

**ED.S. ELEMENTARY EDUCATION PROGRAM
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 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 <p>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:</p> <ol style="list-style-type: none"> 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; 	<p>1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5)</p>	<p>1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points.</p> <p>1. B. All graduates will create a portfolio in EDU 703, Theories of Learning, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program.</p>		

<p>6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>2. Students completing the Educational Specialist Program in Elementary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7)</p> <p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p>	<p>2. A. All graduates will design an action research proposal. Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor.</p> <p>2 B. All graduates will successfully defend the action research proposal before the Research Proposal Committee. Criteria for Success: The graduates will obtain a “pass” from the research proposal committee.</p> <p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing</p>		
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	<p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p> <p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p> <p>4. A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4. B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.</p> <p>5. A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p> <p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p>		
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		<p>5. C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p> <p>5. D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The SLO was set at 85%.</p>		
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**ED.S. ELEMENTARY EDUCATION PROGRAM
EFFECTIVENESS PROGRAM
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 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 <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: 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"> 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. 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 703, Theories of Learning, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 	<p>NOTE TO REVIEWERS: The Ed.S. In Elementary Education this summer was able to build a group of two candidates to enter the program this past summer. There will be no data for the most of the S.L.O.s.</p> <ol style="list-style-type: none"> 1. A. No data at this time. 1. B. There are eight indicators in the assessment (N=2; Spring 2014): Organization Exemplary 100% Meets Minimum Standards 0% Needs Further Development 0% Common Core Standards Exemplary 100% Meets Minimum Standards 0% Needs Further Development 0% Blueprint Exemplary 100% Meets Minimum Standards 0% Needs Further Development 0% Questions Exemplary 100% Meets Minimum Standards 	<ol style="list-style-type: none"> 1. A. The S.L.O. will be maintained for 2014-2015. 1. B. The S.L.O. was exceeded.

	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p>	<p>3. A. No data at this time.</p> <p>3. B. No data at this time.</p>	<p>3. A. The S.L.O. will be maintained for 2014-2015.</p> <p>3. B. The S.L.O. will be maintained for 2014-2015.</p>
	<p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p>	<p>4. A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4. B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.</p>	<p>4. A. No data at this time.</p> <p>4. B. No data at this time.</p>	<p>4. A. The S.L.O. will be maintained for 2014-2015.</p> <p>4. B. The S.L.O. will be maintained for 2014-2015.</p>
	<p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>5. A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p>	<p>5. A. No data at this time.</p>	<p>5. A. The S.L.O. will be maintained for 2014-2015.</p>

		<p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p>	<p>5. B. No data at this time.</p>	<p>5. B. The S.L.O. will be maintained for 2014-2015.</p>
		<p>5. C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p>	<p>5. C. No data at this time.</p>	<p>5, C, The S.L.O. will be maintained for 2014-2015.</p>
		<p>5. D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The SLO was set at 85%.</p>	<p>5. D. No data at this time.</p>	<p>5. D. The S.L.O. will be maintained for 2014-2015.</p>

**GNGO GP VARY SPECIALIST PROGRAM
EFFECTIVENESS PROGRAM
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 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 <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: 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"> 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. 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 2. Students completing the Educational Specialist Program in Elementary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 621, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 2. A. All graduates will design an action research proposal. Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor. 2 B. All graduates will successfully defend the action research proposal before the Research Proposal Committee. Criteria for Success: The graduates will obtain a "pass" from the research proposal committee. 	<p>No active students during the 2012-2013 academic year.</p> <p>Six students have been enrolled for the 2013-2014.</p>	<p>No data.</p>

	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p> <p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p> <p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p> <p>4.A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4.B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.</p> <p>5.A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Spring 2011 Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p>		
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		<p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Spring 2011 Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p> <p>5.C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p> <p>5.D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The SLO was set at 85%.</p>		
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**ELEMENTARY SPECIALIST PROGRAM
EFFECTIVENESS PROGRAM
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 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 <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: 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"> 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. 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 2. Students completing the Educational Specialist Program in Elementary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 621, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 2. A. All graduates will design an action research proposal. Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor. 2 B. All graduates will successfully defend the action research proposal before the Research Proposal Committee. Criteria for Success: The graduates will obtain a "pass" from the research proposal committee. 	<ol style="list-style-type: none"> 1.A. No students 1.B. No students 2.A. No students 2.B. There was one student who did not complete this objective with the other students. Her son was deployed to Iraq and she took off for the year. She is in process in the winter 2012 term to complete and defend her research 	<ol style="list-style-type: none"> 1.A. NA 1.B. NA 2.A. NA 2.B. There was one student who did not complete this objective with the other students. Her son was deployed to Iraq and she took off for the year. She is in process in the winter 2012 term to complete and defend her research. Since it was the student's decision to postpone completion of this objective, the objective will remain as it is since

	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p> <p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p> <p>4.A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4.B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.</p>	<p>3.A. All students but one completed and successfully defended their action research projects. (See note from above about student currently working to complete and defend.</p> <p>3.B. All students but one completed and successfully defended their action research projects. (See note from above about student currently working to complete and defend.</p> <p>4.A. All students were able to meet this criterion.</p> <p>4.B. All students were able to meet this criterion.</p>	<p>the student is being provided an opportunity to complete this requirement and graduate.</p> <p>3.A. There was one student who did not complete this objective with the other students.</p> <p>3.B. Student will complete this objective this year.</p> <p>4.A. The SLO will be maintained for the next cohort group.</p> <p>4.B. The SLO will be maintained for the next cohort group.</p>
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	<p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>5.A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Spring 2011 Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p> <p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Spring 2011 Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p> <p>5.C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p> <p>5.D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The SLO was set at 85%.</p>	<p>5.A. The survey was not administered in 2011-2012.</p> <p>5.B. No data this year.</p> <p>5.C. No data this year.</p> <p>5.D. No data.</p>	<p>5.A. The Survey is being revised and will be administered in its new format in 2012-2013.</p> <p>5.B. Survey will be administered in 2012-2013.</p> <p>5.C. Survey will be administered next year.</p> <p>5.D. Data will be collected next year.</p>
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ELEMENTARY SPECIALIST PROGRAM EFFECTIVENESS PROGRAM 2010-2011

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 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 <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: 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"> 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. 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 2. Students completing the Educational Specialist Program in Elementary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 621, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 2. A. All graduates will design an action research proposal. Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor. 	<ol style="list-style-type: none"> 1.A. In EDU 720, five of the six specialist candidates were able to evaluate research through the annotated bibliography model at 80% or above. 1.B. All of the six specialist students successfully completed EDU 621 in the Winter 2010 term. All six students successfully obtained a minimum of 3.5 out of a 4 on a rubric for the portfolio developed by the students to show mastery on learning theories and how they would utilize that information to be a successful elementary education specialist graduate. 2.A. Five of the six specialist candidates completed the pre-proposal process successfully meeting all criteria at 80 out of 100 on the rubric. One student has needed more time to complete the pre-proposal requirements. 	<ol style="list-style-type: none"> 1.A. This is a critical component for candidates building the research foundation for the Action Research. The program is small with only 6 active specialist students. Five of the six students successfully met this criterion. One specialist student who needed to retake the course in the Summer 2010 term explained that there were other demands on the student's time and the course could not be a priority at that time. The student did successfully complete the course as independent study in the summer 2010 term. 1.B. The SLO will be continued for next year cohort group since all students successfully completed this requirement. 2.A. This is the second phase of the Action Research Project Plan and will be continued into the 2011-2012 school year. Five of the six specialist students successfully defended their proposals for their research plans and obtained institutional review board approval.

		<p>2 B. All graduates will successfully defend the action research proposal before the Research Proposal Committee. Criteria for Success: The graduates will obtain a “pass” from the research proposal committee.</p> <p>2.C. The graduate students will self-evaluate their level of instructional practices using “The Measures of Differentiated Instruction” questionnaire. Seventy percent or more of those surveyed will be 3.5 across the graduate population. This self-report measures differentiated instructional practices teachers use with students in their classrooms. Teachers’ responses provide an indication of the extent to which all students receive differentiated educational experiences in the classroom.</p>	<p>2.B. Five of the six specialist candidates completed the proposal defenses successfully obtaining committee approval to proceed to working on their research projects. One student has needed more time to complete the pre-proposal requirements. She has explained that she has had other demands on her time.</p> <p>2.C. The Self-evaluation will be administered in 2011-2012</p>	<p>2.B. This SLO will continue as it is. A committee makes the pass or fail decision. The one student who has not yet successfully defended the research proposal has indicated there have been other demands on the student’s time.</p> <p>2.C. The self-evaluation will be administered in 2011-2012</p>
	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p>	<p>3.A. Students are scheduled to work on their research projects in the 2011-2012 school year.</p> <p>3.B. Specialist students are scheduled to defend the research projects in the Spring or Summer term 2012</p>	<p>3.A. Students are scheduled to work on their research projects in the 2011-2012 school year.</p> <p>3.B. Specialist students are scheduled to defend the research projects in the Spring or Summer term 2012</p>

	<p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p>	<p>4.A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4.B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.</p>	<p>4.A. All students were able to meet this criterion.</p> <p>4.B. All students were able to meet this criterion.</p>	<p>4.A. The SLO will be maintained for the next cohort group.</p> <p>4.B. The SLO will be maintained for the next cohort group.</p>
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ELEMENTARY SPECIALIST PROGRAM EFFECTIVENESS PROGRAM 2009-2010

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> Provide academic programs to promote student learning Promote Christian development and social responsibility Strengthen ties with Baptist churches, associations, and conventions Provide an environment that supports student learning Strengthen organizational and operational effectiveness Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: 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"> apply current research and technology related to the teaching-learning-assessment process; respond sensitively to individual differences and diversity; understand and anticipate the needs of a global society; plan and implement learning experiences that support the highest level of student potential; continue to reflect, refine, and revise 	<ol style="list-style-type: none"> Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education.(WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) Students completing the Educational Specialist Program in Elementary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7) 	<ol style="list-style-type: none"> <p>A. In EDU 720, all graduates will be able to evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points.</p> <p>B. All graduates will create a portfolio in EDU 621 which is designed to reflect upon the concept of becoming a specialist.</p> <p>Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio which will be evaluated by a source outside the specialist program.</p> <p>A. All graduates will design an action research proposal.</p> <p>Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor.</p> <p>B. All graduates will successfully defend the action research proposal before the Research Proposal Committee.</p> <p>Criteria for Success: The graduates will obtain a “pass” from the research proposal committee.</p> 	<ol style="list-style-type: none"> <p>A. In EDU 720, all specialist candidates were able to evaluate research through the annotated bibliography model at 80% or above.</p> <p>B. The specialist students completed this course in 2008-2009.</p> <p>A. 100% of the specialist candidates completed the Pre-Proposal process successfully meeting all criteria at 80 out of 100 on the rubric.</p> <p>B. Four of the five students successfully defend the research proposal receiving a “pass” score from the Research Proposal Committee.</p> 	<ol style="list-style-type: none"> <p>A. This is a critical component for candidates building the research foundation for the Action Research Plan. The program is small with only 5 active graduate students. The program will be open to new applicants in Fall 2010.</p> <p>B. The S.L.O. will be continued for next year.</p> <p>A. This is the second phase of the Action Research Project Plan and will be continued for 2010. Four of the five students successfully defended their research proposal and were eligible to begin their research project.</p> <p>B. The S.L.O. was not met with only 80% of the students completing the Thesis Defense. The fifth student is working with her committee to complete her proposal. The S.L.O. will be continued for the 2010-2011 academic year.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p> <p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p>	<p>2.C. The graduate students will self-evaluate their level of instructional practices using "The Measures of Differentiated Instruction" questionnaire. Seventy percent or more of those surveyed will be 3.5 across the graduate population. This self-report measures differentiated instructional practices teachers use with students in their classrooms. Teachers' responses provide an indication of the extent to which all students receive differentiated educational experiences in the classroom.</p> <p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a "pass" from the Specialist Committee.</p> <p>4.A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric "Scholarly Writing and Research".</p>	<p>2.C. No Data. The Self-evaluation will be administered in 2010-2011</p> <p>3.A. During 2009-2010, there were four candidates who completed the action research projects. 100% of the candidates who submitted the action research project met all standards: literature review, establishing interventions, collecting and interpreting data.</p> <p>3.B. During 2009-2010, four candidates defended their action research project.</p> <p>4.A. No Data. The course was completed by the specialists earlier in their program.</p>	<p>2.C. Through Blue Ribbon Teacher Preparation Redesign, a large number of strategies have been developed to bring Differentiated Instruction concepts into more real world applications. This S.L.O. will be maintained for the new academic year.</p> <p>3.A. There was one student who has not completed the action research project. The committee will work with her to finish the project this next year. The S.L.O. will be continued for the 2010-2011 academic year.</p> <p>3.B. The S.L.O. will be continued for the 2010-2011 academic year.</p> <p>4.A. The S.L.O. will be maintained for the next academic year.</p>
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	<p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>4.B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.</p> <p>5.A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Spring 2010 Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p> <p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Spring 2010 Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p> <p>5.C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p> <p>5.D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The S.L.O. was set at 85%.</p>	<p>4.B. No Data. The course was completed by the specialists earlier in their program.</p> <p>5.A. In the Spring 2010 Graduate Program Survey, specialist students rated the library as a quality experience at 83.26%.</p> <p>5.B. The perception of Scholarly Writing was 92.05% in the Spring 2010 Survey.</p> <p>5.C. The perception of technology as a necessary support to graduate preparation had an 88.28% positive rating.</p> <p>5.D. The survey results indicated that 93.73% of the students surveyed agreed or strongly agreed concerning their preparation to evaluated the literature in their field.</p>	<p>4.B The S.L.O. will be maintained for the next academic year.</p> <p>5.A. The S.L.O. was met. The library, especially through its online resources, has continued to grow dramatically over the past three years. Blue Ribbon Commission for Teacher Redesign urged the increase of library resources as an important part of teacher preparation. The S.L.O. will be met.</p> <p>5.B. The S.L.O. for the perception of scholarly writing was far exceeded for the Specialist Program. This is an important development in that Scholarly Writing has been a major emphasis for all graduate faculty. Another important indicator of the improvement of Scholarly Writing has been the significant decrease in plagiarism through the incorporation of Turn-It-In software.</p> <p>5.C. The S.L.O. was met but also indicates the constant demand to upgrade technology software and hardware to remain current with advances in the field. The S.L.O. will be maintained at 85%.</p> <p>5.D. This is a major accomplishment for all graduate programs in the School of Education. This survey item ranked highest across all other items. The faculty's work can be highly commended for increasingly this vital part of the graduate program experience.</p>
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