

**MASTER OF EDUCATION IN INTERSCHOLASTIC ATHLETIC ADMINISTRATION  
EFFECTIVENESS PROGRAM  
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> </ol>	<p>1. IAA candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1. A. Field Study Research Project provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program outcome. With the assistance of the instructor/advisor, an appropriate topic is selected. The rubric has four performance levels (Excellent, Target, Minimal, Unacceptable). The Student Learning Outcome will be that 100% of the total group will meet Excellent or Target when the scores are aggregated.</p> <p>1. B. The Exit Interview is administered by the university as a program evaluation tool. Designed on a Likert Scale of 1-5 with 5 being strongly agree, the Student Learning Outcome is that graduates would have a mean of 4.0 or higher in 12 categories.</p>		

<p>5. continue to reflect, refine, and revise professional practices;  6. collaborate with others to promote learning;  7. Build caring, reflective decision-makers.  5. continue to reflect, refine, and revise professional practices;  6. collaborate with others to promote learning;  7. Build caring, reflective decision-makers.</p>		<p>1. C. At the end of the Cohort II's first summer session, a total of 16 students successfully completed all four courses (12 hrs) required during Phase I of the program. A program evaluation was administered the last day of the last course in order to gain valuable feedback for future improvement. The evaluation was divided into four sections:</p> <p>1-Program Expectations, Goals, and Objectives  2-Time Commitment  3-General Instructor Items  4-Program Improvements and Suggestions</p> <p>The survey is based on a Likert scale with 1=Strongly Disagree and 5=Strongly Agree.  The Student Learning Outcome is that a total mean of 4.5 or higher will be required with each indicator being at least 4.25 or higher.</p>		
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**MASTER OF EDUCATION IN INTERSCHOLASTIC ATHLETIC ADMINISTRATION  
EFFECTIVENESS PROGRAM  
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> <li>6. collaborate with others to promote learning;</li> <li>7. Build caring, reflective decision-makers.</li> </ol>	<p>1. IAA candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1. A. Field Study Research Project provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program outcome. With the assistance of the instructor/advisor, an appropriate topic is selected. The rubric has four performance levels (Excellent, Target, Minimal, Unacceptable). The Student Learning Outcome will be that 100% of the total group will meet Excellent or Target when the scores are aggregated.</p> <p>1. B. The Exit Interview is administered by the university as a program evaluation tool. Designed on a Likert Scale of 1-5 with 5 being strongly agree, the Student Learning Outcome is that graduates would have a mean of 4.0 or higher in 12 categories.</p>	<p>1. A. The Field Study Research Project had four indicators: N=12 ISP Proposal (10%) Excellent 83.33% Target 16.67% Minimal 0% Unacceptable 0%</p> <p>Field Work (20%) Excellent 83.33% Target 16.67% Minimal 0% Unacceptable 0%</p> <p>ISP Paper (50%) Excellent 75% Target 25% Minimal 0% Unacceptable 0%</p> <p>Oral Powerpoint Presentation (20%) Excellent 83.33% Target 16.67% Minimal 0% Unacceptable 0%</p> <p>1. B. The Exit Interview is administered by the university to M.Ed. students upon graduation from their programs. The M.Ed. in IAA will not have a graduating class until Summer 2015.</p>	<p>1. A. The Field Study Research Project Student Learning Outcome was exceeded on every indicator. This was the capstone project for the program applying discipline concepts learned in the course requirements.</p> <p>1. B. No Data at this time. Graduates will be interviewed in the fall term 2014, when the first graduates complete the degree.</p>

<p>5. continue to reflect, refine, and revise professional practices;  6. collaborate with others to promote learning;  7. Build caring, reflective decision-makers.</p>		<p>1. C. At the end of the Cohort II's first summer session, a total of 16 students successfully completed all four courses (12 hrs) required during Phase I of the program. A program evaluation was administered the last day of the last course in order to gain valuable feedback for future improvement. The evaluation was divided into four sections:</p> <p>1-Program Expectations, Goals, and Objectives  2-Time Commitment  3-General Instructor Items  4-Program Improvements and Suggestions</p> <p>The survey is based on a Likert scale with 1=Strongly Disagree and 5=Strongly Agree. The Student Learning Outcome is that a total mean of 4.5 or higher will be required with each indicator being at least 4.25 or higher.</p>	<p>1.C. IAA Program Evaluation Survey</p> <p>COHORT I PROGRAM SURVEY June 2014</p> <p>The Student Learning Outcome is the cohort mean will be 4.0 or higher on a 5 point Likert Scale. The program survey is divided into four components:</p> <p>Program Expectations, Goals and Objectives – Mean 4.7</p> <p>Time Commitment (average number of hours) 7-8 hrs (spent online utilizing internet resources) 5-6 hrs.</p> <p>General Instructor Items Mean – 4.8</p> <p>There were 9 indicators for Program Expectations, Goals and Objectives:  1-Program content met my needs – 4.8</p> <p>2-I understood program expectations and course structure-4.8</p> <p>3-Class content was consistent with program objectives-4.8</p> <p>4-I was satisfied with the pace of the program –4.8</p> <p>5-Textbooks, materials, handouts were adequate-4.5</p> <p>6-Class locations and equipment were adequate –4.7</p> <p>7-Relevance of subject matter addressed my educational goals – 4.6</p> <p>8-The Field Work Project and Trip was beneficial to my learning – 4.8</p>	<p>1. C. The S.L.O. was exceeded the standard of 4.5 total mean and 4.25 for each indicator. The survey indicates high student satisfaction with all aspects of the program. There were no indicators that required a program revision or adaptation.</p>
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			<p>9-After completion of this program I feel I have the necessary knowledge, skills, and abilities to be an effective administrator –4.9</p> <p>General Instructor Items:</p> <p>14-Instructors were knowledgeable of the subject matter – 4.9</p> <p>15-Instructors were prepared for each class –4.8</p> <p>16-instructors communicated the material effectively –4.6</p> <p>17-Instructors responded well to student questions – 4.8</p> <p>18-Instructors established a positive rapport with students –4.9</p> <p>19-Instructors facilitated group discussion –4.8</p> <p>20-Instructors emphasized real world application –4.8</p> <p>21-Instructors provided feedback on performance – 4.7</p> <p>22-Instructors utilized a variety of delivery methods – 4.8</p> <p>COHORT II FIRST TERM PROGRAM SURVEY June 2014</p> <p>The program survey is divided into four components:</p> <p>Program Expectations, Goals and Objectives – Mean 4.8</p> <p>Time Commitment (average number of hours) 7-8 hrs (spent online utilizing internet resources) 5-6 hrs.</p> <p>General Instructor Items</p>	
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**MASTER OF EDUCATION IN INTERSCHOLASTIC ATHLETIC ADMINISTRATION  
EFFECTIVENESS PROGRAM  
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>projects.</p> <p>7. Instructors build numerous opportunities into structured learning activities which require trust building, teamwork, and servant leadership practice.</p>			
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