

**MASTER OF EDUCATION IN GIFTED 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. 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:</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. 	<p>1. Students in the M.Ed. in Gifted Education will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge through the Comprehensive Exams and the <i>Instructional Practices Questionnaire</i>. (WCU Goals 1.1, 1.3) (EDU Goals 1, 4, 5)</p>	<p>1. A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p> <p>1. B. <i>The Instructional Practices Questionnaire</i> measures differentiated instructional practices teachers use with students in their classrooms. As a measurement of attitude and acceptance of good practices, the 85% of the target population will self-report performance levels of “Almost Always” and “Often” when scores are aggregated.</p> <p>1. C. In the Exit Interview for Master of Education graduates, the target population will rank the five indicators at 4.0 out of 5.0 (Likert Scale).</p>		

**MASTER OF EDUCATION IN GIFTED 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; 	<p>1. Students in the M.Ed. in Gifted Education will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge through the Comprehensive Exams and the <i>Instructional Practices Questionnaire</i>. (WCU Goals 1.1, 1.3) (EDU Goals 1, 4, 5)</p>	<p>1. A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p>	<p>1. A. 100% of the M.Ed. Gifted Education graduate students in 2013-2014 earned an overall score of 3.0 or higher on the written comprehensive examination.</p> <p>In Summer 2014, the school coded the examination questions by NAGC/CEC standards with the following results: On a Likert scale of 1-5 with 5 being Excellent - N=5</p> <p>Standard 1; K1, K2, K5, K6 EDU 651 - Theorists and Models of Intelligence Score 3.7</p> <p>Standard 2; K1, K2, K4, K5 EDU 652 - Constructivist Classrooms Score 4.00</p> <p>Standard 5; K1, K3, S1, S2, S3, S4, S5; Standard 10, S3; EDU 653 – Curriculum and General Education Score 4.3</p> <p>Standard 6; K1, K3, S1; EDU 654 – Atypical Populations Score 3.68</p> <p>Total Mean 3.92</p>	<p>1. A. The Student Learning Outcome was met with 100% passing the comprehensive examination in Fall 2013, Spring 2014, and Summer 2014.</p> <p>The Summer 2014 examination was the first time the examination was aligned to NAGC/CEC objectives and the data analyzed. All standards met the S.L.O. goal of 3.0 or higher.</p> <p>In the Spring 2014 a Comprehensive Examinations review guide was disseminated for the first time. The review video will be updated for the Fall examination.</p>

<p>6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>1. B. <i>The Instructional Practices Questionnaire</i> measures differentiated instructional practices teachers use with students in their classrooms. As a measurement of attitude and acceptance of good practices, the 85% of the target population will self-report performance levels of “Almost Always” and “Often” when scores are aggregated.</p>	<p>1. B. There are 30 indicators in the Instructional Practices Questionnaire. N=13</p> <p>COGNITIVE: Students are given opportunities to:</p> <p>1-Develop critical reading skills Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%</p> <p>2-Demonstrate brainstorming skills Almost Always 92.31% Often 7.69% Sometimes 0% Rarely 0%</p> <p>3-Develop thinking skills Almost Always 92.31% Often 7.69% Sometimes 0% Rarely 0%</p> <p>4-Utilize imagination or visualizations Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%</p> <p>5-Develop writing skills Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%</p> <p>6-Create figurative language Almost Always 38.46% Often 53.85% Sometimes 7.69% Rarely 0%</p> <p>7-Practice Problem Solving Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%</p>	<p>1. B. In the Instructional Practices Questionnaire all indicators were exceeded when compared to the S.L.O. standard.</p>
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			<p>8-Interpret Information from various sources Almost Always 84.62% Often 15.38% Sometimes 0% Rarely 0%</p> <p>9-Demonstrate transference Almost Always 61.54% Often 30.77% Sometimes 7.69% Rarely 0%</p> <p>10-Distinguish Fact and Opinion Almost Always 69.23% Often 23.08% Sometimes 7.69% Rarely 0%</p> <p>11- Determine relevance and irrelevance Almost Always 69.23% Often 30.77% Sometimes 0% Rarely 0%</p> <p>12-Accept Challenges in Learning Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%</p> <p>Total Means Almost Average 74.34% Often 23.71% Sometimes 7.69% Rarely 0%</p> <p>INTERPERSONAL – Students are given opportunities to:</p> <p>13-Refine relationships with their peers Almost Always 69.23% Often 30.77% Sometimes 0% Rarely 0%</p> <p>14-Refine relationships with</p>	
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			peers from regular education Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%	
			15-Develop leadership skills Almost Always 69.23% Often 30.77% Sometimes 0% Rarely 0%	
			16-Practice active listening skills Almost Always 84.62% Often 15.38% Sometimes 0% Rarely 0%	
			17-Practice decision-making within a group setting Almost Always 69.23% Often 30.77% Sometimes 0% Rarely 0%	
			18-Cooperate with group members Almost Always 76.92% Often 23.08% Sometimes 0% Rarely 0%	
			19-Experience risk-taking Almost Always 53.85% Often 38.46% Sometimes 7.69% Rarely 0%	
			20-Demonstrate empathy Almost Always 53.85% Often 38.46% Sometimes 7.69% Rarely 0%	
			21-Demonstrate communication skills Almost Always 84.62% Often 15.38% Sometimes 0% Rarely 0%	

			<p>22-Practice group dynamics</p> <p>Almost Always 66.67%</p> <p>Often 33.33%</p> <p>Sometimes 0%</p> <p>Rarely 0%</p> <p>Total Means</p> <p>Almost Always 76.51%</p> <p>Often 27.94%</p> <p>Sometimes 7.69%</p> <p>Rarely 0%</p> <p>INTRAPERSONAL: Students are given opportunities to:</p> <p>23-Pursue interest of their own</p> <p>Almost Always 53.85%</p> <p>Often 46.15%</p> <p>Sometimes 0%</p> <p>Rarely 0%</p> <p>24-Demonstrate initiative</p> <p>Almost Always 53.85%</p> <p>Often 46.15%</p> <p>Sometimes 0%</p> <p>Rarely 0%</p> <p>25-Demonstrate decision-making for individual activities</p> <p>Almost Always 61.54%</p> <p>Often 38.46%</p> <p>Sometimes 0%</p> <p>Rarely 0%</p> <p>26-Set goals in a self-selective interest area</p> <p>Almost Always 46.15%</p> <p>Often 46.15%</p> <p>Sometimes 7.69%</p> <p>Rarely 0%</p> <p>27-Demonstrate task commitment</p> <p>Almost Always 69.23%</p> <p>Often 30.77%</p> <p>Sometimes 0%</p> <p>Rarely 0%</p>	
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			<p>28-Increase autonomy Almost Always 53.85% Often 46.15% Sometimes 0% Rarely 0%</p> <p>29-Demonstrate responsibility Almost Always 69.23% Often 30.77% Sometimes 0% Rarely 0%</p> <p>30-Understand and expand their learning styles Almost Always 69.23% Often 30.77% Sometimes 0% Rarely 0%</p> <p>Total Means Almost Always 59.61% Often 39.29% Sometimes 7.69% Rarely 0%</p>	
		<p>1. C. In the Exit Interview for Master of Education graduates, the target population will rank the five indicators at 4.0 out of 5.0 (Likert Scale).</p>	<p>1. C. The Exit Interview does not evaluate individual programs. Therefore the “n” represents all undergraduate graduating students. The survey has 12 categories:</p> <p>N=89 Tradition Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8</p> <p>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</p> <p>Emphasizes the cultural values</p>	<p>1. C. 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</p>

			<p>of the arts and sciences – Mean 4.5 SD 0.8</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.8</p> <p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.6</p> <p>Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9</p> <p>Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9</p> <p>Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.7 S.D. 0.8</p> <p>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 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>programs.</p>
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			<p>N=69 Main Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8</p> <p>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</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.8</p> <p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p> <p>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</p> <p>Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9</p> <p>Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example,</p>	
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			Technology 5.0 Best Practices 5.0 Scholarly Writing 5.0 Research Skills 5.0 Class Availability 5.0 Individual Needs 5.0 Mission 5.0 Diversity 5.0 Total Mean: 4.97	
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**MASTER OF EDUCATION WITH CONCENTRATION IN GIFTED EDUCATION
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>2. Candidates of the Master in Education in Gifted Education will demonstrate content knowledge, theory knowledge, and the ability to apply theories of learning to the strategies that will target students with giftedness.</p>	<p>2.A. In EDU 651, <i>Integrative Theory Paper</i> challenges candidates to summarize the major concepts and foundational theories of gifted education. The candidates as a group will earn 85% or higher on Level 3 (Likert scale of 1, 2, 3 with 3 as excellent) for each indicator in the rubric.</p> <p>2.B. In EDU 652, the <i>Gifted Education Module</i> reviews CEC standards and their applications to school settings. The candidates as a group will earn 70% or higher on all indicators at the Target level.</p>	<p>2.A. The <i>Integrative Theory Paper</i> has six indicators:</p> <ul style="list-style-type: none"> • Origins and nature of types and manifestations of giftedness 90%; • Cognitive, social, and environmental factors 96%; • Variety of methods for identification 83%; • Historical and theoretical foundations 93%; • Current theories related to learning theories 95%; • Current educational issues 85%; • Total mean 90%. <p>2.B. The <i>Gifted Education Module</i> rubric has eleven indicators with the candidate group's N=51. The following indicator scores (Target level) are:</p> <ul style="list-style-type: none"> • Standard Four Instructional Strategies 63%; • Standard Five Learning Environment Standard Seven Instructional Planning 52%; • Standard Six Guiding Questions 58%; • Standard Eight Documentation of Student Learning 70%; • Standard Seven Instructional Planning 71%; • Standard Seven 	<p>2.A. The EDU 651 project met the S.L.O. for five out of the six indicators. In <i>Variety of Methods for Identification</i> 83%. This will continue to be a key assessment for 2013-2014.</p> <p>2.B. The S.L.O. was met in eight of the eleven indicators. This is an important key assessment to evaluated understanding of the professional standards.</p>
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		<p>2.C. 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>Principles and Generalizations 81%;</p> <ul style="list-style-type: none"> • Standard Eight Outcomes 72%; • Standard Eight Dispositions 79%; • Standard Eight Pre and Post Assessments 88%; • Standard Five Learning Experiences 90%; • Reflections 88%. • Total Percentage 74%. <p>2.C. The Annotated Bibliography Model has nine indicators. The Hattiesburg campus had an N of 303. Hattiesburg candidates' average percent scores are listed below:</p> <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>2.C. 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>
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		<p>2.D. 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>2.D. The Tradition campus had an N of 51. The Performance level is Target. Tradition candidates' average percent scores are listed below:</p> <ul style="list-style-type: none"> • Cover page 98%; • Introduction 94%; • Statement of Topic of Interest 96%; • 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>2.D. 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>
		<p>2.E. 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>2.E. 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>2.E. 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>

**MASTER OF EDUCATION WITH CONCENTRATION IN GIFTED EDUCATION
EFFECTIVENESS PROGRAM
2011-2012**

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>1.C. The practicum grades from <i>EDU 652 Teaching the Gifted Child</i> will match the IPQ data provided by graduate student responders.</p> <p>1.D. In the 2011 Exit Interview for Master of Education graduates, the target population will rank the five indicators at 4.0 out of 5.0 (Likert Scale).</p>	<p>1.C. The practicum grades in <i>EDU 652 Teaching the Gifted Child</i> for the cohort group reported in the <i>Instructional Practices Questionnaire</i> confirms a level of use of strategically important practices in Gifted Education at the level where students perceive themselves using the indicators. The Practicum grades matched the IPQ indicators 100%.</p> <p>1.D. There were 55 respondents at Hattiesburg and 104 respondents at Tradition. There were five indicators: (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).</p>	<p>1.C. The practicum grades have shown the reliability of the IPQ survey data. The school will continue to use the data in the new academic year and the management of the program. Faculty will add another assessment instrument in curriculum planning which exceeds the expectations for initial program design in NAGC/CEC.</p> <p>1.D. 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.</p>
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**MASTER OF EDUCATION WITH CONCENTRATION IN GIFTED 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 	<p>1. 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, 1.2, 1.4) (EDU Goals 1, 3)</p>	<p>1.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>1.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>1.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>1.A. Approximately 94% met the criteria for this assessment based on the indicators within the rubric.</p> <p>1.B. Approximately 82% met the criteria for this key assessment.</p> <p>1.C. Approximately 65% of the students met the minimum rubric criteria.</p>	<p>1.A. Since all students met the criteria, the S.L.O. will be maintained as a key assessment for the 2010-2011 academic year.</p> <p>1.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 2010-2011.</p> <p>1.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 2010-2011.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>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)</p>	<p>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).</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>2.C. 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>2.A. In the Spring 2010 Graduate Program Survey, specialist students rated the library as a quality experience at 83.26%.</p> <p>2.B. The perception of Scholarly Writing was 92.05% in the Spring 2010 Survey.</p> <p>2.C. 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>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> <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>2.C. 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>
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	<p>3. Students in the M.Ed. in Gifted Education will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge through the Comprehensive Exams. (WCU Goals 1.1, 1.3) (EDU Goals 1, 4, 5)</p> <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 in Gifted Education. (WCU Goals 1.1, 2.2) (EDU Goals 2, 3, 4, 5, 6, 7)</p>	<p>3.A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p> <p>4.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. 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>3.A. M.Ed.. Gifted Education students (N=3) scored on average 3.67 during 2009-2010. With three graduate students taking the comprehensive examination, there was a 100% pass rate for 2009-2010.</p> <p>4.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>4B. 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>3.A. The S.L.O. for the Comprehensive Examination was passed and will be maintained for the 2010-2011 year.</p> <p>4.A. The S.L.O. will be continued during the 2010-2011 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> <p>4.B. All modules save for one exceeded the 3.5 S.L.O. standard. 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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**MASTER OF EDUCATION WITH CONCENTRATION IN GIFTED 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 professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. 	<p>1. Students in the M.Ed. in Gifted Education will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge through the Comprehensive Exams and the <i>Instructional Practices Questionnaire</i>. (WCU Goals 1.1, 1.3) (EDU Goals 1, 4, 5)</p>	<p>1.A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p> <p>1.B. <i>The Instructional Practices Questionnaire</i> measures differentiated instructional practices teachers use with students in their classrooms. As a measurement of attitude and acceptance of good practices, the target population will match or exceed the national means for regular education teachers and move towards in the program national averages for teachers of the gifted.</p>	<p>1.A. M.Ed.. Gifted Education students (N=7) scored on average 4.1 during 2010-2011. With seven graduate students taking the comprehensive examination, there was a 100% pass rate for academic year.</p> <p>1.B. These scores reflected perceptions of beginning graduate students and mid-course graduate students showing a profile equivalent to the regular education teacher's profile reported in <i>Gifted Child Quarterly</i> 2006.</p> <p>Cognitive – Total mean 2.8 Critical Reading Skills (2.9), Brainstorming Skills (2.8), Thinking Skills (3.3), Imagination/Visualization (3.1) Figurative Language (2.1), Problem Solving (3.0) Interpretation information (2.4) Demonstrate transference (2.5) Fact vs. Opinion (2.5) Relevance/Irrelevance (2.8) Accept Challenges (3.3).</p> <p>Interpersonal – Total mean 3.0 which means the teachers are often using interpersonal strategies in their teaching assignments.</p> <p>Interpersonal indicators: Peer relations (3.4),</p>	<p>1.A. In Fall 2011, the school will make question 1 (theoretical and research-oriented knowledge of the field) mandatory in the question selection for gifted education.</p> <p>1.B. Teachers' responses provide an indication of the extent to which all students receive differentiated educational experiences in the classroom. This is a very strong diagnostic tool for testing teacher perceptions. Interestingly enough their highest scores were in developing thinking skills (3.3) which is of high interest for Mississippi's Common Core Curriculum.</p> <p>The recent emphasis on cognitive development shows in the positive survey results. Faculty is focusing on the less practiced traits: Figurative Language, Interpretation of Information, and Demonstration of Transference.</p> <p>Interpersonal traits are weakest in group dynamics, communication, and decision-making skills.</p> <p>Concerning Intrapersonal indicators, teachers as they develop begin to use intrapersonal strategies which bring freedom of choice to their students. This is an area of discomfort for most young teachers and can be solidified into a rigid teaching lifestyle.</p>

			<p>Relations with regular education students (2.8), Leadership Skills (3.0), Active Listening Skills (3.3), Decision-making in group (3.0), Risk-taking (2.8), Empathy (2.5), Communication Skills (3.1), Group Dynamics (3.0).</p> <p>Intrapersonal – Total mean 2.6 The most resistant area was intrapersonal indicators: decision-making (2.9), initiatives (2.6), setting goals (1.9), task commitment (2.5), autonomy (2.7), responsibility (3.2), and diversity of learning styles (2.6).</p>	
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