

**MASTER OF EDUCATION WITH ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	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; 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6) 	<ol style="list-style-type: none"> 1. A. The Exit Survey is administered during the Comprehensive Examinations three times annually (Winter, Spring, and Summer). The survey measures student satisfaction with program, faculty, facilities, and technology. <p>In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</p>		

7. Build caring, reflective decision-makers.

1. B. The university Exit interview is administered after the May and August graduations to graduate alumni. Although the Exit Interview does not review at the program, it does provide important information at the university level. The Student Learning Outcome will be 4.0 on a five point Likert scale for each indicator.

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1. C. In EDU 620, teachers will design a Qualitative Research Proposal based on 11 indicators evaluated on a three performance level (Likert Scale): Target, Emerging, and Novice. 80% of the teachers will meet Target in all indicators and the total group mean.

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1. D. In EDU 630, History and Philosophy of Education, teachers will write Annotated Bibliographies of professional articles in the field. The Student Learning Outcome is 85% of the teachers will score Exceeds Expectations or Able or a three

	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p>	<p>point Likert Scale.</p> <hr/> <p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p>		
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		<p>2. B. In EDU 602, Trends in Children's Literature, is a required course for the Elementary Education program. The target population will achieve 80% when the Target and Acceptable scores are aggregated.</p>		
	<p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>		

		<hr/> <p>3. B In EDU 620, teachers will design a Qualitative Research Proposal based on 11 indicators evaluated on a three performance level (Likert Scale): Target, Emerging, and Novice. 80% of the teachers will meet Target in all indicators and the total group mean.</p>		
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3. C. In EDU 636, Reading and Writing Across the Curriculum, students will achieve a group mean score of 80% (Target and Acceptable combined) when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from

	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>EDU 611.</p> <hr/> <p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p>		
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4. B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies in the design of a unit at a minimum of 80% (Target and Acceptable) on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.

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		<hr/> <p>4. C. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% on each indicator when Target and Acceptable are aggregated.</p>		
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**MASTER OF EDUCATION WITH ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	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; 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6) 	<ol style="list-style-type: none"> 1. A. The Exit Survey is administered during the Comprehensive Examinations three times annually (Winter, Spring, and Summer). The survey measures student satisfaction with program, faculty, facilities, and technology. <p>In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</p>	<ol style="list-style-type: none"> 1. A. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. <p>Hattiesburg Campus: With an N of 25 M.Ed. Elementary Education graduates, the 11 categories are:</p> <ul style="list-style-type: none"> Advisor Guidance 4.6 Faculty Expertise 4.6 Library 4.56 Facilities 4.6 Technology 4.68 Best Practices 4.56 Scholarly Writing 4.6 Research Skills 4.56 Class Availability 4.68 Individual Needs 4.68 Mission 4.7 Total Mean: 4.62 <p>Tradition Campus N=10 M.Ed. Alternate Route Elementary Education graduates</p> <ul style="list-style-type: none"> Advisor Guidance 4.3 Faculty Expertise 4.6 Library 4.4 Facilities 4.6 Technology 4.5 Best Practices 4.6 Scholarly Writing 4.0 Research Skills 4.0 Class Availability 4.4 Individual Needs 4.4 Mission 4.3 Diversity 4.2 	<ol style="list-style-type: none"> 1. A. The S.L.O. of 4.0 or higher was met in all 11 categories and the total mean of 4.62 for the Hattiesburg campus. The Tradition campus also met its S.L.O. with a mean of 4.69, but included a 12th indicator: Diversity with was 4.35. This indicates a strong positive affirmation of the program by graduating candidates in the M.Ed. Elementary Education.

<p>7. Build caring, reflective decision-makers.</p>		<p>1. B. The university Exit interview is administered after the May and August graduations to graduate alumni. Although the Exit Interview does not review at the program, it does provide important information at the university level. The Student Learning Outcome will be 4.0 on a five point Likert scale for each indicator.</p>	<p>Total Mean: 4.35</p> <hr/> <p>1. B. The Exit Interview does not evaluate individual programs. Therefore the “n” represents all undergraduate graduating students. The survey has 12 categories: N=89 Tradition Campus Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8 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 Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8 Teaches effective communication – Mean 4.6 S.D. 0.8 Stimulates critical thinking – Mean 4.7 S.D. 0.7 Maintains a high level of scholarship – Mean 4.6 Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9 Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9 Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7 Develops responsible leaders and citizens – Mean 4.7 S.D. 0.8 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</p> <p>In striving to reach these objectives, William Carey</p>	<hr/> <p>1. B. 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> <ul style="list-style-type: none"> -Academic Climate for Success -Faculty and Staff meet the mission of the university -University works with students to attain their highest potential. <p>The lowest score was a 4.5 in the following categories:</p> <ul style="list-style-type: none"> -Emphasizing values of the arts and sciences; -Develops and recognizes talent; -Nurtures the fine arts. <p>The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.</p>
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			<p>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</p> <p>Total Mean 4.7 S.D. 0.7</p> <p>N=69 Main Campus Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8 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 Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8 Teaches effective communication – Mean 4.6 S.D. 0.8 Stimulates critical thinking – Mean 4.7 S.D. 0.7 Maintains a high level of scholarship – Mean 4.6 S.D. 0.9</p> <p>Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9 Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9 Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7 Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7 The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and counsel,</p>	
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		<p>and loving concern – Mean 4.8 S.D. 0.7 loving concern – Mean 4.8 S.D. 0.7 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 Total Mean 4.7 S.D. 0.7</p> <hr/> <p>1. C. In EDU 620, teachers will design a Qualitative Research Proposal based on 11 indicators evaluated on a three performance level (Likert Scale): Target, Emerging, and Novice. 80% of the teachers will meet Target in all indicators and the total group mean.</p>	<p>and loving concern – Mean 4.8 S.D. 0.7 loving concern – Mean 4.8 S.D. 0.7 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 Total Mean 4.7 S.D. 0.7</p> <hr/> <p>1. C. There are eleven indicators with the following results:</p> <p>(1) Cover Page Target 100% Emerging 0% Novice 0%</p> <p>(2) Introduction Target 91.3% Emerging 4.35% Novice 4.35%</p> <p>(3) Statement of Topic of Interest Target 100% Emerging 0% Novice 0%</p> <p>(4) Review of Literature Target 69.57% Emerging 30.43% Novice 0%</p> <p>(5) State of General Issue / Hypothesis Target 73.91% Emerging 26.09% Novice 0%</p>	<hr/> <p>1. C. The Student Learning Outcome was met in six of the eleven indicators with a total group mean of 81%. The indicators that did not meet the S.L.O. were aligned with research writing components: Review of Literature, Statement of Hypothesis, Instrument Validity and Reliability, Design, and Analysis. Faculty are planning to revise this rubric for the 2014-2015 academic year.</p>
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		<p>1. D. In EDU 630, History and Philosophy of Education, teachers will write Annotated Bibliographies of professional articles in the field. The Student Learning Outcome is 85% of the teachers will score Exceeds</p>	<p>(6) Participants Target 82.61% Emerging 17.39% Novice 0%</p> <p>(7) Instrument / Addressing Technical Issues (Validity and Reliability) Target 65.22% Emerging 30.43% Novice 4.35%</p> <p>(8) Design Target 60.87% Emerging 21.74% Novice 17.39%</p> <p>(9) Procedures to be Used Target 95.65% Emerging 4.35% Novice 0%</p> <p>(10) Analysis of Data Target 52.17% Emerging 29.09% Novice 21.74%</p> <p>(11) References Target 100% Emerging 0% Novice 0%</p> <p>Total Group Means Target 81.03% Emerging 14.25% Novice 4.35%</p> <hr/> <p>1. D. The Annotated Bibliography has five indicators (N=23): (1)Cover Page and Alphabetical Order Exceeds Expectations 100% Average 0%</p>	<p>1. D. The Annotated Bibliography met the S.L.O. in all indicators with a Group Mean of 99%. This is a key indicator for the School's Research Writing Initiative and will be maintained for the next academic year.</p>
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	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p>	<p>Expectations or Able or a three point Likert Scale.</p> <hr/> <p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p>	<p>Does Not Meet Minimum Standards 0%</p> <p>(2) Three Appropriate Choices for Readings Exceeds Expectations 100% Average 0% Does Not Meet Minimum Standards 0%</p> <p>(3) APA Style Exceeds Expectations 100% Average 0% Does Not Meet Minimum Standards 0%</p> <p>(4) Minimum of 1.5 pages, but less than 2 pages per entry Exceeds Expectations 95.65% Average 4.35% Does Not Meet Minimum Standards 0%</p> <p>(5) Document Correctly Formatted Exceeds Expectations 100% Average 0% Does Not Meet Minimum Standards 0%</p> <p>Total Group Means Exceeds Expectations 99.13% Average 0.87% Does Not Meet Minimum Standards 0%</p> <hr/> <p>2. A. The Comprehensive Examination was administered in the Winter, Spring, and Summer of 2013-2014. There was a total N of 75 Elementary Education candidates. Of that number, 100% passed the examination with a 3.0 or higher.</p>	<p>2. A. Comprehensive Examination and its S.L.O. was exceeded. This indicates a strong content knowledge foundation in all ACEI Standards.</p>
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	<p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>2. B. In EDU 602, Trends in Children's Literature, is a required course for the Elementary Education program. The target population will achieve 80% when the Target and Acceptable scores are aggregated.</p> <hr/> <p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>	<p>2. B. There were five indicators in the Integrated Literature Lesson Plan (N=174):</p> <p>(1) Curriculum Core Standards Target 93.1%; Acceptable 4.02%; Unacceptable 2.87%;</p> <p>(2) Objectives, Specific Learning Outcomes Target 85.06%; Acceptable 9.2%; Emerging 2.3%; Unacceptable 3.45%;</p> <p>(3) Procedures and Materials Target 85.14%; Acceptable 10.86%; Emerging 4%;</p> <p>(4) Assessment Target 72.99%; Acceptable 13.22%; Emerging 4.6%; Unacceptable 9.2%;</p> <p>(5) Differentiated Instruction Target 85.14%; Acceptable 8%; Emerging 3.43%; Unacceptable 3.43%.</p> <p>Total Mean Score by Rank: Target 84.29% Acceptable 9.06% Emerging 2/87%; Unacceptable 3.78%.</p> <hr/> <p>3. A. In the Annotated Bibliography, the N was 113 with three indicators.</p> <p>(1) Five Appropriate Research Selections Target 94.69% Acceptable 3.54% Emerging 0.88% Novice 0.88%</p> <p>(2) Appropriate Summary of Research and Quality of Writing Target 59.29% Acceptable 25.66%</p>	<p>2. B. The Student Learning Outcome was exceeded with a total mean of Target 84.29% and Acceptable 9.06%. The Integrated Lesson Plan is a regular elementary education template adopted in most school districts. This gives the university faculty member an opportunity to assist teachers in honing their lesson design skills.</p> <hr/> <p>3. A. In the Annotated Bibliography (N=113), the Student Learning Outcome was exceeded (93.99%).</p>
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		<p>3. B In EDU 620, teachers will design a Qualitative Research Proposal based on 11 indicators evaluated on a three performance level (Likert Scale): Target, Emerging, and Novice. 80% of the teachers will meet Target in all indicators and the total group mean.</p>	<p>Emerging 14.16% Novice 0.88% (3) Recommendation / Reflection Target 90.65% Acceptable 8.41% Emerging 0% Novice 0.93% TOTAL GROUP MEANS Target 81.38% Acceptable 12.61% Emerging 5.11% Novice 0.9%</p> <hr/> <p>3. B. There are eleven indicators with the following results:</p> <p>(1)Cover Page Target 100% Emerging 0% Novice 0%</p> <p>(2) Introduction Target 91.3% Emerging 4.35% Novice 4.35%</p> <p>(3) Statement of Topic of Interest Target 100% Emerging 0% Novice 0%</p> <p>(4) Review of Literature Target 69.57% Emerging 30.43% Novice 0%</p> <p>(5) State of General Issue / Hypothesis Target 73.91% Emerging 26.09% Novice 0%</p>	<p>3. B. There were eleven indicators. Six met the Student Learning Outcome with 80% of the group reaching Target. There were five indicators which did not meet the standard:</p> <ul style="list-style-type: none"> • Review of the Literature • Statement of the General Issue and Hypothesis • Instrument / Addressing Technical Issues (Validity and Reliability) • Design • Analysis. <p>Faculty determined to revise the rubric to a four point Likert scale (Target, Acceptable, Emerging, and Novice) and assess during the next academic year. It is expected that the additional performance level would allow the S.L.O. to be revised as follows: based on eleven indicators, when Target and Acceptable are combined, 80% of the teachers will reach the minimum standard.</p>
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		<p>3. C. In EDU 636, Reading and Writing Across the Curriculum, students will achieve a group mean score of 80% (Target and Acceptable combined) when being assessed for assessed for Scholarly Writing. These scores</p>	<p>(6) Participants Target 82.61% Emerging 17.39% Novice 0%</p> <p>(7) Instrument / Addressing Technical Issues (Validity and Reliability) Target 65.22% Emerging 30.43% Novice 4.35%</p> <p>(8) Design Target 60.87% Emerging 21.74% Novice 17.39%</p> <p>(9) Procedures to be Used Target 95.65% Emerging 4.35% Novice 0%</p> <p>(10) Analysis of Data Target 52.17% Emerging 29.09% Novice 21.74%</p> <p>(11) References Target 100% Emerging 0% Novice 0%</p> <p>Total Group Means Target 81.03% Emerging 14.25% Novice 4.35%</p> <hr/> <p>3. C. There are four indicators in the Scholarly Writing rubric. (1)Synthesis Target 35% Acceptable 10%</p>	<p>3. C. The Student Learning Outcome was met in only one indicator: Application. Synthesis, Reflection, and Clarity were well below the minimum S.L.O. Standard. This is an important indicator that the Research Writing Initiative needs</p>
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	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>will be compared to the data from EDU 611.</p> <hr/> <p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p>	<p>Emerging 55% Unacceptable 0%</p> <p>(2) Application Target 77.78% Acceptable 22.22% Emerging 0% Unacceptable 0%</p> <p>(3) Reflection Target 35% Acceptable 10% Emerging 55% Unacceptable 0%</p> <p>(4) Clarity Target 35% Acceptable 10% Emerging 35% Unacceptable 20%</p> <p>Total Group Means Target 40.58% Acceptable 11.59% Emerging 42.03% Unacceptable 5.8%</p> <hr/> <p>4. A. The Designing an Interdisciplinary Project has eight indicators rated over three performance levels (Artisan, Experienced, Apprentice).</p> <p>(1)Topic and Topical Theme Artisan 80.17% Experienced 17.36% Apprentice 2.48%</p> <p>(2) Unit Overview Artisan 84.3% Experienced 12.4% Apprentice 3.31%</p> <p>(3) Generalizations Artisan 84.3% Experienced 10.74%</p>	<p>more focus with a variety of writing projects.</p> <hr/> <p>4. A. The Student Learning Outcome was met when Artisan and Experienced scores were aggregated. Both at the indicator and the total group mean.</p>
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		<p>4. B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies in the design of a unit at a minimum of 80% (Target and Acceptable) on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.</p>	<p>Apprentice 4.96%</p> <p>(4) Guiding Questions Artisan 87.88% Experienced 9.85% Apprentice 2.27%</p> <p>(5) Teaching Strategies / Activities Artisan 93.18% Experienced 6.06% Apprentice 0.76%</p> <p>(6) Culminating Task with a Rubric Artisan 85.95% Experienced 7.44% Apprentice 6.61%</p> <p>(7) Lesson Plan Artisan 90.15% Experienced 9.09% Apprentice 0.76%</p> <p>(8) Overall Design Artisan 76.69% Experienced 22.56% Apprentice 0.75%</p> <p>Total Means Artisan 85.39% Experienced 11.94% Apprentice 2.67%</p> <hr/> <p>4. B. There are eight indicators in the Technology Unit Design.</p> <p>(1)Synthesis of knowledge. It is evidence that best practice is transferred to professional practice. Target 85.42% Acceptable 10.42% Emerging 1.04%</p>	<p>4. B. In the Technology Unit Design, all indicators exceeded the S.L.O.</p>
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			<p>Unacceptable 3.12%</p> <p>(2) Organization: The unit is well organized and easy to follow. Target 84.38% Acceptable 10.42% Emerging 1.04% Unacceptable 4.17%</p> <p>(3) Teaching Across the Curriculum: The unit is not solely based on one subject, but provides a complete learning experience to students. Target 85.42% Acceptable 9.38% Emerging 2.08% Unacceptable 3.12%</p> <p>(4) Standards Based: Common Core standards are integrated or MDE State Frameworks. Target 86.46% Acceptable 9.38% Emerging 1.04% Unacceptable 3.12%</p> <p>(5) Language Arts Skills: Application of innovative and relevant language arts skills is evidenced throughout the unit. Target 85.42% Acceptable 10.42% Emerging 1.04% Unacceptable 3.12%</p> <p>(6) Multiple Intelligences and Accommodations: Unit is designed to meet the needs of a diverse student population. Target 86.46% Acceptable 9.38% Emerging 1.04% Unacceptable 3.12%</p>	
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		<p>4. C. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% on each indicator when Target and Acceptable are aggregated.</p>	<p>(7) Depth of Procedures: Procedures are easy to follow. Target 83.33% Acceptable 11.46% Emerging 2.08% Unacceptable 3.12%</p> <p>(8) Technology Integration: Technology is integrated in appropriate, innovative, and meaningful ways. Target 84.38% Acceptable 10.42% Emerging 1.04% Unacceptable 4.17%</p> <p>Total Group Means Target 85.16% Acceptable 10.16% Emerging 1.3% Unacceptable 3.39%</p> <hr/> <p>4. C. Designing an Interdisciplinary Unit has ten indicators with four performance levels. There was an N of 57.</p> <p>(1)Topic or Theme Choice Target 98.25 Acceptable 1.75% Emerging 0% Unacceptable 0%</p> <p>(2) Scan and Cluster Target 94.74% Acceptable 3.51% Emerging 1.75% Unacceptable 0%</p> <p>(3) Selection of Broad-Based Standards Target 94.74% Acceptable 1.75%</p>	<p>4. C. The Student Learning Outcome was exceeded on every indicator and a total group mean 97% (Target and Acceptable). These scores show students have strong competencies in the design of interdisciplinary units. This key assessment will be maintained for the next academic year.</p>
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			<p>Emerging 1.75% Unacceptable 1.75%</p> <p>(4) Construction of Know/ Do/ Be/ (BD) Umbrella Target 84.21% Acceptable 7.02% Emerging 8.77% Unacceptable 0%</p> <p>(5) Construction of Web Target 91.23% Acceptable 8.77% Emerging 0% Unacceptable 0%</p> <p>(6) Big Understandings answer Big Questions Target 89.47% Acceptable 3.51% Emerging 1.75% Unacceptable 5.26%</p> <p>(7) Creating Big Questions Target 92.98% Acceptable 3.51% Emerging 3.51% Unacceptable 0%</p> <p>(8) Description of Big Assessment Task Target 94.74% Acceptable 5.26% Emerging 0% Unacceptable 0%</p> <p>(9) Task Specific Rubric Target 87.72% Acceptable 10.53% Emerging 0% Unacceptable 1.75%</p> <p>(10) Unit Relevance Target 89.47%</p>	
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			<p>Acceptable 8.77%</p> <p>Emerging 1.75%</p> <p>Unacceptable 0%</p> <p>Total Group Means</p> <p>Target 91.75%</p> <p>Acceptable 5.44%</p> <p>Emerging 1.93%</p> <p>Unacceptable 0.88%</p>	
		<p>4. D. In EDU 637, Diagnosis and Remediation of Reading Disabilities, the students will build a case study based on an individual client experiencing reading problems. The S.L.O. will be 80% of the students will reach Target or Acceptable on each indicator and on the Total Group Mean.</p>	<p>4. D. The N for this project is 7. The five indicators are as follows:</p> <p>(1)Completeness of case study</p> <p>Target 100%</p> <p>Acceptable 0%</p> <p>Emerging 0%</p> <p>Unacceptable 0%</p> <p>(2) Organization And Structure</p> <p>Target 100%</p> <p>Acceptable 0%</p> <p>Emerging 0%</p> <p>Unacceptable 0%</p> <p>(3) Transitions</p> <p>Target 100%</p> <p>Acceptable 0%</p> <p>Emerging 0%</p> <p>Unacceptable 0%</p> <p>(4) Insightfulness</p> <p>Target 100%</p> <p>Acceptable 0%</p> <p>Emerging 0%</p> <p>Unacceptable 0%</p> <p>(5) Writing Style</p> <p>Target 71.43%</p> <p>Acceptable 28.57%</p>	<p>4. D. The Student Learning Outcome was exceeded in all five indicators. The low number of candidates (7) reflects on the fact that this course is selected as an elective for students who are seeking the K-12 Reading Endorsement.</p>

			<p>Emerging 0%</p> <p>Unacceptable 0%</p> <p>Total Group Means</p> <p>Target 94.29%</p> <p>Acceptable 5.71%</p> <p>Emerging 0%</p> <p>Unacceptable 0%</p>	
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**MASTER OF EDUCATION WITH ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	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 	<p>1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)</p>	<p>1.A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</p>	<p>1.A. Exit Interview was completed with the graduate students in 2012-2013. There are twelve indicators:</p> <p>DECEMBER 2012</p> <ul style="list-style-type: none"> • Advisor Guidance 4.5; • Faculty Expertise 4.8; • Library 4.3; • Facilities 4.6; • Technology 4.5; • Best Practices 4.6; • Scholarly Writing 4.6; • Research Skills 4.5; • Class Availability 4.6; • Individual Needs 4.7; • Mission of the School 4.7; • Diversity 4.5. <p>APRIL 2013</p> <ul style="list-style-type: none"> • Advisor Guidance 4.4; • Faculty Expertise 4.7; • Library 4.6; • Facilities 4.5; • Technology 4.5; • Best Practices 4.6; • Scholarly Writing 4.6; • Research Skills 4.6; • Class Availability 	<p>1.A. The S.L.O. was met. Library, facilities, and technology continue to improve as the students experience the upgrades being implemented by the university.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p> <p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <p>3.A. In EDU 620, eighty percent of the students will be ranked either <i>Mostly Meets Expectations</i> or <i>Exceeds Expectations</i> when evaluating research through the annotated bibliography model.</p> <p>3.B. In EDU 620 the <i>Qualitative Research Proposal Rubric</i> describes the eleven components of a research proposal. The candidates must score eighty percent or higher on each component.</p>	<p>4.7; <ul style="list-style-type: none"> Individual Needs 4.7; Mission of the School 4.7; Diversity 4.5. </p> <p>2.A. 100% of the M.Ed. Elementary Education graduate students in 2012-2013 earned an overall score of 3.0 or higher on the written comprehensive examination.</p> <p>3.A. The Annotated Bibliography Model has nine indicators. The Hattiesburg campus had an N of 303. Hattiesburg candidates' average percent scores are listed below: <ul style="list-style-type: none"> Cover page format 93%; Five appropriate reading choices 97%; APA style 95%; Completeness of annotation 91%; Quality of writing 89%; Recommendation for each entry 96%; Like/Dislike Critique 95%; Document correctly formatted 90%; Appearance of document 97%; Total 94%. </p> <p>3.B. The Tradition campus had an N of 51. The Performance level is Target. Tradition candidates' average percent scores are listed below: <ul style="list-style-type: none"> Cover page 98%; Introduction 94%; Statement of Topic of Interest 96%; </p>	<p>2.A. This was an exceptional year where candidates were well prepared and no graduate student had to repeat any section of the examination.</p> <p>3.A. The S.L.O. was exceeded in every category. The Key Assessment will be maintained since it is vital to the school's impetus on professional writing.</p> <p>3.B. The S.L.O. was met in ten of the eleven components with <i>Participants Description</i> being 71%. This key assessment will be continued for the next academic year.</p>
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	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>4.A. In EDU 640, each candidate must design <i>An Interdisciplinary Unit</i>. The candidates will score 85% or higher when the two highest performance level (Artisan and Experienced) scores are combined.</p> <p>4.B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 85% Exceeds Expectations in the <i>Technology Integrated Unit Project</i>. There are eight components in the rubric.</p>	<ul style="list-style-type: none"> • Review of Literature 86%; • Statement of General Issue/Hypothesis 80% • Participants Description 71%; • Instrument/Addressing Technical Issues 86%; • Design 82%; • Procedures to be Used 92%; • Analysis of Data 80%; • References 98%; • Total 88%. <p>4.A. There are eight components to the <i>Interdisciplinary Unit</i>. The N for 2012-2013 was 132. The combined scores are:</p> <ul style="list-style-type: none"> • Topic and Topical Theme 99%; • Unit Overview 96%; • Generalizations 96%; • Guiding Questions 98%; • Teaching Strategies 99%; • Culminating Task with Rubric 99%; • Lesson Plan 98%; • Overall Design 99%; • Total Percent 98%. <p>4.B. In EDU 625, there are eight components:</p> <ul style="list-style-type: none"> • Synthesis of Knowledge 100%; • Organization 100%; • Teaching Across the Curriculum 	<p>4.A. The S.L.O. was exceeded in all areas. This is a culminating activity for the graduate students and will remain a key assessment for 2013-2014.</p> <p>4.B. The S.L.O. was met in all components. This is a key assessment for technology and will be maintained in 2013-2014.</p>
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		<p>4.C. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% at the <i>Target</i> performance level on each indicator.</p>	<ul style="list-style-type: none"> • 91%; • Standards Based Common Core Standards are Integrated 100%; • Language Arts Skills 95%; • Multiple Intelligences and Accommodations 98%; • Depth of Procedures 84%; • Technology Integration 95%; • Total Mean 95%. <p>4.C. In the <i>Designing an Interdisciplinary Unit Project</i>, there are ten indicators with a <i>Target</i> score:</p> <ul style="list-style-type: none"> • Topic or Theme 99%; • Scan and Cluster 97%; • Select of broad based Standards 95%; • Construction of Know/Do/Be (BD) Umbrella 88%; • Construction of Web 93%; • Big Understandings answer Big Questions 89%; • Creating Big Questions 79%; • Description of Big Assessment Task 93%; • Task Specific Rubric 97%; • Unit Relevance 94%; • Total Percentage 92%. 	<p>4.C. The S.L.O. was met in nine of the ten indicators with <i>Creating Big Questions</i> evaluated at 79%. This project will continue to be a key assessment for the program.</p>
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**MASTER OF EDUCATION WITH ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	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"> 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"> A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6) Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7) 	<ol style="list-style-type: none"> A. In the Exit Interview for Master Graduates, student perceptions of the program’s effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale). A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. 	<ol style="list-style-type: none"> A. There were 55 respondents at Hattiesburg and 104 respondents at Tradition. There were five indicators: <ul style="list-style-type: none"> (1) Professors teach with effective communication skills (Hattiesburg 4.5; Tradition 4.6); (2) Professors stimulate critical thinking (Hattiesburg 4.7; Tradition 4.7); (3) Professors maintain high levels of scholarship (Hattiesburg 4.6; Tradition 4.6); (4) Professors develop talent and recognize achievement (Hattiesburg 4.7; Tradition 4.5) (5) Professors provide professional training (Hattiesburg 4.7; Tradition 4.7). A. During the three comprehensive examination periods (July, November, April), fifty-five elementary education graduate students completed the comprehensive examination with 3.0 or higher. The mean score across questions was 3.48 on a five point Likert scale. No graduate failed the examination. 	<ol style="list-style-type: none"> A. This key assessment is used across the university as an institutional effectiveness tool. The S.L.O. was met and will be maintained for 2012-2013. A. The comprehensive examination will be maintained for the 2012-2013 academic year. The S.L.O. exceeded the 3.0 goal.

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>2.B. In EDU 602, Trends in Children’s Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.</p> <p>3.A. In EDU 620, 80% of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.</p> <p>3.B. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and earning a ranking of Target, Emerging or Novice. Criterion: Introduction, Statement of Topic, Review of Literature, Statement of General Issue and Hypothesis, Participants, Instrument Addressing Technical Issues, Design, Procedures to be Used, Analysis of Data, and References.</p>	<p>2.B. The Literature Integrated Lesson Plan had four components: Theme (3.7); Activities Well Designed and Detailed (3.6); Activities showing evidence of teaching the book (3.6); and Activities Developmentally Appropriate for the age level (3.4).</p> <p>3.A. There were five criteria in the rubric.</p> <p>(1) Cover Page, Formatting (89% Exemplary);</p> <p>(2) Ten Entries – Scholarly/peer reviewed (100% Exemplary);</p> <p>(3) Liked/Disliked – Recommendation – Critique (95% Exemplary);</p> <p>(4) Whole Document in Correct Layout (89% Exemplary);</p> <p>(5) Appearance, Font, Etc. (100% Exemplary)</p> <p>Total Project 95% Exemplary</p> <p>3.B. Graduate students (n=26) completed the Research Proposal. The Target population meeting all standards was 84.6%. The Emerging population was 15.4%; The Novice population was 0%.</p>	<p>2.B. The S.L.O. was met and will be maintained for the 2012-2013 academic year.</p> <p>3.A. The S.L.O. was exceeded by 15 percentage points. At 95% exemplary there is strong evidence that graduate students are increasing their scholarly writing.</p> <p>3.B. 84% of the graduate students met the Target standard for writing a Research Proposal. This is an important development as faculty members continue to design more effective writing projects for developing research plans.</p>
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	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>3.C. In EDU 636, Reading and Writing Across the Curriculum, teacher candidates in the M.A.T. program will achieve a mean score of 3.5 when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.</p> <p>4.A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p>	<p>3.C. 97.4% of the target population achieved an overall rating of Exemplary.</p> <p>4.A. There were eight indicators in the Interdisciplinary Unit:</p> <p>(1) Topic and Topical Theme Artisan 84%; Experienced 15%;</p> <p>(2) Unit Overview Artisan 84%; Experienced 15%;</p> <p>(3) Generalizations Artisan 68%; Experienced 28%;</p> <p>(4) Guiding Questions Artisan 79%; Experienced 15%;</p> <p>(5) Teaching Strategies/Activities; Artisan 94%; Experienced 5%;</p> <p>(6) Culminating Task with a Rubric Artisan 68%; Experienced 31%;</p> <p>(7) Lesson Plan Artisan 89%; Experienced 10%;</p> <p>(8) Overall Design Artisan 57%; Experienced 42%.</p>	<p>3.C. This is an important achievement since the instructors had instituted major changes in training for scholarly writing in the past year. The S.L.O. will be maintained for the 2012-2013 academic year in support of our school learning objective for scholarly writing.</p> <p>4.A. The S.L.O. will be continued during the 2012-2013 academic year. This course is required in the alternate route program and the general education program. This is a key assessment and indicates major improvement over the past year’s data. The S.L.O. of 80% was exceeded by 18 points: Artisan 78%; Experienced 20% - Total score 98%.</p>
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		<p>4.B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 3.5 on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.</p> <p>4.C. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% on each indicator for Interdisciplinary Rubric.</p>	<p>4.B. Module 1 (Teaching with Products) = 92%; Module 2 (Planning My Unit) = 100%; Module 3 (Internet Based Resources) = 100%; Module 4 (Creating Samples of Learning) = 100%; Module 5 (Assessing Student Projects) = 77%; Module 6 (Differentiated Instruction) = 77%; Module 7 (Facilitating with Technology) = 100%; Module 8 (Showcasing Unit Portfolios) = 95%. The total student mean was 96%. There were two modules (Differentiated Instruction 77% and Assessing Student Portfolios 77%) where the mean did not reach the expected outcome.</p> <p>4.C. There were ten indicators in the Interdisciplinary Unit: Topic or Theme Choice (97%); Scan and Cluster (91%); Selection of Broad-based Standards (97%); Construction of Know/Do/Be (BD) Umbrella (91%); Construction of Web (82%); Big Understandings Answer Big Questions (71%); Creating Big Questions (88%); Description of Big Assessment Task (94%); Task Specific Rubric (97%) and Unit Relevance (90%).</p>	<p>4.B. The S.L.O. was exceeded in all areas except for Differentiated Instruction and Assessing Student Projects.</p> <p>4.C. The S.L.O. was exceeded in all areas save Construction of Web (82%) and Big Understandings Answer Big Questions (71%). This is a significant improvement over the last year's assessment. Students were having trouble articulating the difference between topical and concept-based models of curriculum and instruction. I began using a hands-on activity at the first "face to face" meeting where students were divided into groups of four or five. The small groups were given a container with Play-Doh and a card which included a statement. The groups were to read the statement and then create an image with the Play-Doh that represented the image. The groups had different statements. Statement #1: A bird has a beak. Statement #2: Life forms are equipped with the tools needed to survive. After creating the different images, the groups had to guess what the other groups had created. Once all statements were disclosed, a discussion took place about how one statement was a fact and the other was an enduring understanding. This led into the difference between a topical and concept-based model of curriculum</p>
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				<p>and instruction.</p> <p>Students were also having trouble developing a horizontal and vertical scan and cluster, so I demonstrated how to take hard copies of the State Frameworks for each subject being integrated in the Unit Design and use highlighters to determine the objectives in each subject area that could be taught as a unit. Then I incorporated a small group activity where teachers were given hard copies of three subject areas for a grade level out of the State Framework, and were instructed to use highlighters to determine which objectives in each subject could be taught as a unit. This helped the teachers understand the process.</p>
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**MASTER OF EDUCATION WITH ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	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 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6) 2. A graduate student will perceive the library as an integral part of his/her educational process, recognizing and utilizing the tools of educational research, using primary sources found in the library as well as online sources (WCU Goals 1.2, 1.4) (EDU Goals 1) 	<ol style="list-style-type: none"> 1. A. In the Graduate School Survey, student perceptions of their ability to evaluate and synthesize literature in their field will be ranked at a 4.0 out of 5.0 (Likert scale). 1. B. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale). 1.C. In the Master Graduate Exit Interview, student perceptions of the "Environment for Learning" will be ranked at a 4.5 out of 5.0 (Likert Scale). 2. 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 Graduate Program Survey, students will rate the library as a quality experience at a level of 4.0 out of 5.0 (Likert scale). 	<ol style="list-style-type: none"> 1.A. Graduate student perceptions of scholarly excellence measures their understanding of the ability to evaluate and synthesize literature. The graduate students ranked themselves at 4.50. 1.B. In the Exit Interview, graduates ranked engaging students in critical thinking at 4.50 and maintaining a high level of scholarship at 4.56. 1.C. Environment for Learning was ranked by graduate students as 4.78. 2.A. Graduate students ranked the library facilities at 4.3 which meets the S.L.O. goal. 	<ol style="list-style-type: none"> 1.A. The S.L.O. was exceeded and is an indicator of a strong positive perception of growth as a consumer of research literature. This supports the School's overall plan to improve the students' perception of their ability to be research consumers. This S.L.O. will be maintained as a key assessment. 1.B. The key assessment was exceeded and will be maintained in 2011-2012. 1.C. This is a strong indicator of high client satisfaction when ranking the learning environment at the School of Education. The School is committed to upgrading the technology in every classroom. This is a key assessment and will be maintained in 2011-2012. 2.A. The library has moved forward on a five year Site Improvement Plan that included computer upgrades, new facilities, and major improvements in acquisitions (databases, electronic journals, media, and books). Number of students using the library has increased significantly over all three campuses. This is a key survey of client satisfaction and will be continued.

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p> <p>4. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>3. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <p>3.B. Faculty of the School of Education will achieve a 4 or higher on a 5 point Likert scale when evaluated by graduate students.</p> <p>3.C. In EDU 602, Trends in Children’s Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.</p> <p>4.A. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to APA format, purpose statement(s), justification, definition of terms, and potential audience.</p>	<p>3.A. During the three comprehensive examination periods (July, November, April), 124 elementary education graduate students completed the comprehensive examination with 3.0 or higher. The average mean for the three examination periods for elementary education was 4.1. No graduate failed the examination.</p> <p>3.B. The S.L.O. was met with faculty performance indicators: Prepares well for class 4.7; Demonstrates professional competency 4.8; Communicates subject clearly 4.6; Stimulates interest in subject matter 4.6; Encourages enthusiasm 4.6; Timely feedback exams/ reports/ actively 4.7; Is accessible outside of class 4.7; Cares about students learning 4.7; Meets class on time and works the full period 4.8; Syllabus well defined and on time 4.9. Overall mean was 4.71.</p> <p>3.C. The Literature Integrated Lesson Plan had four components: Theme (3.90); Activities Well Designed and Detailed (3.85); Activities showing evidence of teaching the book (3.76); and Activities Developmentally Appropriate for the age level (3.95).</p> <p>4.A. Approximately 94% met the criteria for this assessment based on the indicators within the rubric.</p>	<p>3.A. The comprehensive examination will be maintained for the 2010-2011 academic year. The S.L.O. exceeded the 3.0 goal.</p> <p>3.B. These are strong indicators of exceptional faculty performance as assessed by the university faculty assessment. It is important to know that the graduate adjunct ratings were as high or higher as the graduate faculty ratings. Program satisfaction and effectiveness of instruction are exceeding the S.L.O. goal of 4.0.</p> <p>3.C. The S.L.O. was met and will be maintained for the 2010-2011 academic year. This is the first time the Integrated Literature Lesson plan has been assessed in EDU 602.</p> <p>4.A. Since all students met the criteria, the S.L.O. will be maintained as a key assessment for the 2011-2012 academic year.</p>
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	<p>5. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>4.B. In EDU 620, 80% of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.</p> <p>4.C. Eighty percent of the students in EDU 620 will be able to write a methodology for a research proposal using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to APA format, permissions, participants, instruments, design, data collection & analysis, and procedures.</p> <p>4.D. In EDU 636, Reading and Writing Across the Curriculum, teacher candidates in the M.A.T. program will achieve a mean score of 3.5 when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.</p> <p>5.A. As measured by the “Designing an Interdisciplinary Unit” rubric, teacher candidates in EDU 640 “Curriculum Planning”, will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering the indicators: Identified Topic, Topical Theme, Identified Concepts, Five Disciplines, Unit Overview, Generalizations, Guiding Questions, Culminating Performance Task, and Lesson Plan.</p>	<p>4.B. Approximately 82% met the criteria for this key assessment.</p> <p>4.C. Approximately 65% of the students met the minimum rubric criteria.</p> <p>4.D. The target population achieved an overall average of 3.70 (goal 3.5) on a 4 point Likert scale with only one individual indicator score below 3.5 (Citations in Text – 3.42).</p> <p>5.A. The S.L.O. (3.5) was not met in five of the nine indicators: Identified Topic 4.00; Topical Theme 3.25; Identified Concepts 3.63; Five Disciplines 3.25; Unit Overview 3.38; Generalizations 3.13; Guiding Questions 3.63; Culminating Performance Task 2.88; One Less Plan 3.88. The overall mean was 3.45.</p>	<p>4.B. Due to the percentage of students obtaining more than the minimum of 80 out of 100 points, these procedures and their criteria will remain as a key assessment in scholarly writing for 2011-2012.</p> <p>4.C. Approximately 65% of the student met the minimum criteria. Students are encouraged to redo assignments for a better grade based on feedback from the instructor. Students are also encouraged to meet with the instructor prior to submission and may redo after returned with feedback. With combined criteria (weighted procedures), almost 88% of the students received an A or B in the class. The criteria will remain the same for 2011-2012.</p> <p>4.D. The instructor made major adaptations in the Winter and Spring terms which allowed the S.L.O. goals to be met in all areas save <i>citations in text</i>. The S.L.O. will be maintained for the 2011-2012 academic year in support of our school learning objective for scholarly writing.</p> <p>5.A. The S.L.O. will be continued during the 2011-2012 academic year. This course is required in the alternate route program and the general education program. It shows a significant decline in performance scores when alternate route (first year teachers) are aggregated into the data. This is a key assessment and will be continued.</p>
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**MASTER OF EDUCATION WITH ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2009-2010**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	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"> 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 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. In the Spring graduate survey Item #7: Scholarly Writing: I feel well prepared to communicate my ideas in writing addressing current issues in my field, graduate students rated their ability to communicate research ideas. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6) 2. A graduate student will perceive the library as an integral part of his/her educational process, recognizing and utilizing the tools of educational research, using primary sources found in the library as well as online sources. In the Spring 2007 graduate survey Item #3: "Library: The Library (its databases, books, media, periodicals and online resources) supports a quality learning experience in my program", survey results indicated only 62% (Likert scale) considered the library a quality learning experience. (WCU Goals 1.2, 1.4) (EDU Goals 1) 	<ol style="list-style-type: none"> 1. A. 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%. 1. B. In the Exit Interview for Master Graduates, students perceive that faculty are highly qualified in their subject knowledge and communicate their knowledge in the university classrooms. 1.C. Students will perceive that they feel that the knowledge they have gained has positively impacted their own teaching skills. The S.L.O. was set at 85%. 2. 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). 	<ol style="list-style-type: none"> 1.A. The survey results indicated that 93.73% of the students surveyed agreed or strongly agreed concerning their preparation to evaluate the literature in their field. 1.B. The Student Learning Outcome was set at 85% or higher for faculty expertise. Survey results were 92.89%. 1.C. NCATE and Blue Ribbon Commission for Teacher Preparation believe this to be a key requirement for success in graduate education: the impact of the graduate student's teaching performance on their own students. The survey result was 93.31%. The S.L.O. was exceeded. 2.A. In the Spring 2010 Graduate Program Survey, specialist students rated the library as a quality experience at 83.26%. 	<ol style="list-style-type: none"> 1.A. 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. 1.B. This is an exceptionally high score for faculty expertise and commends the work of the faculty for the School of Education. 1.C. Value-added instruction is a critical component as seen by the learned societies and the state department of education. Graduate education has been criticized nationally for not yielding a value-added instructional impact on the schools. This survey item indicates that graduate students overwhelmingly believe that their graduate preparation is making a difference in their classrooms. 2.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>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p>	<p>2.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>3. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <p>3.C. In EDU 607, 80% of the students will be able to obtain, summarize, and critique empirical information through the annotated bibliography model, obtaining a minimum of 80 out of 100 points on a rubric.</p> <p>3.D. In EDU 607, 80% of the students will be able to create a lesson plan that obtains specific learning outcomes based on the Mississippi Mathematics Frameworks (derived directly from the National Council of Teachers of Mathematics principles and standards), using manipulatives, technology, cross curriculum (book/reading) &/or differentiated instructional methodology obtaining a minimum of 80 out of 100 points on a rubric.</p> <p>3.E. In EDU 607, 80% of the students will be able to share information obtained from the annotated bibliography via an informal presentation obtaining a minimum of 80 out of 100 points on a rubric.</p>	<p>2.B. The perception of Scholarly Writing was 92.05% in the Spring 2010 Survey.</p> <p>3.A. M.Ed. Elementary Education graduate students (N=54) scored on average 3.63. There was a 100% pass rate for all examinees.</p> <p>3.C. One hundred percent of the students met this criteria.</p> <p>3.D. One hundred percent of the students achieved a minimum of 80 out of 100 points on this criterion</p> <p>3.E. One hundred percent of the students achieved a minimum of 80 out of 100 points on this criterion</p>	<p>2.B. The S.L.O. for the perception of scholarly writing was far exceeded for the graduate programs. 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>3.A. The S.L.O. for the Comprehensive Examination was passed and will be maintained for the 2010-2011 year.</p> <p>3.C. Since it appears the students are able to meet the learning outcomes as indicated by the data, support lends itself to maintaining this criterion and procedure to assess student performance.</p> <p>3.D. Since it appears the students are able to meet the learning outcomes as indicated by the data, support lends itself to maintaining this criterion and procedure to assess student performance.</p> <p>3.E. Since all students obtained 80 or more points out of 100 indicating mastery of this criterion, it is decided to keep the assessment process of this particular criterion as it is.</p>
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	<p>4. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p> <p>5. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>4.A. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to APA format, purpose statement(s), justification, definition of terms, and potential audience</p> <p>4.B. In EDU 620, 80% of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.</p> <p>5.A. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 3.5 on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.</p>	<p>4.A. 100% of those students completing the introduction to a research plan met the minimum criteria.</p> <p>4.B. There were eight indicators: Cover Page (100), ABC order (72), Entries (95.56), Quality (74.75), Critique (94.4), APA Format (81.7), Layout (89.4), Appearance (91.7) and overall (84.5).</p> <p>5.A. Hattiesburg Campus – Module 1 (Teaching with Products) = 3.8; Module 2 (Planning My Unit) = 3.85; Module 3 (Internet Based Resources) = 3.96; Module 4 (Creating Web Samples) = 3.32; Module 5 (Assessing Student Projects) = 3.89; Module 6 (Planning for Student Success) = 3.89; Module 7 (Webquests, social bookmarking, blogs) = 3.64; Module 8 (Showcasing Unit Portfolios) = 4.0. The total student mean was 3.75. There was one module (Creating Web Samples) were the mean did not reach the expected outcome (3.32).</p>	<p>4.A Since all met the minimum criteria, it will remain the same. This was a small group and worked well together online helping one another.</p> <p>4.B. There were two indicators that did not meet the S.L.O. standard: ABC Order (a formatting issue) and Quality of Writing. This second indicator is a key assessment for all graduate students in the program. Scholarly Writing has been written into the mission of the School of Education. This is the entry level course in the graduate school. Faculty members commit large amounts of time tutoring in writing at the graduate level. This indicator will continue to be a key assessment for 2010-2011.</p> <p>5.A. All modules save for one exceeded the 3.5 outcome. The one module (Creating Web Samples) that did not reach the standard covers a number of cutting edge ideas and is constantly being updated. The faculty continues to upgrade their own training in this area. The S.L.O. will be maintained for the 2010-2011 academic year.</p>
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