

**MASTER OF EDUCATION WITH MATHEMATICS EDUCATION  
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>	<ol style="list-style-type: none"> <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> </ol>		<hr/>

5. continue to reflect, refine, and revise professional practices;  
6. collaborate with others to promote learning;  
7. Build caring, reflective decision-makers.

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1. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.

	<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>	<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> <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> <hr/>		
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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. 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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	<p>5. Graduate students in the Master of Education in Mathematics will demonstrate mastery of the advanced 5000 and 6000 level Seminar courses such as Linear Algebra and Probability.</p> <p>6. Graduate students in the Master of Education in Mathematics will demonstrate high abilities in MAT 6900 Topics in Discrete Mathematics and in MAT 6350 Foundations of Higher Math.</p>	<hr/> <p>5. 80% of all Master of Education in Mathematics Majors will score a 'B' or higher for MAT 5900 Seminar in Probability, and for MAT 6430 Seminar in Linear Algebra.</p> <p>6. 80% of all Master of Education in Mathematics Majors will score a 'B' or higher in 6000 level courses such as MAT 6900 Topics in Discrete Mathematics, and MAT 6350 Foundations of Higher Math.</p> <hr/>		
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**MASTER OF EDUCATION WITH MATHEMATICS EDUCATION  
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</li> </ol>	<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. The Exit Interview does not evaluate individual programs. Therefore the "n" represents all undergraduate graduating students. The survey has 12 categories:</p> <p>N=69 Main Campus</p> <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</p>	<p>1. A. The Exit Interview met the S.L.O. with all categories above 4.0. The highest score for both campuses was 4.8 in the following areas:</p> <ul style="list-style-type: none"> <li>-Academic Climate for Success</li> <li>-Faculty and Staff meet the mission of the university</li> <li>-University works with students to attain their highest potential.</li> </ul> <p>The lowest score was a 4.5 in the following categories:</p> <ul style="list-style-type: none"> <li>-Emphasizing values of the arts and sciences;</li> <li>-Develops and recognizes talent;</li> <li>-Nurtures the fine arts.</li> </ul> <p>The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>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, judicious counsel, and 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> <hr/> <p>1. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.</p>	<p>1. B. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. The 11 categories are: Advisor Guidance 4.6 Faculty Expertise 4.68 Library 4.45 Facilities 4.59 Technology 4.59 Best Practices 4.68 Scholarly Writing 4.7</p>	<p>1. B. The S.L.O. of 4.0 or higher was met in all 11 categories and the total mean of 4.64 for 22 Hattiesburg graduate students in the M.Ed. Secondary Education degree. The mean for the Tradition students (N=8) was 4.71. All indicators from both campuses met the S.L.O. goal. This indicates a strong positive affirmation of the program by program completers.</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>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. 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>Research Skills 4.59 Class Availability 4.7 Individual Needs 4.68 Mission 4.8 Total Mean: 4.64</p> <p>2. A. Mathematics Education In 2013-2014, there were no Mathematics Education candidates scheduled to take the examination.</p> <p>3. A. In the Annotated Bibliography, the N was 113 with three indicators. (1) Five Appropriate Research Selections Target 94.69% Acceptable 3.54% Emerging 0.88% Novice 0.88% (2) Appropriate Summary of Research and Quality of Writing Target 59.29% Acceptable 25.66% 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>	<p>2. A. The Mathematics Education Student Learning Outcome will be continued for 2014-2015.</p> <p>3. A. In the Annotated Bibliography (N=113), the Student Learning Outcome was exceeded (93.99%).</p>
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**MASTER OF EDUCATION WITH MATHEMATICS EDUCATION  
EFFECTIVENESS PROGRAM  
2012-2013**

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</li> </ol>	<ol style="list-style-type: none"> <li>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)</li>   <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>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).</li>   <li>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.</li> </ol>	<p>1.A. Exit Interview was completed with three Mathematics Education graduate students replying to the survey. There are twelve indicators:</p> <ul style="list-style-type: none"> <li>• Advisor Guidance 5.0;</li> <li>• Faculty Expertise 5.0;</li> <li>• Library 5.0;</li> <li>• Facilities 5.0;</li> <li>• Technology 5.0;</li> <li>• Best Practices 5.0;</li> <li>• Scholarly Writing 5.0;</li> <li>• Research Skills 5.0</li> <li>• Class Availability 5.0;</li> <li>• Individual Needs 5.0;</li> <li>• Mission of the School 5.0;</li> <li>• Diversity 5.0;</li> <li>• Total 5.0 on a five point Likert Scale.</li> </ul> <p>2.A The M.Ed. in Mathematics Education candidates scored on the written comprehensive examination as follows:</p> <ul style="list-style-type: none"> <li>• Dec 2012 (N=3) all candidates passed with a 3.0;</li> <li>• April 6, 2013 (N=1) the candidate passed</li> </ul>	<p>1.A. The S.L.O. was exceeded. The low N (3) doesn't provide much concrete data to do program analysis.</p> <p>2.A. This is the culminating task in the M.Ed. program. The S.L.O. was exceeded – all candidates successfully completed the comprehensive examination.</p>

<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>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>with a 3.0;</p> <ul style="list-style-type: none"> <li>• July 6, 2013 (N=3) Candidates scored overall 3.5.</li> </ul> <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:</p> <ul style="list-style-type: none"> <li>• Cover page format 93%;</li> <li>• Five appropriate reading choices 97%;</li> <li>• APA style 95%;</li> <li>• Completeness of annotation 91%;</li> <li>• Quality of writing 89%;</li> <li>• Recommendation for each entry 96%;</li> <li>• Like/Dislike Critique 95%;</li> <li>• Document correctly formatted 90%;</li> <li>• Appearance of document 97%;</li> <li>• Total 94%.</li> </ul> <p>3.B. 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"> <li>• Cover page 98%;</li> <li>• Introduction 94%;</li> <li>• Statement of Topic of Interest 96%;</li> <li>• Review of Literature 86%;</li> <li>• Statement of General Issue/Hypothesis 80%</li> <li>• Participants Description 71% ;</li> <li>• Instrument/Addressing Technical Issues 86%;</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Design 82%;</li> <li>• Procedures to be Used 92%;</li> <li>• Analysis of Data 80%;</li> <li>• References 98%;</li> <li>• Total 88%.</li> </ul> <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"> <li>• Topic and Topical Theme 99%;</li> <li>• Unit Overview 96%;</li> <li>• Generalizations 96%;</li> <li>• Guiding Questions 98%;</li> <li>• Teaching Strategies 99%;</li> <li>• Culminating Task with Rubric 99%;</li> <li>• Lesson Plan 98%;</li> <li>• Overall Design 99%;</li> <li>• Total Percent 98%.</li> </ul>	<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>
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