MASTER OF EDUCATION WITH CONCENTRATION IN MILD/MODERATE DISABILITIES EFFECTIVENESS PROGRAM 2014-2015

| EXPANDED STATEMENT OF INSTITUTIONAL MISSION | OUTCOMES | ASSESSMENT CRITERIA AND PROCEDURES | ASSESSMENT RESULTS | USE OF RESULTS |
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| 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. Expanded Statement of Mission: 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 | 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 Goal 1.1, 1.2, 1.4) (EDU Goals 1, 4, 5) | 1. 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 (Version 1). In Version 2, there are nine indicators with five performance levels: Exceeds Expectations, Mostly Meets Expectations, Average, Below Average, and Does Not Meet Minimum Standards. The Student Learning Outcome will be 85% of the group will meet Exceeds Expectations or Mostly Meets Expectations. | | |
| Goal for Departmental Program/Unit: | | | | |
| Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who: 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 | | |
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| professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. | | |
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| 6. collaborate with others to promote learning; | | |
| Build caring, reflective decision-makers. | | |
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| | 1. 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. | |
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| 1. C. 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 point Likert Scale. |
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| i N S I I | 1. D. 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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| | | 2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7) | 2. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. | | |
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| | 2. B. In EDU 663, Learning Disabilities, the target population, when composing an Annotated Bibliography, will achieve a 4 on a 5 point Likert Scale on all indicators (accuracy, sources, detail, analysis, content, reflection, APA style, organization, transitions, grammar, and manuscript). 2.C In EDU 663, Learning Disabilities, the target population, when composing specific teaching strategies for reading, math, and written expression, will achieve success at 85% or higher on Target and Acceptable performance. | |
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| 2. D. In EDU 572, Survey of Exceptional Children & Multicultural Education, the Content Knowledge Examination will be the capstone assessment in special education. The teachers will score 85% or higher as a group mean. | |
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| 2. E. In EDU 660, Organizational Procedures for Special Education, 80% of the students will earn a score of 85% or higher on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, IEP, discipline, budgets, supervision of personnel, and program evaluation. | |
| 2. F. In EDU 660, Organizational Procedures for Special Education, 80% of the students will earn a mean score of 85% or higher on the Legal Case Study Analyses. | |
| 2. G. As measured by the "Designing an Interdisciplinary Unit" rubric, students in EDU 669 (Teaching Individuals with Mild Intellectual Disabilities), will achieve a mean score of 3.5 (on a 4 point Likert scale), when developing an interdisciplinary unit covering the indicators: Functional Academics, Reading, Life Skills, Functional Mathematics, and Functional Science. | |

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| 2. H. As measured by the "Designing an Interdisciplinary Unit" rubric, teacher candidates in EDU 664 "Teaching Individuals with Learning Disabilities", will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering the indicators: Functional Academics, Reading, Life Skills, Functional Mathematics, and Functional Science. | |
| 2. I. The development and implementation of the IEP is key to the special education program. The students in EDU 669 (Teaching Individuals with Mild Intellectual Disabilities) will develop an IEP, according to a rubric with the mean score set at 3.5 (4 point Likert scale). | |
| 2. J. The students in EDU 664, Teaching Individuals with Learning Disabilities, will design an IEP with accommodations, based on the Common Core State Standards, appropriate to learning disabilities and achieve a mean score of 3.0 (4 on a Likert scale). | |
| 2. K. The students in EDU 572, Survey of the Exceptional Child, will design an IEP using a studen profile provided by the instructor following Common Core Standards and achieve a mean score of 3.5 (Likert scale of 4.0). | t |
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| | 2. L. In EDU 572, Survey of the Exceptional Child, the target population will reach a mean of 85% or higher on the Differentiated Instruction (DI) Lesson Plan. | |
| | 2. M. As measured by the "Designing an Interdisciplinary Unit" rubric, teacher candidates in EDU 669, Teaching Students with Mild Intellectual Disabilities, will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering Common Core indicators: | |
| | functional reading, life skills, independent living, functional mathematics, and functional science. 2. N. In EDU 668 (Students with Mild Intellectual Disabilities), students will score 3.5 of 4 points | |
| | on a Likert scale, on the Annotated Bibliography assessment. | |
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MASTER OF EDUCATION WITH CONCENTRATION IN MILD/MODERATE DISABILITIES EFFECTIVENESS PROGRAM 2013-2014

| University Mission: As a Christian university which embraces its Baptist heritage and namesake. William Carey University | OUTCOMES | ASSESSMENT CRITERIA AND PROCEDURES | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|---|--|
| 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. churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey. Expanded Statement of Mission: 1. Provide academic programs to promote student learning 2. Promote Christian development and | 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 Goal 1.1, 1.2, 1.4) (EDU Goals 1, 4, 5) | AND PROCEDURES 1. 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 (Version 1). In Version 2, there are nine | 1. A. In Version 1, 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% | 1. A. For Version 1 (N=113), the Student Learning Outcome was exceeded (93.99%). For Version 2 (N=36), of the nine indicators, seven met the Student Learning Outcome. APA Style scored at 80.56 (Exceeds Expectations and Mostly Meets Expectations). The Quality of Writing scored at 66.66%. These are two key indicators that demand attention from all graduate faculty and emphasize the School's continuing initiative to improve Graduate Research Writing in all |
| Promote Christian development and social responsibility Strengthen ties with Baptist churches, associations, and conventions Provide an environment that supports | | indicators with five performance levels: Exceeds Expectations, Mostly Meets Expectations, Average, Below Average, and Does Not Meet Minimum | Emerging 14.16% Novice 0.88% (3) Recommendation / Reflection | programs. The different results between versions would suggest that the nine indicator rubric is more diagnostic. The Total Group Means for Version 2 met the Student |
| student learning Strengthen organizational and operational effectiveness Strengthen financial resources | | Standards. The Student Learning Outcome will be 85% of the group will meet Exceeds Expectations or Mostly Meets | Target 90.65% Acceptable 8.41% Emerging 0% Novice 0.93% | Learning Outcome. |
| Goal for Departmental Program/Unit: | | Expectations. | TOTAL GROUP MEANS | |
| Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers | | | Target 81.38% Acceptable 12.61% Emerging 5.11% Novice 0.9% | |
| who: 1. apply current research and technology related to the teaching-learning-assessment process; | | | In Version 2, the N was 36 with nine indicators: | |
| process; 2. respond sensitively to individual differences and diversity; | | | (1)Cover Page and Alphabetical Order | |
| 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences | | | Exceeds Expectations 88.89% Mostly Meets Expectations 2.78% | |
| that support the highest level of student potential; 5. continue to reflect, refine, and revise | | | Average 0% Below Average 2.78% | |

| G. collaborate with others to promote learning: 7. Build caring, reflective decision-makers. (2) Five Appropriate Choices for Readings Five Readings Mostly Mess Expectations Off Average Off Below Average Off Does Not Meet Minimum Standards 5.56% (3) APA Style Exceeds Expectations 63.89% Mostly Meets Expectations 16.67% Average 13.89% Below Average Off Does Not Meet Minimum Standards 5.56% (4) Minimum of 1.5 pages, by Jess than 2 pages per entry verting Exceeds Expectations 5.56% Average 2.78% Below Average Off Does Not Meet Minimum Standards 5.56% (5) Quality of Writing Five Ceeded Expectations 3.3.39% Mostly Meets Expectations 3.3.39% Mostly Minimum Minimum Mostly Meets Mostly Mostly Meets Mostly Meets Mostly Mostly Meets Mostly Mostly Meet | professional practices; | Does Not Meet Minimum |
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| 7. Build caring, reflective decision-makers. (2) Five Appropriate Choices for Readings. Exceeds Expectations 94.44% Most Reportations 96.44% Most Reportations 98.44% Most Reportations 98.44% Most Reportations 98.44% Most Reportations 98.40% Dess Now Meet Minimum Standards 5.50% (3) APA Style Exceeds Expectations 63.89% Most Rest Expectations 16.67% Average 13.89% Below Average 98 Dess Now Meet Minimum Standards 5.50% (4) Minimum of 1.5 pages, by less than 2 pages per entry writing Exceeds Expectations 86.11% Mostly Meets Expectations 5.50% Average 2.78% Below Average 98 Dess Now Meet Minimum Standards 5.50% (5) Quality of Writing Exceeds Expectations 33.33% Mostly Meets Expectations 43.44% Meets Expectations 44. | 6. collaborate with others to promote learning; | |
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| Exceeds Expectations 33.33% Mostly Meets Expectations 33.33% Average 2.78% Below Average 11.11% Does Not Meet Minimum | | (5) Quality of Writing |
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| Average 2.78% Below Average 11.11% Does Not Meet Minimum | | 33.33% |
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| Statuatus 17.4470 | | |
| | | Standards 17.4470 |
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| (6) Recommendation for Each | | |
| Entry | | |
| Exceeds Expectations 83.33% | | |
| Mostly Meets Expectations | | Mostly Meets Expectations |

| 2.78% Average 5.56% |
|-------------------------------------|
| Average 5 56% |
| Avelage 3.30% |
| Below Average 2.78% |
| Does Not Meet Minimum |
| Standards 5.56% |
| |
| (7) Like/Dislike/Critique of |
| Each Entry |
| Exceeds Expectations 83.33% |
| Mostly Meets Expectations |
| 2.78% |
| Average 0% |
| Below Average 5.56% |
| Does Not Meet Minimum |
| Standards 8.33% |
| |
| (8) Document Correctly |
| Formatted |
| Exceeds Expectations 80.56% |
| Mostly Meets Expectations 11.11% |
| |
| Average 2.78% |
| Below Average 0% |
| Does Not Meet Minimum |
| Standards 5.56% |
| (O) A (F) |
| (9) Appearance of Document |
| Exceeds Expectations 91.67% |
| Mostly Meets Expectations 0% |
| Average 2.78% |
| Below Average 0% |
| Does Not Meet Minimum |
| Standards 5.56% |
| |
| Total Group Means |
| Exceeds Expectations 78.4% |
| Mostly Meets Expectations 8.33% |
| Average 3.4% |
| Below Average 2.47% |
| Does Not Meet Minimum |
| Standards 7.41% |
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| | 1. 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. | 1. B. There are eleven indicators with the following results: (1)Cover Page Target 100% Emerging 0% Novice 0% (2) Introduction Target 91.3% Emerging 4.35% Novice 4.35% (3) Statement of Topic of Interest Target 100% Emerging 0% Novice 0% (4) Review of Literature Target 69.57% Emerging 30.43 Novice 0% (5) State of General Issue / Hypothesis Target 73.91% Emerging 26.09% Novice 0% (6) Participants Target 82.61% | 1. 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: |
|--|---|---|---|
| | | _ | |
| | | Novice 0% | |
| | | (7) Instrument / Addressing Technical Issues (Validity and Reliability) Target 65.22% | |
| | | Emerging 30.43% Novice 4.35% | |
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| | (8) Design | |
| | Target 60.87% | |
| | Emerging 21.74% | |
| | Novice 17.39% | |
| | | |
| | (9) Procedures to be Used | |
| | | |
| | Target 95.65% | |
| | Emerging 4.35% | |
| | Novice 0% | |
| | | |
| | (10) Analysis of Data | |
| | Target 52.17% | |
| | Emerging 29.09% | |
| | | |
| | Novice 21.74% | |
| | | |
| | (11) References | |
| | Target 100% | |
| | Emerging 0% | |
| | Novice 0% | |
| | 1101100 070 | |
| | | |
| | Total Group Means | |
| | Target 81.03% | |
| | Emerging 14.25% | |
| | Novice 4.35% | |
| 1. C. In EDU 630, History and | | |
| Philosophy of Education, teachers | 1. C. The Annotated | |
| will write Annotated | Bibliography has five | |
| Bibliographies of professional | indicators (N=23): | |
| articles in the field. The Student Learning Outcome is 85% of the | (1)Cover Page and | |
| teachers will score Exceeds | Alphabetical Order | |
| Expectations or Able or a three | Exceeds Expectations 100% | |
| point Likert Scale. | Average 0% | 1. C. The Student Learning |
| | Does Not Meet Minimum | Outcome was exceeded on every |
| | Standards 0% | indicator. To be noted is the APA |
| | Sundards 070 | Style Indicator at 100% Exceeds |
| | | Expectations. This aligns with the |
| | (2) Three Appropriate Choices for Readings | school's research writing initiative improvement project. |
| | | |
| | Exceeds Expectations 100% | |
| | Average 0% | |
| | Does Not Meet Minimum Standards 0% | |
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| | (3) APA Style | |
| | Exceeds Expectations 100% | |
| | Average 0% | |
| | Does Not Meet Minimum | |
| | Standards 0% | |
| | | |
| | (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% | |
| | Standards 0% | |
| | | |
| | (5) Document Correctly | |
| | Formatted | |
| | Exceeds Expectations 100% | |
| | Average 0% | |
| | Does Not Meet Minimum | |
| | Standards 0% | |
| | | |
| | | |
| | Total Group Means | |
| | Exceeds Expectations 99.13% | |
| | Average 0.87% | |
| 1.5.5 | Does Not Meet Minimum | |
| 1. D. The university Exit interview is administered after the | Standards 0% | |
| May and August graduations to | | |
| graduate alumni. Although the | | |
| Exit Interview does not review at | 1. D. The Exit Interview | |
| the program, it does provide important information at the | does not evaluate | |
| university level. The Student | individual programs. | |
| Learning Outcome will be 4.0 on | Therefore the "n" | 1. D. The Exit Interview met the |
| a five point Likert scale for each | represents all graduating | S.L.O. with all categories above 4.0. |
| indicator. | students. The survey has 12 categories: | The highest score for both campuses |
| | 12 Gategories. | was 4.8 in the following areas: |
| | N=89 Tradition Campus | -Academic Climate for Success |
| | - | |
| | Promotes the practice of | -Faculty and Staff meet the mission |
| | Christian Principles – Mean | of the university |
| | 4.7 S.D. 0.8 | -University works with students to |
| | Dravidas an atmaanhara in | attain their highest potential. |
| | Provides an atmosphere in which persons of different | The leggest score was a 4.5 in the |
| | faiths, cultures, and | The lowest score was a 4.5 in the following categories: |
| | rainio, culturos, ariu | Tonowing categories. |

nationalities can be -Emphasizing values of the arts and challenged intellectually, but sciences; also can develop spiritually, morally, emotionally, -Develops and recognizes talent; socially, and physically -Mean 4.8 S.D. 0.5 -Nurtures the fine arts. Emphasizes the cultural The overall means of 4.7 for both values of the arts and campuses provides evidence of high student satisfaction with the sciences - Mean 4.5 SD programs. 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 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 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 8.0 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 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 -

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| | 1. E. The Exit Interview is administered during the Comprehensive Examinations three times annually (Winter, Spring, and Summer). The survey measures student satisfaction with program, faculty, facilities, and technology. 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). | 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, and loving concern – Mean 4.8 S.D. 0.7loving 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 1. E. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. Hattiesburg Campus: The 11 categories are: 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 | 1. E. The Student Learning Outcome was exceeded on all 11 indicators on the Hattiesburg Campus. At the Tradition Campus, there was a smaller N which would explain the indicators that fell below the 4.5 S.L.O. This is an important program assessment that drives school decisions. |
| | | Research Skills 4.56 Class Availability 4.68 | |

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| | | Standard 2 Learning Environment 3.4 | |
| | | Standard 3 Curricular Content Knowledge and Standard 7 Collaboration 3.2 | |
| | | Standard 1 Learning Development and Individual Learning Differences and Standard 4 Assessment 3.1 | |
| | | Standard 5 Instructional Planning and Strategies 3.6 | |
| | | Standard 6 Professional Learning and Practice 3.2 | |
| | 2. B. In EDU 663, Learning Disabilities, the target population, when composing an Annotated Bibliography, will achieve a 4 on a 5 point Likert Scale on all indicators (accuracy, sources, detail, analysis, content, reflection, APA style, organization, transitions, grammar, and manuscript). | 2. B. Hattiesburg Winter 2013: Of two classes offered, a total of 43 of 45 students scored 4.0 or higher on the Annotated Bibliography assignment. Mean score was 4.4. | 2. B The Student Learning Outcome was exceeded. Faculty recommends continuing the assessment since most students mastered the target. The Annotated Bibliography is a key component for writing research papers and meets the School's goal of increasing research writing skills. |
| | 2.C In EDU 663, Learning Disabilities, the target population, when composing specific teaching strategies for reading, math, and written expression, will achieve success at 85% or higher on Target and Acceptable performance. | 2.C Hattiesburg Winter 2013: Of two classes offered, a total of 43 of 45 students scored 85% or higher on the Teaching Strategies assignment. Mean score was 4.65. | 2. C The Student Learning Outcome of 85% or higher was exceeded. Faculty recommends continuing the assessment since a strong majority of students exhibited Target performance. This is a key assessment indicating the ability of teachers to design appropriate learning strategies for all students. |
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| 2. D. In EDU 572, Survey of Exceptional Children & Multicultural Education, the Content Knowledge Examination will be the capstone assessment in special education. The teachers will score 85% or higher as a group mean. 2. E. In EDU 660, Organizational Procedures for Special Education, 80% of the students will earn a score of 85% or higher on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, IEP, discipline, budgets, supervision of personnel, and program evaluation. | 2. D. Hattiesburg Fall 2013, Winter 2013, Spring 2014, Summer 2014: From six classes, 73 of 97 students scored 85% or higher on the exam. Mean score was 89%. 2. E. Hattiesburg Fall 2013, Winter 2013, Spring 2014, Summer 2014: 35 of 44 students scored 85% or higher on the Comprehensive Content Knowledge Exam. Eighty percent of the group scored 85% on the examination. | 2. D. The Student Learning Outcome was exceeded for the Content Knowledge Examination. It is recommended to maintain the assessment, with the addition of a study guide to aid students in narrowing the review for the content exam. 2. E. The Student Learning Outcome was met. In 2014-2015, focused content knowledge notes and a study guide will be added. |
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| 2. F. In EDU 660, Organizational Procedures for Special Education, 80% of the students will earn a mean score of 85% or higher on the Legal Case Study Analyses. | 2. F. Hattiesburg Fall 2013, Winter 2013, Spring 2014, Summer 2014: 37 of 43 students scored 85% or higher on the six Legal Case Study Analyses. Eighty-six percent of the students earned a score of 85% or higher. | 2. F. The Student Learning Outcome was met. Faculty recommends continuing the six legal case studies as a core assessment for the course due to student success and the added value as a key assessment. |
| 2. G. As measured by the "Designing an Interdisciplinary Unit" rubric, students in EDU 669 (Teaching Individuals with Mild Intellectual Disabilities), will achieve a mean score of 3.5 (on a 4 point Likert scale), when developing an interdisciplinary unit covering the indicators: Functional Academics, Reading, Life Skills, Functional Mathematics, and Functional Science. | 2. G. Hattiesburg Winter 2013, Summer 2014: 18 of 21 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.72. | 2. G. The Student Learning Outcome was exceeded. Faculty recommends continuing the assessment, with the addition of requiring students to implement a lesson from the unit in a classroom containing students with intellectual disabilities. |

| 2. H. As measured by the "Designing an Interdisciplinary Unit" rubric, teacher candidates in EDU 664 "Teaching Individuals with Learning Disabilities", will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering the indicators: Functional Academics, Reading, Life Skills, Functional Mathematics, and Functional Science. | 2. H. Hattiesburg Fall 2013, Spring 2014: 26 of 28 students scored 3.5 or higher on the unit. Mean score was 3.72. | 2. H. Faculty recommends continuing the unit assessment since 93% of the students mastered the objectives. |
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| 2. I. The development and implementation of the IEP is key to the special education program. The students in EDU 669 (Teaching Individuals with Mild Intellectual Disabilities) will develop an IEP, according to a rubric with the mean score set at 3.5 (4 point Likert scale). | 2. I. Hattiesburg Winter 2013, Summer 2014: 21 of 21 students scored 3.5 or higher on the IEP. Mean score was 3.76. | 2. I. The Student Learning Outcome was exceeded with all students earning a 3.5 or higher. Faculty recommends continuing the assessment, since all students mastered the objective and it continues to be deemed a viable assessment pertinent to the needs of graduate students. |
| 2. J. The students in EDU 664, Teaching Individuals with Learning Disabilities, will design an IEP with accommodations, based on the Common Core State Standards, appropriate to learning disabilities and achieve a mean score of 3.0 (4 on a Likert scale). | 2. J. Hattiesburg Fall 2013, Spring 2014: All 28 students scored 3.0 or higher on the IEP assignment. Mean score was 3.84. | 2. J. One hundred percent of the graduate students achieved the Student Learning Outcome. Faculty recommends continuing the assessment, with the addition of requiring students to implement a lesson from the unit in a classroom containing students with learning disabilities. |
| Survey of the Exceptional Child, will design an IEP using a student profile provided by the instructor, following Common Core Standards and achieve a mean score of 3.5 (Likert scale of 4.0). | 2. K. Hattiesburg Fall 2013, Winter 2013, Spring 2014, Summer 2014: 70 of 71 students scored 3.5 or higher on the IEP assignment. Mean score was 3.67. | 2. K. The mean score was 97% which exceeded the Student Learning Outcome. Faculty recommends continuing the assessment since it continues to accurately measure student knowledge of the IEP process. |

| | 2. L. In EDU 572, Survey of the Exceptional Child, the target population will reach a mean of 85% or higher on the Differentiated Instruction (DI) Lesson Plan. | 2. L. Hattiesburg Fall 2013, Winter 2013, Spring 2014, Summer 2014: 57 of 69 students scored 85% or higher on the DI Lesson Plan. Mean score was 97%. | 2. L. Due to the fact that Differentiated Instruction is a key initiative by the State of Mississippi Department of Education, Faculty recommends continuing the use of the Differentiated Instruction Lesson Plan as a core assessment. |
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| | 2. M. As measured by the "Designing an Interdisciplinary Unit" rubric, teacher candidates in EDU 669, Teaching Students with Mild Intellectual Disabilities, will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering Common Core indicators: functional reading, life skills, independent living, functional mathematics, and functional science. | 2. M. Hattiesburg Winter 2013, Summer 2014: 18 of 21 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.72. | 2. M. The Student Learning Outcome was exceeded. Faculty recommends continuing the assessment, with a change of requiring students to submit a draft one-day lesson plan, prior to submitting the final copy. This change will assist students by providing assurance of being 'on- track' and implementing a time management schedule. |
| | 2. N. In EDU 668 (Students with Mild Intellectual Disabilities), students will score 3.5 of 4 points on a Likert scale, on the Annotated Bibliography assessment. | 2. N. Hattiesburg Fall 2013, Spring 2014: 28 of 29 students scored 3.5 or higher on the Annotated Bibliography. | 2. N. The Student Learning Outcome was exceeded with 97% of the students earning a 3.5 or higher. Faculty recommends continuing the Annotated Bibliography assessment, due to positive student success and its value as a key assessment. |

MASTER OF EDUCATION WITH CONCENTRATION IN MILD/MODERATE DISABILITIES EFFECTIVENESS PROGRAM 2012-2013

| EXPANDED STATEMENT OF INSTITUTIONAL MISSION | OUTCOMES | ASSESSMENT CRITERIA AND PROCEDURES | ASSESSMENT RESULTS | USE OF RESULTS |
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| 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. | 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 Goal 1.1, 1.2, 1.4) (EDU Goals 1, 4, 5) | 1.A. The development and implementation of the IEP is key to the special education program. The students in EDU 669 (formerly EDU 662) (Teaching Individuals with Mild Intellectual Disabilities) will develop an IEP, according to a rubric with the mean score set at 3.0 (4 point Likert scale). | 1.A. Hattiesburg Winter 2011: 11 of 14 students scored 3.5 or higher on the IEP. Mean score was 3.77. Hattiesburg Spring 2013: 14 of 14 students earned 3.0 or higher on the IEP. Mean score was 3.8. | 1.A. Recommend continuing the assessment, since all students mastered the objectives and it continues to be deemed a viable assessment pertinent to the needs of graduate students. |
| Expanded Statement of Mission: 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 | | 1.B. In EDU 663, Learning Disabilities, the target population, when composing an Annotated Bibliography, will achieve a 4 on a 5 point Likert Scale on all indicators (accuracy, sources, detail, analysis, content, reflection, APA style, organization, transitions, grammar, and manuscript). | 1.B Hattiesburg Winter 2012: Of two classes offered, a total of 28 of 33 students scored 4.0 or higher on the Annotated Bibliography assignment. Mean score was 4.5. | 1.B Recommend continue assessment since most students mastered it, with the exception of five students that submitted late assignments. Recommend adding as another core assessment, the How-to-Booklet on teaching strategies, beginning with 2012-13. |
| 6. Strengthen financial resources Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who: 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; | 2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7) | 2. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. | 2.A. The M.Ed. in Mild and Moderate Disabilities candidates scored on the written comprehensive examination as follows: • Dec 2012 (N=3) EDU 660 2.5, EDU 661 3.0, EDU 664 3.7, EDU 662 2.5, EDU 663 4.0; • April 6, 2013 (N=6) EDU 660 3.3, EDU 661 3.0, EDU 664 3.3, EDU 664 3.3, EDU 662 3.3, EDU 663 3.0; | 2.A. The S.L.O. was met. The Comprehensive Examinations will continue as a key assessment. |

| E continue to reflect refine and revise | | - L.J., C 2012 (N. 2) | 1 |
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| 5. continue to reflect, refine, and revise professional practices;6. collaborate with others to promote learning;7. Build caring, reflective decisionmakers. | | • July 6, 2013 (N=2) EDU 661 3.0, EDU 664 3.0, EDU 662 3.0, EDU 663 3.0. | |
| mareis. | | • Candidates scored overall 4.5. | |
| | 2.B. In EDU 572, Survey of the Exceptional Child, the target population will reach a mean of 80% or higher on the Differentiated Instruction | 2.B. Hattiesburg Fall 2012: All 25 students scored 80% or higher on the DI Lesson Plan. Mean score was 95%. | 2.B. Recommend continuing the use of the Differentiated Instruction Lesson Plan as a core assessment. |
| | Lesson Plan. | Hattiesburg Winter 2012: 20 of 21 students scored 80% or higher on the DI Lesson Plan. Mean score was 96%. | |
| | | Hattiesburg Spring 2013: 45 of 46 students (3 classes) scored 80% or higher on the DI Lesson Plan. Mean score was 89%. | |
| | 2.C. In EDU 572, Survey of Exceptional Children, the Content Knowledge Examination will be the capstone assessment in special education. The mean score will be 85% of the | 2.C Hattiesburg Fall 2012: From two classes, 24 of 25 students scored 85% or higher on the exam. Mean score was 89%. | 2.C. Recommend maintaining the assessment, with the addition of a study guide to aide students in narrowing review for the content exam. |
| | teacher candidate population taking the assessment. | Hattiesburg Winter 2011: 13 of 22 students scored 85% or higher on the exam. The remaining students scored between 80-84%. Mean score was 88%. | |
| | | Hattiesburg Spring 2013: 34 of 47 students, spread over three sections/courses, earned 85% or higher. The remaining students scored between 78-84%. The mean score was 89%. | |
| | | | |

2.D. Hattiesburg 2.D. Recommend continuing the 2.D. In EDU 663, Learning Winter 2012: Of two assessment since most students Disabilities, the target classes offered, a total of mastered it. with the exception of population, when composing 28 of 33 students scored five students that submitted late specific teaching strategies for 85% or higher on the assignments. reading, math, and written Annotated Bibliography expression, will achieve assignment. Mean score success at 85% or higher. was 4.3. 2.E. In EDU 660. 2.E. Hattiesburg 2.E. Recommend continuing the Organizational Procedures for Fall 2012: 18 of 18 six legal case studies as a core Special Education, students students scored 85% or assessment for the course due will earn a mean score of 85% higher on the Content to student success and the or higher on the Knowledge Exam. assignment's value as a key Comprehensive Content assessment. Knowledge Examination. The Hattiesburg areas of assessment will be: Winter 2012: 9 of 10 legislation, due process students scored 85% or hearings, budgets, supervision higher on the Content of personnel, and program Knowledge Exam. evaluation. 2.F. Hattiesburg 2.F. Recommend continuing the 2.F. As measured by the Winter 2012: 9 of 13 assessment, with the addition of "Designing an Interdisciplinary students earned 3.5 or requiring students to implement Unit" rubric, teachers in EDU higher on the a lesson from the unit in a 669(formerly EDU 662) Interdisciplinary Unit. Mean classroom containing students (Teaching Individuals with Mild score was 3.58. with intellectual disabilities. Intellectual Disabilities), will achieve a mean score of 3.5 Hattiesburg (on a 4 point Likert scale), Spring 2013: 12 of 14 when developing an students scored 3.5 or interdisciplinary unit covering higher on the the indicators: Functional Interdisciplinary Unit. Mean academics, reading, life skills, score was 3.7. functional mathematics, and functional science. 2.G. Hattiesburg 2.G. Recommend continuing the 2.G. As measured by the Fall 2012: All 8 students assessment since all students "Designing an Interdisciplinary scored 3.5 or higher on the mastered the objectives. Unit" rubric, teacher unit. Mean score was 3.52. candidates in EDU 664 "Teaching Individuals with Hattiesburg Learning Disabilities", will Winter 2012: 4 of 5 achieve a mean score of 3.5 students scored 3.5 or (4 point Likert scale) when higher on the unit, with a developing an interdisciplinary mean score of 3.72. unit covering the indicators: functional academics, reading, Hattiesburg life skills, functional Spring 2013: All 10 mathematics, and functional students earned 3.5 or science. higher on the unit. Mean score was 3.62.

| (4 on a Likert scale). Scored 3.0 or nigner on the IEP assignment. Mean score was 3.75. | students es. |
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| Hattiesburg Spring 2013: All 10 students earned 3.0 or higher on the IEP. Mean score was 3.94. 2.1. The students in EDU 572, Suprey of the Exemptional | |
| Child, will design an IEP using a student profile provided by the instructor and achieve a mean score of 3.0 (Likert scale of 4.0). Students scored 3.0 or higher on the IEP assignment. Mean score was 3.87. Hattiesburg | tudent |
| Winter 2012: 20 of 21 students scored 3.0 or higher on the IEP assignment. Mean score was 3.75. Hattiesburg | |
| Spring 2013: 47 of 48 students (3 classes) scored 3.0 or higher on the IEP assessment. Mean score was 3.62. | |
| 2.J. As measured by the "Designing an Interdisciplinary Unit" rubric, teacher candidates in EDU 669 (formerly EDU 662), teaching students with mild intellectual disabilities, will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering common core indicators: functional academics, reading, life skills, functional mathematics, and functional science. 2.J. Hattiesburg Winter 2012: 9 of 13 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.58. Hattiesburg Winter 2012: 9 of 13 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.58. Hattiesburg Spring 2013: 12 of 14 students scored 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.7. | nange of submit a blan, prior copy. This dents by of being 'on- ng a time |

| | 2.K. In EDU 668 (formerly 661, intellectual disabilities), students will score 3.5 of 4 points on a Likert scale, on the Annotated Bibliography assessment. | 2.K. Hattiesburg Fall 2012: 14 of 18 students scored 3.5 or higher on the Annotated Bibliography. Spring 2013: 14 of 14 students scored 3.5 or higher on the Annotated Bibliography. | 2.K. Recommend continuing the Annotated Bibliography assessment, due to positive student success and its value as a key assessment. |
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MASTER OF EDUCATION WITH CONCENTRATION IN MILD/MODERATE DISABILITIES EFFECTIVENESS PROGRAM 2011-2012

| EXPANDED STATEMENT OF INSTITUTIONAL MISSION | OUTCOMES | ASSESSMENT CRITERIA AND PROCEDURES | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|--|--|
| 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. | 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 Goal 1.1, 1.2, 1.4) (EDU Goals 1, 4, 5) | 1A. In EDU 662 (Teaching Individuals with Mild Intellectual Disabilities), the target population will reach a mean of 80% or higher on the two highest categories (Acceptable and Target) on the Journal Article Critique Rubric-Annotated Bibliography. | 1.A There were seven indicators for the annotated bibliography: (1)Title Page and Formatting Target 92%; (2) Abstract Target 100%; | 1.A. The annotated bibliography S.L.O. was exceeded on all indicators. This is a key assessment measuring scholarly writing. |
| Expanded Statement of Mission: | | | (3) Summary of Contents of Each Reference Target 82%; Acceptable 18%; | |
| Provide academic programs to promote student learning Promote Christian development and social responsibility | | | (4) Personal Reflection Target 100%; | |
| 3. Strengthen ties with Baptist churches, associations, and conventions4. Provide an environment that supports | | | (5) Variety of Sources, References Appropriate to Topic Target 85%; Acceptable 5%; | |
| student learning Strengthen organizational and operational effectiveness Strengthen financial resources | | | (6) Mechanics/Usage Target 98%; Acceptable 2%; | |
| Goal for Departmental Program/Unit: | | | (7) References in APA Style Target 80%; Acceptable 17%; | |
| Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers | | | Total Means Target 91%; Acceptable 6%; 3% Meets Minimum Standards. | 2 |
| who: 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 | 2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7) | 2. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. | 2.A. There were nineteen M.Ed. Special Education graduate students completing the Comprehensive Examination in 2011-2012. The following questions reflected a particular course. The mean score for the question aggregates all three examination periods. | 2.A. The comprehensive examination will be maintained as one of the school's key assessments. The S.L.O. was exceeded with a total mean score of 3.54. The range of course means was 3.2 to 3.9. |

| (6) EDU 665 Behavior Management – Mean Score 3.5; 2.B. There are seven indicators in the EDU 660 Court Case Evaluation: In the EDU 660 Court Case Evaluation: (1) Title page, APA Style, Mechanics, References Target 54%; Acceptable 34%; (2) Facts Target 91%; Acceptable 6%; (3) Decision Target 83%; Acceptable 11%; (4) Rationale Target 83%; Acceptable 14%; (5) Scope Target 66%; Acceptable 20; (6) Personal Reflection Target 51%; acceptable 40%; | professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. | | (1)EDU 660 – Organizational Procedures – Mean score 3.9 on a 5 point Likert scale; (2) EDU 661 – Intellectual Disabilities – Mean score 3.4; (3) EDU 662 – Teaching Individuals with Mild Intellectual Disabilities – Mean Score 3.73; (4) EDU 663 Learning Disabilities – Mean Score 3.2; (5) EDU 664 Teaching Individuals with Learning Disabilities – Mean Score 3.56; | |
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| Target 69%; Acceptable 14%. Total Mean Scores: Target | | population in EDU 660 will be ranked Target or Acceptable | (6) EDU 665 Behavior Management – Mean Score 3.5; 2.B. There are seven indicators in the EDU 660 Court Case Evaluation: (1)Title page, APA Style, Mechanics, References Target 54%; Acceptable 34%; (2) Facts Target 91%; Acceptable 6%; (3) Decision Target 83%; Acceptable 11%; (4) Rationale Target 80%; Acceptable 14%; (5) Scope Target 66%; Acceptable 20; (6) Personal Reflection Target 51%; acceptable 40%; (7) References Target 69%; Acceptable 14%. | 2.B. Recommend continuing the assessment, the Court Case Review was implemented for the first time this past year. All indicators save two exceeded the S.L.O. Personal Reflections and References (APA style) did not meet the S.L.O. |

| | 2.C. The students in EDU 572, Survey of the Exceptional Child, will design an IEP using a student profile provided by the instructor. 80% of the class will achieve a rank of Exceeds Target or Acceptable. | 2.C. There are eleven indicators: (1)Basic Information Target 60%; 40% Acceptable; (2) Present level of Educational Performance Target 60%; Acceptable 40%; (3) Consideration of Special Factors Target 60%; Acceptable 40%; (4) Annual Goals Target 100%; (5) Short Term Objectives/Benchmarks Target 80%; Acceptable 20%; (6) Progress measured and reported to parents Target 100%; (7) Type of Service Placement Including Related Services Target 80%; Acceptable 20%; (8) Description of & Percent of students' nonparticipation in regular class, length of school day, type of P.E. Target 100%; (9) Supplemental aids/services, program modifications and supports for personnel listed with location, class/setting Target 100%; (10) State and District wide Assessment Programs and Extended School Year Services (ESY) Target 100%; (11) Extended School Year Services Target 83%; Acceptable 17%. | 2.C. Recommend continuing the assessment since it continues to accurately measure student knowledge of the IEP and process. The performance levels are quite strong meeting the S.L.O. on every indicator. |
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2.D. There were eight 2.D. The S.L.O. will be continued 2.D. As measured by the indicators in the during the 2012-2013 academic "Designing an Interdisciplinary year. This course is required in the Interdisciplinary Unit: Unit" rubric, teachers in EDU (1) Topic and Topical Theme alternate route program and the 640 "Curriculum Planning" will Artisan 84%; Experienced general education program. This is achieve a mean score of 80% a key assessment and indicates 15&); when Artisan and Experienced major improvement over the past scores are combined. The year's data. The S.L.O. of 80% was interdisciplinary unit covers eight (2) Unit Overview exceeded by 18 points: Artisan indicators: Topic and Topical Artisan 84%; Experienced 78%; Experienced 20% - Total score Theme; Unit Overview; 15%: 98%. Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating (3) Generalizations Task with a Rubric; Lesson Plan; Artisan 68%; Experienced Overall Design. 28%: (4) Guiding Questions Artisan 79%; Experienced 15%; (5) Teaching Strategies/Activities; Artisan 94%; Experienced 5%; (6) Culminating Task with a Rubric Artisan 68%; Experienced 31%; (7) Lesson Plan Artisan 89%; Experienced 10%: (8) Overall Design Artisan 57%; Experienced 42%. 2.E. There are eleven 2.E. These scores are stronger than 2.E. The students in EDU 662, indicators: graduate students completing their Teaching Individuals with Mild first IEP in EDU 572. Progress in Intellectual Disabilities, will (1)Basic Information IEP Evaluation is evident across design an IEP using a student Target 75%; Acceptable 13%; courses. profile provided by the instructor. 80% of the class will achieve a (2) Present level of rank of Exceeds Target or **Educational Performance** Acceptable. Target 75%; Acceptable 25%;

| (3) Consideration of Special |
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| Factors |
| Target 88%; Acceptable 12%; |
| (4) Annual Goals |
| Target 100%; |
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| (5) Short Term Objectives/ Benchmarks |
| Target 75%; Acceptable 25%; |
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| (6) Progress measured and |
| reported to parents Target 100%; |
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| (7) Type of Service Placement |
| Including Related Services Target 100%; |
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| (8) Description of & Percent of |
| students' nonparticipation in regular class, length of school |
| day, type of P.E. |
| Target 75%; Acceptable 12%; |
| (9) Supplemental aids/ |
| services, program |
| modifications and supports for |
| personnel listed with location, class/setting |
| Target 88%; |
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| (10) State and District wide Assessment Programs and |
| Extended School Year |
| Services (ESY) |
| Target 88%; Acceptable 12%; |
| (11) Extended School Year |
| Services |
| Target 88%; Acceptable 12%. |
| Total Mean Score – Target |
| 86% Acceptable 10% |
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MASTER OF EDUCATION WITH CONCENTRATION IN MILD/MODERATE DISABILITIES EFFECTIVENESS PROGRAM 2010-2011

| EXPANDED STATEMENT OF INSTITUTIONAL MISSION | OUTCOMES | ASSESSMENT CRITERIA AND PROCEDURES | ASSESSMENT RESULTS | USE OF RESULTS |
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| 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. | 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 Goal 1.1, 1.2, 1.4) (EDU Goals 1, 4, 5) | 1A. In EDU 662 (Teaching Individuals with Mild Mental Retardation), the target population will reach a mean of 80% or higher on the two highest categories (Excellent; Very Good) on the Journal Article Critique Rubric. | 1.A. Winter 2010: All students scored 80% or higher on the article critique. Mean score was 97%. Hattiesburg Spring 2011: All students earned 80% or higher on the article critique. Mean score was 98%. | 1.A. This key assessment will be discontinued for the 2011-2012 academic year. |
| Expanded Statement of Mission: | | | | |
| 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 Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers | 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 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 will show that the library is considered a quality learning experience. Students will perceive that the Graduate Program in Education is providing a meaningful, effective professional preparation experience (WCU Goal 1.1, 1,2, 1.4) (EDU Goals 1) | 2. A. Students will perceive that the Graduate Program in Education is providing a meaningful, effective professional preparation experience. Students will rate all categories at a level of 4.0 or higher out of 5.0 (Likert Scale). Survey queries perceptions of graduates relative to advisor guidance, faculty expertise, library support, classroom facilities, technology implementation, professor pedagogy, student writing, student research skills, individual needs met, applicability of graduate program, internalization of school mission, and student practicum experiences. | 2.A. There were four major categories: Scholarly Excellence (4.50) with the four indicators ranging from 4.14 to 4.85; Environment for Learning (4.78) with the four indicators ranging from 4.85 to 4.71); Faculty Concern for Students (4.66) with three indicators ranging from 4.57 to 4.78; and Perceptions of Preparation (4.75) with four indicators ranging from 4.64 to 4.92. | 2.A. The area of Scholarly Excellence remains the school's commitment to training graduate candidates in research writing skills. It will be maintained for 2011-2012 |
| who: 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 | 1,2, 11) (22°C Cours 1) | 2.B. The Graduate Follow-Up Survey produces an annual report that is used to provide data for program improvement. The Student Learning Outcome is a 4.0 or higher on a five point Likert scale on each question. | 2.B. There are four questions that are keys to the School of Education: Instruction in Courses (4.8); Accessibility of Instructors (4.8); Quality of Career Counseling (4.4); and Overall Academic Degree Program (4.8). | 2.B. The Graduate Follow-Up survey provides key data to measure program quality and to drive program improvements. |

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| professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. | 3. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7) | 3. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. | 3.A. M.Ed. Special Education graduate students (N=25) scored on average 3.53. There was a 100% pass rate for all examinees. | 3.A. The comprehensive examination will be maintained as one of the school's key assessments. |
| | | 3.B. 90% of the teacher candidate population will score 4.0 or higher on a 5 point Likert scale when critiquing a Journal Article, as part of EDU 572, Survey of Exceptional Children. | 3.B. Hattiesburg Spring 2011: All students scored 4.0 or higher on the article critique. Mean score was 4.85. | 3.B. Recommend continue the assessment, since all students mastered the objective. Recommend discontinuing the article critique and utilize the Differentiated Instruction lesson plan, beginning 2011-12. |
| | | 3.C. In EDU 572, Survey of Exceptional Children, the Content Knowledge Examination will be the capstone assessment in special education. The mean score will be 85% of the teacher candidate population taking the assessment. | 3.C. Hattiesburg Spring 2011: 18 of 20 students earned 85% or higher. The mean score was 86%. | 3.C. Recommend maintaining the assessment, with the addition of a study guide to aide students in narrowing review for the content exam. |
| | | 3.D. In EDU 660, Organizational Procedures for Special Education, students will earn a mean score of 85% or higher on the Comprehensive Content Knowledge Examination. The areas of assessment will be: legislation, due process hearings, budgets, supervision of personnel, and program evaluation. | 3.D. Hattiesburg Fall 2010: Three students failed to meet the target score of 85% or higher. Hattiesburg Summer 2011: Four of 18 students failed to meet the target score of 85% or higher. | 3.D. Recommend discontinuing the assessment and add legal case studies as a core assessment for the course, beginning 2011-12. |
| | | 3.E. As measured by the "Designing an Interdisciplinary Unit" rubric, teachers in EDU 662 (Teaching Individuals with Mild Intellectual Disabilities), will achieve a mean score of 3.5 (on a 4 point Likert scale), when developing an interdisciplinary unit covering the indicators: Functional academics, reading, life skills, functional mathematics, and functional science. | 3.E. Hattiesburg Fall 2010: All students scored 3.5 or higher on the unit. Mean score was 3.76. Hattiesburg Winter 2010: All students scored 3.5 or higher on the unit, with the exception of three students who submitted late work. | 3.E. Recommend continuing the assessment since all students mastered the objectives. |
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| | 3.F. The development and implementation of the IEP is key to the special education program. The students in EDU 662 (Teaching Individuals with Mild Intellectual Disabilities) will develop an IEP, according to a rubric with the mean score set at 3.0 (4 point Likert scale). | 3.F. Hattiesburg Winter 2010: All students scored 3.5 or higher on the IEP. Mean score was 3.82. Hattiesburg Spring 2011: All students earned 3.0 or higher on the IEP. Mean score was 3.40. Hattiesburg Summer 2011: Five out of six students scored 3.0 or higher on the IEP. | 3.F. Recommend continuing the assessment, since all students mastered the objectives. |
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| | 3.G. The students in EDU 664, Teaching Individuals with Learning Disabilities, will design an IEP with accommodations appropriate to learning disabilities and achieve a mean score of 3.0 (4 on a Likert scale). | 3.G. Hattiesburg Winter 2010: All students scored 3.0 or higher on the IEP assignment. Mean score was 3.52. Hattiesburg Spring 2011: All students earned 3.0 or higher on the IEP. | 3.G. Recommend continuing the assessment, with the addition of requiring students to implement a lesson from the unit to a classroom containing students with learning disabilities. |
| | 3.H. The students in EDU 572, Survey of the Exceptional Child, will design an IEP using a student profile provided by the instructor and achieve a mean score of 3.0 (Likert scale of 4.0). | 3.H. Hattiesburg Spring 2011: All students scored 3.0 or higher on the IEP assignment. Mean score was 3.76. | 3.H. Recommend continuing the assessment since it continues to accurately measure student knowledge of the IEP and process. |
| | 3.I. In EDU 572, Survey of the Exceptional Child, the target population will reach a mean of 80% or higher on the two highest ratings (excellent, very good) on the Journal Article critique rubric. | 3.I. 4.F. Hattiesburg Spring 2011: All students scored 80% or higher on the journal article critique. Mean score was 87%. | 3.I. Recommend discontinuing use of the article critique as a core assessment and utilize (instead) the Differentiated Instruction lesson plan, beginning with 2011-12. |
| | 3.J. As measured by the "Designing an Interdisciplinary Unit" rubric, teacher candidates in EDU 662 will achieve a mean score of 3.5 (4 point Likert scale) when developing an interdisciplinary unit covering the indicators: functional academics, reading, life skills, functional mathematics, and functional science. | 3.J. Hattiesburg Winter 2010: All students scored 3.5 or higher on the unit. Mean score was 3.72. Spring 2011: All students earned 3.5 or higher on the unit. Mean score was 3.58. Summer 2011: Five out of six students scored 3.5 or higher on the unit. | 3.J. Recommend continuing the assessment, since all students mastered the objectives of the unit preparation. |

MASTER OF EDUCATION WITH CONCENTRATION IN MILD/MODERATE DISABILITIES EFFECTIVENESS PROGRAM 2009-2010

| EXPANDED STATEMENT OF INSTITUTIONAL MISSION | OUTCOMES | ASSESSMENT CRITERIA AND PROCEDURES | ASSESSMENT RESULTS | USE OF RESULTS |
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| 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 — | 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 Goal 1.1, 1.2, 1.4) (EDU Goals 1, 4, 5) | 1A. In EDU 662 (Teaching Individuals with Mild Mental Retardation), the target population will reach a mean of 80% or higher on the two highest categories (Excellent; Very Good) on the Journal Article Critique Rubric. | 1.A. All nine indicators exceeded the S.L.O. goal with 100% of the students maintaining a rating of Excellent. | 1.A. The S.L.O. was met and will be maintained through the 2010- 2011 academic year. |
| Expanded Statement of Mission: 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 Goal for Departmental Program/Unit: Education Goals: | 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 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 will show that the library is considered a quality learning experience. Students will perceive that the Graduate Program in Education is providing a meaningful, effective professional preparation experience (WCU Goal 1.1, 1, 2, 1.4) (EDU Goals 1) | 2. A. Students will perceive that the Graduate Program in Education is providing a meaningful, effective professional preparation experience. Students will rate all categories at a level of 4.0 or higher out of 5.0 (Likert Scale). Survey queries perceptions of graduates relative to advisor guidance, faculty expertise, library support, classroom facilities, technology implementation, professor pedagogy, student writing, student research skills, individual needs met, applicability of graduate program, internalization of school mission, and student practicum experiences. | 2.A. There were four major categories: Scholarly Excellence (4.50) with the four indicators ranging from 4.14 to 4.85; Environment for Learning (4.78) with the four indicators ranging from 4.85 to 4.71); Faculty Concern for Students (4.66) with three indicators ranging from 4.57 to 4.78; and Perceptions of Preparation (4.75) with four indicators ranging from 4.64 to 4.92. | 2.A. The S.L.O. survey ratings were exceeded in all categories. The overall survey mean was 4.65. The faculty is encouraged by the high level of confidence held by the graduate students. The S.L.O. will be maintained since it is a key assessment. |
| Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who: 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 | 1,2, 1.4) (EDU Goals 1) | 2.B. The Graduate Follow-Up Survey produces an annual report that is used to provide data for program improvement. The Student Learning Outcome is a 4.0 or higher on a five point Likert scale on each question. | 2.B. There are four questions that are keys to the School of Education: Instruction in Courses (4.8); Accessibility of Instructors (4.8); Quality of Career Counseling (4.4); and Overall Academic Degree Program (4.8). | 2.B. The S.L.O. was met in all four categories. The School is gratified that the programs have been rated so highly by the students. The S.L.O. will be maintained for the next year 2010-2011. |

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| professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. | 3. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7) | 3. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. | 3.A. M.Ed. Special Education graduate students (N=25) scored on average 3.53. There was a 100% pass rate for all examinees. | 3.A. The S.L.O. for the Comprehensive Examination was passed and will be maintained for the 2010-2011 year. |
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