi and content to be more practical and problem solving. Haberman's Leadership Dimensions is a valuable tool to chart candidate progress.</p> <p>1.B. The S.L.O. was met showing candidates exhibiting a strong knowledge and dispositional base in major conceptual categories.</p>

<p>INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>	<p>2. Candidates completing the Master of Education in Educational Leadership are effective leaders who develop and articulate reasonable personal and school goals.</p>	<p>1.C. In EDL 635 <i>Internship</i>, candidates will show an 85% or higher rating on "Target" performance level on the <i>Professional Dispositions for Educational Leadership</i>.</p> <p>2.A. In EDL 635 <i>Internship, The Philosophy of Educational Leadership</i> is an assessment to evaluate the breadth and depth of the candidates' understanding of a personal philosophy. Candidates will reach a mean score of 85% on each component with an average cohort score of 85% or higher.</p>	<ul style="list-style-type: none"> <li>• Dispositions-Social Mobility 92%;</li> <li>• Knowledge-Strategies Planning 100%;</li> <li>• Dispositions-School Vision 100%;</li> <li>• Knowledge-Applied Learning and Motivational Theories 100%;</li> <li>• Dispositions-All Students Can Learn 99%;</li> <li>• Knowledge-Operational Procedures 100%;</li> <li>• Dispositions-Management Decisions – Taking Risks 98%;</li> <li>• Knowledge-Diversity 100%;</li> <li>• Dispositions-Collaboration and Communication 100%;</li> <li>• Knowledge-Leadership in Modern Society 100%;</li> <li>• Dispositions-Ethical Frameworks 100%;</li> <li>• Knowledge-Role of Public Schools 100%;</li> <li>• Dispositions-Political and Policy-making 100%.</li> </ul> <p>1.C. <i>Professional Dispositions for Educational Leadership</i> has six dimensions:</p> <ul style="list-style-type: none"> <li>• Dependability and Reliability 85% Target;</li> <li>• Respect 91% Target;</li> <li>• Commitment and Initiative 85% Target;</li> <li>• Responsiveness 82% Target;</li> <li>• Communication 94% Target;</li> <li>• Academic Honesty 88% Target;</li> <li>• Total Percentage 88%.</li> </ul> <p>2.A. <i>The Philosophy of Educational Leadership</i> had four component:</p> <ul style="list-style-type: none"> <li>• Introduction 100% Target;</li> <li>• Content Coverage 78% Target;</li> <li>• Personal Philosophy 89% Target;</li> <li>• Exploration of Leadership Philosophies 0% Target 67% Acceptable;</li> <li>• Total Percentage 67% Target; 25% Acceptable.</li> </ul>	<p>1.C. The S.L.O. was met at the Total Percentage (88%). Five of the six dimensions exceeded the S.L.O. Responsiveness was the only dimension that scored below 85% (82%). The dimension is "has demonstrated the will to seek and value constructive feedback from instructors and mentors." Faculty are concerned about this lower score and intend to draw attention to the importance of the mentor relationship in developmental professional growth. The key assessment will be maintained for 2013-2014.</p> <p>2.A. The S.L.O. was not met for the Philosophy of Educational Leadership assessment. Candidates had problems with content coverage (the breadth of their statements) and Exploration of Leadership Philosophies (the depth of their statements). It is a concern that the philosophies tend to be weaker than expected for a final internship. Faculty will be working to provide samples of professional philosophy statements and more</p>
---	--	--	--	--

	<p>3. Candidates completing the Master of Education in Educational Leadership are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform.</p>	<p>3.A. In EDL 605 <i>Managing Human Resources</i>, the <i>School Case Study</i> requires candidates to assess discussions about dismissal or retention of students; actions of principals; district policy coverage; liabilities for individual parties; and grammar and writing structure. The cohort mean score will be 85% Target in all five categories.</p> <p>3.B. In EDL 617 <i>Human and Student Diversity</i>, the <i>Building a School Diversity Performance Project</i> challenges candidates to design a school action project to reach the diversity needs of a particular school population. The candidates must reach 80% in the combined performance levels ("Exceeds Expectations" and "Met Expectations") in six categories.</p> <p>3.C. In EDL 688 <i>School and Community Climates</i>, the <i>Ideal School Community Relations Program</i> builds an action plan that unites the community into a strong productive partnership with the local school. The rubric has six components. Candidates must reach 85% (Target) on each component.</p>	<p>3.A. In the <i>School Case Study</i>, there were five components to be measured:</p> <ul style="list-style-type: none"> <li>• dismissal or retention of students 97% Target;</li> <li>• actions of principals 97% Target;</li> <li>• district policy coverage 100% Target;</li> <li>• liabilities for individual parties 100% Target; and</li> <li>• grammar and writing structure 83% Target;</li> <li>• Total Percentage 95% Target.</li> </ul> <p>3.B. The <i>Building a School Diversity Performance Project</i> has six categories with the following combined scores (representing the two highest performance levels):</p> <ul style="list-style-type: none"> <li>• Goals and Objectives 75%;</li> <li>• Demographics 100%;</li> <li>• Comprehensive Curriculum 100%;</li> <li>• Teaching Strategies and Activities 100%;</li> <li>• Resources 99%;</li> <li>• APA Style and general organization 100%;</li> <li>• Total Percentage 96%.</li> </ul> <p>3.C. The <i>Ideal School Community Relations Program</i> produced the following Target scores:</p> <ul style="list-style-type: none"> <li>• Mission and Philosophy 94%;</li> <li>• School District Description 94%;</li> <li>• Public Relations Staff 100%;</li> <li>• Programs 100%;</li> <li>• Goals 94%;</li> <li>• Operating Budget 94%;</li> <li>• Total Percentage 96%.</li> </ul>	<p>information about the exploration of leadership philosophies. The S.L.O. will be maintained for 2013-2014.</p> <p>3.A. The S.L.O. was met in four of the five components. Grammar and writing structure fell below the 85% minimum (83%). This is a serious concern, since instructional leaders should be role models in written communication. This key assessment will be maintained in 2013-2014. The faculty will continue to implement writing strategies designed to strengthen professional writing.</p> <p>3.B. The S.L.O. was met in five of the six categories with <i>Goals and Objectives</i> scoring 75%. This is a comprehensive project critical to the development of school action plans and will continue to be maintained as a key assessment.</p> <p>3.C. This is a critical foundation project helping the candidates to strengthen their skills in building productive community partnerships. The S.L.O. was exceeded with nearly perfect scores in every component. This will be maintained as a key assessment in 2013-2014.</p>
--	--	---	---	---

	<p>4. Candidates completing the Master of Education in Educational Leadership</p> <p>Candidates completing the Master of Education in Educational Leadership are effective leaders who create nurturing and caring educational environments.</p>	<p>4.A. In EDL 608 <i>Best Practices</i>, the <i>National Exemplary Program Project</i> challenges the candidates to complete an indepth analysis of an exemplary program and make a presentation to their cohort. Candidates will score 85% or higher on "Exceeded Expectations" in ten categories.</p>	<p>4.A. The <i>National Exemplary Program Project</i> has ten categories. The following percentages are candidates reaching "Exceeded Expectations":</p> <ul style="list-style-type: none"> <li>• Reason Why Program Was Selected 100%;</li> <li>• Purpose of the Program 100%;</li> <li>• Program Summary 100%;</li> <li>• Outstanding Features 100%;</li> <li>• Outstanding Academic Results 96%;</li> <li>• Resources Utilized 96%;</li> <li>• Drawbacks of the Program 96%;</li> <li>• Powerpoint Presentation 100%;</li> <li>• Bibliography 93%;</li> <li>• Spelling Grammar Mechanics 100%;</li> <li>• Total Percentage 97%.</li> </ul>	<p>4.A. The S.L.O. was exceeded in all categories. Candidates show exceptional evaluation and presentation skills when evaluating national programs.</p>
--	--	--	---	--



**MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP  
EFFECTIVENESS PROGRAM  
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> 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.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate School Leader Licensure Consortium (ISLLC) Standards, William Carey University seeks to prepare educational leaders who:</p> <ol style="list-style-type: none"> <li>1. Educational Leadership candidates will develop and articulate reasonable personal and school goals. (ISLLC Standard 1) (WCU Goal 1)</li> <li>2. Educational Leadership candidates are instructional leaders and are knowledgeable about analyzing data, identifying, securing and organizing appropriate resources for school reform. (ISLLC Standard 2, 3, 4) (WCU Goal 1, 2)</li> <li>3. Educational Leadership candidates create nurturing and caring educational environments. (ISLLC Standard 2, 6) (WCU Goal 1, 2)</li> <li>4. Educational Leadership candidates are</li> </ol>	<ol style="list-style-type: none"> <li>1. Educational Leadership candidates will develop and articulate reasonable personal and school goals. (ISLLC Standard 1) (WCU Goal 1:1)</li> <li>2. Educational Leadership candidates are instructional leaders and are knowledgeable about analyzing data, identifying, securing and organizing appropriate resources for school reform. (ISLLC Standard 2, 3, 4) (WCU Goal 1, 2)</li> </ol>	<ol style="list-style-type: none"> <li>1.A. As measured by the case study in EDL 601, interns will identify and describe at least three steps a new principal can take to gain further support from faculty and parents for a new mathematics program and decrease the dissatisfaction levels. 80% of the interns will score 12 points or more out of a target score of 15.</li> <li>2.A. In EDL 604, the real world project "Efforts to Raise Test Scores" will be completed by the interns. 80% of the interns will score 70 out of 80 target points.</li> </ol>	<ol style="list-style-type: none"> <li>1.A. Twenty-five interns participated in the case study. There were five standards evaluated in rubric: (1) Principles of communication and group processes (building consensus, motivating, and team building) 100% Exceeded Expectations.  (2) Implementing or changing strategies – 80% Exceeded Expectations  (3) Response to the question – 100% Exceeded Expectations  (4) Organized steps or actions 80% Exceeded Expectations  (5) Logical and reasonable rationales for answers – 100% Exceeded Expectations  Total mean score for the cohort was 92%.</li> <li>2.A. Thirteen interns completed this Standard 2,3 project. There were eight standards: (1) Cover page (100% Exceeds Expectations); (2) Effort (100% Exceeds Expectations); (3) Justification (92% Exceeds Expectations with one intern with emerging skills); (4) Application (93% Exceeds Expectations with one intern ranked acceptable);</li> </ol>	<ol style="list-style-type: none"> <li>1.A. The S.L.O. was exceeded by 5 %. No intern fell below Met Expectations. This establishes the program's first baseline for Standard 1.</li> <li>2.A. The S.L.O. of 80% was exceeded in the total mean. There was one area of concern (Data Included). The combined acceptable and Exceeds Expectations scores were 69% which is 11 points below the target score. This was the first time this instrument was administered. Training in data collection is an ongoing process within the program and integrated across courses.</li> </ol>

<p>knowledgeable about safe practices regarding ethical, legal, social, and political issues. (ISLLC Standard 5) (WCU Goal 1,2)</p> <p>5. Educational Leadership candidates skillfully communicate with internal and external publics. (ISLLC Standard 4, 6) (WCU Goal 1)</p> <p>6. Educational Leadership candidates emphasize the importance of literacy. (ISLLC Standard 2) (WCU Goal 1,2)</p> <p>7. Educational Leadership candidates skillfully practice leadership theories in real world settings. (ISLLC Standard 1) (WCU Goal 1,2)</p>			<p>(5) Models, Theories, and Conceptual Framework (15% of the interns ranked acceptable, 69% Exceeds Expectations, 15% of the interns were ranked unacceptable) The total mean adding Acceptable and Exceeds Expectations was 84%.</p> <p>(6) Data included (15% - two interns – were unacceptable; 15% or two interns ranked emerging; one intern ranked acceptable 7%; and 61% were Exceeds Expectations. The total mean adding Acceptable and Exceeds Expectations was 69%.)</p> <p>(7) Data Collection and Management (7% - one intern-ranked emerging; 3 interns 23% ranked acceptable; 69% were ranked Exceeds Expectations. The total mean adding acceptable and exceeds expectations was 92%)</p> <p>(8) Reflection – (3 interns were acceptable at 23% and 10 interns were Exceeds Expectations at 76%. 100% met the acceptable or exceeds expectations goal.</p> <p>The total project mean was 82% Exceeds Expectations; 9% Acceptable; 3% Emerging; and 3% Unacceptable.</p>	
	<p>3. Educational Leadership candidates create nurturing and caring educational environments. (ISLLC Standard 2, 6) (WCU Goal 1, 2)</p>	<p>3.A. In EDL 607, interns will articulate a reflective report about the challenges and positives of PLCs according to the research. 80% of the interns will score Acceptable or Exceeds Expectations.</p>	<p>3.A. The instrument has not yet been implemented.</p>	<p>3.A. This instrument will be maintained as a key evaluation in 2012-2013.</p>

	<p>4. Educational Leadership candidates are knowledgeable about safe practices regarding ethical, legal, social, and political issues. (ISLLC Standard 5) (WCU Goal 1,2)</p> <p>5. Educational Leadership candidates skillfully communicate with internal and external publics. (ISLLC Standard 4, 6) (WCU Goal 1)</p>	<p>4.A. In EDL 606 (Judicial and Ethical Considerations), interns will</p> <p>5.A. In EDL 602 (Role of the Principal), the interns will conduct a case study in regards to gaining support of a new program for faculty and parents. 80% of the interns will score 12 points or higher on a target score of 15.</p>	<p>4.A. The instrument has not yet been implemented. It is scheduled to be completed during the 2012-2013 academic year.</p> <p>5.A. Twenty-five interns participated in the case study. There were five standards evaluated in rubric:</p> <p>(1) Principles of communication and group processes (building consensus, motivating, and team building) 100% Exceeded Expectations.</p> <p>(2) Implementing or changing strategies – 80% Exceeded Expectations</p> <p>(3) Response to the question – 100% Exceeded Expectations</p> <p>(4) Organized steps or actions 80% Exceeded Expectations</p> <p>(5) Logical and reasonable rationales for answers – 100% Exceeded Expectations</p> <p>Total mean score for the cohort was 92%.</p>	<p>4.A. This instrument will be maintained as a key evaluation in 2012-2013.</p> <p>5.A. The S.L.O. was exceeded by 5 %. No intern fell below Met Expectations. This establishes the program's first baseline for Standard 1.</p>
	<p>6. Educational Leadership candidates emphasize the importance of literacy. (ISLLC Standard 2) (WCU Goal 1,2)</p>	<p>6.A. In EDL 603 (Research Based Instruction), interns will complete the following project: Research Based Instruction Curricula Programs. Interns will review and evaluate seven research-based programs. 80% of the interns will score 9 out of a target score of 12.</p>	<p>6.A. There twelve interns involved in the Research Based Instructional Curricula Programs Project. There were five rubric standards:</p> <p>(1) Number of Programs Identified (25% Meets Minimum Expectations; 75% Target – 100% met the S.L.O.)</p> <p>(2) Program Descriptions (16% Meets Minimum Expectations; 83% Target – 99% met the S.L.O.)</p> <p>(3) Program Evaluation (41% - five interns- Not Evident; 8% Meet Minimum Expectations; 50% Target-</p>	<p>6.A. The S.L.O. was exceeded in all areas except for Program Evaluation. 41% of the intern cohort did not show information concerning the evaluations. This is the first time this instrument was administered. Program faculty have met on both campuses to discuss the need to review the instrument to ascertain whether the instructions were clear or whether further training needed to take place before the instrument was administered.</p>

	<p>7. Educational Leadership candidates skillfully practice leadership theories in real world settings. (ISLLC Standard 1) (WCU Goal 1,2)</p> <p>8. Educational Leadership candidates can skillfully evaluate program effectiveness. (WCU Goal 1)</p>	<p>7.A. In EDL 605 (Human Resources Management), interns will evaluate procedures and policies regarding weapons on school campus. 80% of the interns will score 12 out of a maximum of 15.</p> <p>8.A. The Program Evaluation Survey represents a range of internal and external evaluators. The intern cohort was invited to evaluate the Educational Leadership Program Effectiveness. The S.L.O. was that 90% of the intern evaluators would rank the Program at 4 (Target) or 5 (Exceptional).</p>	<p>58% met the S.L.O. – This standard did not meet the S.L.O.)</p> <p>(4) Standards of Grammar – 100% Target.</p> <p>Total mean score for the cohort was 12% Meets Minimum Expectations; 77% Target – 89% meet the S.L.O.</p> <p>7.A. There were 13 respondents engaged in the EDL 605 evaluation project. Five rubric standards were evaluated:  (1) Discussion regarding dismissal or retention of students (100% Target);  (2) Discussion regarding actions of principal (100% Target);  (3) Discuss of District policy coverage (100% Target);  (4) Discussion of Liabilities for Individual Parties (100% Target);  (5) Use of Grammar (100% Target).</p> <p>8.A. There are nine program Indicators in the Program Evaluation Survey:  (1) The program is best practices-based, problem-based, field based, and clinically focused. 100% Exceptional.  (2) The program is student-centered, emphasizing personalized learning and promoting individualized development. 100% Exceptional.</p>	<p>7.A. The S.L.O. was met for all standards. This project is a key assessment for the Educational Leadership program.</p> <p>8.A. This was the first administration of the Program Evaluation Survey to the intern cohort. Faculty is encouraged by the exceptional ranking given by the cohort. This is a strong indicator of program satisfaction.</p>
--	---	---	--	---

			<p>(3) The program highlights collaborative learning from colleagues in the program and school administrators in the field. 100% Exceptional.</p> <p>(4) The program exhibits a collaborative effort between the university and the K-12 districts. 30% Target; 70% Exceptional.</p> <p>(5) The program exhibits integrates state-of-the-art technology throughout the program. 70% Exceptional; 20% Target; 10% Satisfactory.</p> <p>(6) The program has a sequential and developmental curriculum. 100% Exceptional.</p> <p>(7) The program connects knowledge, beliefs, and skills to effective leadership behavior. 100% Exceptional.</p> <p>(8) The program highlights ongoing performance-based assessments of candidates including periodic checkpoints, exit examinations, and follow-ups. 90% Exceptional; 10% Target.</p> <p>(9) The program maintains accountability through ongoing internal and external program assessments and revisions. 90% Exceptional; 10% Target.</p> <p>The S.L.O. was met in all nine indicators, except for Technology where one intern ranked technology as Satisfactory.</p>	
--	--	--	---	--

	<p>3. MAT Interns are able to reflect on their professional competencies and their sense of preparation for the classroom. Through this reflection, teachers are able to plan their future professional development. (INTASC Principle 10) (WCU Goal 1.1)</p>			
--	---	--	--	--

	<p>4. Students in the Master of Education in Art of Teaching (M.A.T.) will be literate consumers of research literature, be able to apply best practice research to assessment techniques, and be able to present best practice research information to colleagues. (WCU Goal 1.1, 1.2)</p>			
--	---	--	--	--

--	--	--	--	--



	<p>5. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the Internship Field Practicum. (EDU Goals 1-7) (WCU Goal 1.1, 1.2, 1.4)</p>			
--	---	--	--	--

--	--	--	--	--

	<p>6. Students in the M.Ed. in Alternate Route will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge. (WCU Goal 1.1, 1.4) (EDU Goals 1-7)</p>			
--	--	--	--	--