

**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
<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; 	<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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. 		

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| <ol style="list-style-type: none">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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		<p>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.</p>		
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		<hr/> <p>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.</p>		
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		<hr/> <p>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.</p>		
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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).

	<p>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)</p>	<hr/> <p>2. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p>		
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		<hr/> <p>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).</p> <hr/> <p>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.</p> <hr/>		
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		<p>2. D. In EDU 572, Survey of Exceptional Children & Multi-cultural Education, the Content Knowledge Examination will be the capstone assessment in special education. The teachers will score 85% or higher as a group mean.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/>		
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		<p>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.</p> <hr/> <p>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).</p> <hr/> <p>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).</p> <hr/> <p>2. K. The students in EDU 572, 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).</p> <hr/>		
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		<p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/>		
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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 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.	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will 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) 	<p>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).</p> <p>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.</p>	<p>1. A. In Version 1, the N was 113 with three indicators.</p> <p>(1) Five Appropriate Research Selections Target 94.69% Acceptable 3.54% Emerging 0.88% Novice 0.88%</p> <p>(2) Appropriate Summary of Research and Quality of Writing Target 59.29% Acceptable 25.66% Emerging 14.16% Novice 0.88%</p> <p>(3) Recommendation / Reflection Target 90.65% Acceptable 8.41% Emerging 0% Novice 0.93%</p> <p>TOTAL GROUP MEANS Target 81.38% Acceptable 12.61% Emerging 5.11% Novice 0.9%</p> <p>In Version 2, the N was 36 with nine indicators:</p> <p>(1)Cover Page and Alphabetical Order Exceeds Expectations 88.89% Mostly Meets Expectations 2.78% Average 0% Below Average 2.78%</p>	<p>1. A. For Version 1 (N=113), the Student Learning Outcome was exceeded (93.99%).</p> <p>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 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 Learning Outcome.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>			<p>Does Not Meet Minimum Standards 5.56%</p> <p>(2) Five Appropriate Choices for Readings Exceeds Expectations 94.44% Mostly Meets Expectations 0% Average 0% Below Average 0% Does Not Meet Minimum Standards 5.56%</p> <p>(3) APA Style Exceeds Expectations 63.89% Mostly Meets Expectations 16.67% Average 13.89% Below Average 0% Does Not Meet Minimum Standards 5.56%</p> <p>(4) Minimum of 1.5 pages, by less than 2 pages per entry writing Exceeds Expectations 86.11% Mostly Meets Expectations 5.56% Average 2.78% Below Average 0% Does Not Meet Minimum Standards 5.56%</p> <p>(5) Quality of Writing Exceeds Expectations 33.33% Mostly Meets Expectations 33.33% Average 2.78% Below Average 11.11% Does Not Meet Minimum Standards 19.44%</p> <p>(6) Recommendation for Each Entry Exceeds Expectations 83.33% Mostly Meets Expectations</p>	
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			<p>2.78%</p> <p>Average 5.56%</p> <p>Below Average 2.78%</p> <p>Does Not Meet Minimum Standards 5.56%</p> <p>(7) Like/Dislike/Critique of Each Entry</p> <p>Exceeds Expectations 83.33%</p> <p>Mostly Meets Expectations 2.78%</p> <p>Average 0%</p> <p>Below Average 5.56%</p> <p>Does Not Meet Minimum Standards 8.33%</p> <p>(8) Document Correctly Formatted</p> <p>Exceeds Expectations 80.56%</p> <p>Mostly Meets Expectations 11.11%</p> <p>Average 2.78%</p> <p>Below Average 0%</p> <p>Does Not Meet Minimum Standards 5.56%</p> <p>(9) Appearance of Document</p> <p>Exceeds Expectations 91.67%</p> <p>Mostly Meets Expectations 0%</p> <p>Average 2.78%</p> <p>Below Average 0%</p> <p>Does Not Meet Minimum Standards 5.56%</p> <p>Total Group Means</p> <p>Exceeds Expectations 78.4%</p> <p>Mostly Meets Expectations 8.33%</p> <p>Average 3.4%</p> <p>Below Average 2.47%</p> <p>Does Not Meet Minimum Standards 7.41%</p>	
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		<p>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.</p>	<p>(8) Design Target 60.87% Emerging 21.74% Novice 17.39%</p> <p>(9) Procedures to be Used Target 95.65% Emerging 4.35% Novice 0%</p> <p>(10) Analysis of Data Target 52.17% Emerging 29.09% Novice 21.74%</p> <p>(11) References Target 100% Emerging 0% Novice 0%</p> <hr/> <p>Total Group Means Target 81.03% Emerging 14.25% Novice 4.35%</p> <hr/> <p>1. C. The Annotated Bibliography has five indicators (N=23): (1)Cover Page and Alphabetical Order Exceeds Expectations 100% Average 0% Does Not Meet Minimum Standards 0%</p> <hr/> <p>(2) Three Appropriate Choices for Readings Exceeds Expectations 100% Average 0% Does Not Meet Minimum Standards 0%</p> <hr/>	<p>1. C. The Student Learning Outcome was exceeded on every indicator. To be noted is the APA Style Indicator at 100% Exceeds Expectations. This aligns with the school's research writing initiative improvement project.</p>
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		<p>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.</p>	<p>(3) APA Style</p> <hr/> <p>Exceeds Expectations 100%</p> <p>Average 0%</p> <hr/> <p>Does Not Meet Minimum Standards 0%</p> <hr/> <p>(4) Minimum of 1.5 pages, but less than 2 pages per entry</p> <hr/> <p>Exceeds Expectations 95.65%</p> <p>Average 4.35%</p> <hr/> <p>Does Not Meet Minimum Standards 0%</p> <hr/> <p>(5) Document Correctly Formatted</p> <hr/> <p>Exceeds Expectations 100%</p> <p>Average 0%</p> <hr/> <p>Does Not Meet Minimum Standards 0%</p> <hr/> <p>Total Group Means</p> <hr/> <p>Exceeds Expectations 99.13%</p> <p>Average 0.87%</p> <hr/> <p>Does Not Meet Minimum Standards 0%</p> <hr/> <p>1. D. The Exit Interview does not evaluate individual programs. Therefore the “n” represents all 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</p>	<p>1. D. 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>
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			<p>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 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 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 –</p>	<p>-Emphasizing values of the arts and sciences;</p> <p>-Develops and recognizes talent;</p> <p>-Nurtures the fine arts.</p> <p>The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.</p>
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			<p>students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7</p> <p>Total Mean 4.7 S.D. 0.7</p> <p>N=69 Main Campus</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 –</p>	
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		<p>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 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. 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).</p>	<p>1. E. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. Hattiesburg Campus:</p> <p>The 11 categories are:</p> <p>Advisor Guidance 4.6 Faculty Expertise 4.6 Library 4.56 Facilities 4.6 Technology 4.68 Best Practices 4.56 Scholarly Writing 4.6 Research Skills 4.56 Class Availability 4.68 Individual Needs 4.68 Mission 4.7 Total Mean: 4.62</p>	<p>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.</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 mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7)</p>	<p>2. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p>	<p>Tradition Campus</p> <p>Advisor Guidance 4.3 Faculty Expertise 4.6 Library 4.4 Facilities 4.6 Technology 4.5 Best Practices 4.6 Scholarly Writing 4.0 Research Skills 4.0 Class Availability 4.4 Individual Needs 4.4 Mission 4.3 Diversity 4.2 Total Mean: 4.35</p> <hr/> <p>2. A. 100% of the M.Ed. Mild and Moderate Disabilities degree graduate students in 2013-2014 earned an overall score of 3.0 or higher on the written comprehensive examination.</p> <p>In Spring 2014, the School of Education administered the traditional Comprehensive Examination. There were 2 students with total mean score of 4.5. No question was scored lower than a 4 out of a 5 point Likert scale.</p> <p>In Summer 2014, the school coded the examination questions by CEC standards with the following results: On a Likert scale of 1-5 with 5 being Excellent -</p> <p>N=10 Standard 6 Professional Learning and Practice 3.9</p>	<p>2. 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 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>
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		<p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/>	<p>2. L. Hattiesburg <u>Fall 2013, Winter 2013, Spring 2014, Summer 2014:</u> 57 of 69 students scored 85% or higher on the DI Lesson Plan. Mean score was 97%.</p> <hr/> <p>2. M. Hattiesburg <u>Winter 2013, Summer 2014:</u> 18 of 21 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.72.</p> <hr/> <p>2. N. Hattiesburg <u>Fall 2013, Spring 2014:</u> 28 of 29 students scored 3.5 or higher on the Annotated Bibliography.</p> <hr/>	<p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/>
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**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
<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; 	<ol style="list-style-type: none"> 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) 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) 	<ol style="list-style-type: none"> 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.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. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field. 	<p>1.A. Hattiesburg <u>Winter 2011</u>: 11 of 14 students scored 3.5 or higher on the IEP. Mean score was 3.77.</p> <p>Hattiesburg <u>Spring 2013</u>: 14 of 14 students earned 3.0 or higher on the IEP. Mean score was 3.8.</p> <p>1.B Hattiesburg <u>Winter 2012</u>: 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.</p> <p>2.A. The M.Ed. in Mild and Moderate Disabilities candidates scored on the written comprehensive examination as follows:</p> <ul style="list-style-type: none"> • 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 662 3.3, EDU 663 3.0; 	<p>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.</p> <p>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.</p> <p>2.A. The S.L.O. was met. The Comprehensive Examinations will continue as a key assessment.</p>

<p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>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 Lesson Plan.</p> <p>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 teacher candidate population taking the assessment.</p>	<ul style="list-style-type: none"> • July 6, 2013 (N=2) EDU 661 3.0, EDU 664 3.0, EDU 662 3.0, EDU 663 3.0. • Candidates scored overall 4.5. <p>2.B. Hattiesburg <u>Fall 2012</u>: All 25 students scored 80% or higher on the DI Lesson Plan. Mean score was 95%.</p> <p>Hattiesburg <u>Winter 2012</u>: 20 of 21 students scored 80% or higher on the DI Lesson Plan. Mean score was 96%.</p> <p>Hattiesburg <u>Spring 2013</u>: 45 of 46 students (3 classes) scored 80% or higher on the DI Lesson Plan. Mean score was 89%.</p> <p>2.C.. Hattiesburg <u>Fall 2012</u>: From two classes, 24 of 25 students scored 85% or higher on the exam. Mean score was 89%.</p> <p>Hattiesburg <u>Winter 2011</u>: 13 of 22 students scored 85% or higher on the exam. The remaining students scored between 80-84%. Mean score was 88%.</p> <p>Hattiesburg <u>Spring 2013</u>: 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%.</p>	<p>2.B. Recommend continuing the use of the Differentiated Instruction Lesson Plan as a core assessment.</p> <p>2.C. Recommend maintaining the assessment, with the addition of a study guide to aide students in narrowing review for the content exam.</p>
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		<p>2.D. 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.</p> <p>2.E. 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.</p> <p>2.F. As measured by the "Designing an Interdisciplinary Unit" rubric, teachers in EDU 669(formerly 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.</p> <p>2.G. 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.</p>	<p>2.D. Hattiesburg <u>Winter 2012</u>: Of two classes offered, a total of 28 of 33 students scored 85% or higher on the Annotated Bibliography assignment. Mean score was 4.3.</p> <p>2.E. Hattiesburg <u>Fall 2012</u>: 18 of 18 students scored 85% or higher on the Content Knowledge Exam.</p> <p>Hattiesburg <u>Winter 2012</u>: 9 of 10 students scored 85% or higher on the Content Knowledge Exam.</p> <p>2.F. Hattiesburg <u>Winter 2012</u>: 9 of 13 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.58.</p> <p>Hattiesburg <u>Spring 2013</u>: 12 of 14 students scored 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.7.</p> <p>2.G. Hattiesburg <u>Fall 2012</u>: All 8 students scored 3.5 or higher on the unit. Mean score was 3.52.</p> <p>Hattiesburg <u>Winter 2012</u>: 4 of 5 students scored 3.5 or higher on the unit, with a mean score of 3.72.</p> <p>Hattiesburg <u>Spring 2013</u>: All 10 students earned 3.5 or higher on the unit. Mean score was 3.62.</p>	<p>2.D. Recommend continuing the assessment since most students mastered it, with the exception of five students that submitted late assignments.</p> <p>2.E. Recommend continuing the six legal case studies as a core assessment for the course due to student success and the assignment's value as a key assessment.</p> <p>2.F. Recommend continuing the assessment, with the addition of requiring students to implement a lesson from the unit in a classroom containing students with intellectual disabilities.</p> <p>2.G. Recommend continuing the assessment since all students mastered the objectives.</p>
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		<p>2.H. 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).</p> <p>2.I. 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).</p> <p>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.</p>	<p>2.H. Hattiesburg <u>Fall 2012</u>: All 8 students scored 3.0 or higher on the IEP assignment. Mean score was 3.79.</p> <p><u>Winter 2012</u>: All 5 students scored 3.0 or higher on the IEP assignment. Mean score was 3.75.</p> <p>Hattiesburg <u>Spring 2013</u>: All 10 students earned 3.0 or higher on the IEP. Mean score was 3.94.</p> <p>2.I. Hattiesburg <u>Fall 2012</u>: 24 of 25 students scored 3.0 or higher on the IEP assignment. Mean score was 3.87.</p> <p>Hattiesburg <u>Winter 2012</u>: 20 of 21 students scored 3.0 or higher on the IEP assignment. Mean score was 3.75.</p> <p>Hattiesburg <u>Spring 2013</u>: 47 of 48 students (3 classes) scored 3.0 or higher on the IEP assessment. Mean score was 3.62.</p> <p>2.J. Hattiesburg <u>Winter 2012</u>: 9 of 13 students earned 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.58.</p> <p>Hattiesburg <u>Spring 2013</u>: 12 of 14 students scored 3.5 or higher on the Interdisciplinary Unit. Mean score was 3.7.</p>	<p>2.H. 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.</p> <p>2.I. Recommend continuing the assessment since it continues to accurately measure student knowledge of the IEP and process.</p> <p>2.J. Recommend 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.</p>
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		<p>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.</p>	<p>2.K. Hattiesburg <u>Fall 2012:</u> 14 of 18 students scored 3.5 or higher on the Annotated Bibliography. <u>Spring 2013:</u> 14 of 14 students scored 3.5 or higher on the Annotated Bibliography.</p>	<p>2.K. Recommend continuing the Annotated Bibliography assessment, due to positive student success and its value as a key assessment.</p>
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<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>2.B. 80% of the teacher population in EDU 660 will be ranked Target or Acceptable when evaluating a Court Case.</p>	<p>(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; (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%. Total Mean Scores: Target 70%; Acceptable 20%.</p>	<p>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.</p>
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		<p>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.</p>	<p>2.C. There are eleven indicators:</p> <p>(1) Basic Information Target 60%; 40% Acceptable;</p> <p>(2) Present level of Educational Performance Target 60%; Acceptable 40%;</p> <p>(3) Consideration of Special Factors Target 60%; Acceptable 40%;</p> <p>(4) Annual Goals Target 100%;</p> <p>(5) Short Term Objectives/ Benchmarks Target 80%; Acceptable 20%;</p> <p>(6) Progress measured and reported to parents Target 100%;</p> <p>(7) Type of Service Placement Including Related Services Target 80%; Acceptable 20%;</p> <p>(8) Description of & Percent of students' nonparticipation in regular class, length of school day, type of P.E. Target 100%;</p> <p>(9) Supplemental aids/ services, program modifications and supports for personnel listed with location, class/setting Target 100%;</p> <p>(10) State and District wide Assessment Programs and Extended School Year Services (ESY) Target 100%;</p> <p>(11) Extended School Year Services Target 83%; Acceptable 17%.</p>	<p>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.</p>
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		<p>2.D. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p> <p>2.E. The students in EDU 662, Teaching Individuals with Mild Intellectual Disabilities, 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.</p>	<p>2.D. There were eight indicators in the Interdisciplinary Unit: (1) Topic and Topical Theme Artisan 84%; Experienced 15%;</p> <p>(2) Unit Overview Artisan 84%; Experienced 15%;</p> <p>(3) Generalizations Artisan 68%; Experienced 28%;</p> <p>(4) Guiding Questions Artisan 79%; Experienced 15%;</p> <p>(5) Teaching Strategies/Activities; Artisan 94%; Experienced 5%;</p> <p>(6) Culminating Task with a Rubric Artisan 68%; Experienced 31%;</p> <p>(7) Lesson Plan Artisan 89%; Experienced 10%;</p> <p>(8) Overall Design Artisan 57%; Experienced 42%.</p> <p>2.E. There are eleven indicators: (1) Basic Information Target 75%; Acceptable 13%;</p> <p>(2) Present level of Educational Performance Target 75%; Acceptable 25%;</p>	<p>2.D. The S.L.O. will be continued during the 2012-2013 academic year. This course is required in the alternate route program and the general education program. This is a key assessment and indicates major improvement over the past year’s data. The S.L.O. of 80% was exceeded by 18 points: Artisan 78%; Experienced 20% - Total score 98%.</p> <p>2.E. These scores are stronger than graduate students completing their first IEP in EDU 572. Progress in IEP Evaluation is evident across courses.</p>
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			<p>(3) Consideration of Special Factors Target 88%; Acceptable 12%;</p> <p>(4) Annual Goals Target 100%;</p> <p>(5) Short Term Objectives/ Benchmarks Target 75%; Acceptable 25%;</p> <p>(6) Progress measured and reported to parents Target 100%;</p> <p>(7) Type of Service Placement Including Related Services Target 100%;</p> <p>(8) Description of & Percent of students' nonparticipation in regular class, length of school day, type of P.E. Target 75%; Acceptable 12%;</p> <p>(9) Supplemental aids/ services, program modifications and supports for personnel listed with location, class/setting Target 88%;</p> <p>(10) State and District wide Assessment Programs and Extended School Year Services (ESY) Target 88%; Acceptable 12%;</p> <p>(11) Extended School Year Services Target 88%; Acceptable 12%.</p> <p>Total Mean Score – Target 86% Acceptable 10%</p>	
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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
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will 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) 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. <p>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)</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>1.A. <u>Winter 2010</u>: All students scored 80% or higher on the article critique. Mean score was 97%.</p> <p>Hattiesburg <u>Spring 2011</u>: All students earned 80% or higher on the article critique. Mean score was 98%.</p> <p>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.</p> <p>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).</p>	<p>1.A. This key assessment will be discontinued for the 2011-2012 academic year.</p> <p>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</p> <p>2.B. The Graduate Follow-Up survey provides key data to measure program quality and to drive program improvements.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education. (WCU Goal 1.1) (EDU Goals 1, 4, 5, 6, 7)</p>	<p>3. A. The graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <p>3.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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>3.A. M.Ed. Special Education graduate students (N=25) scored on average 3.53. There was a 100% pass rate for all examinees.</p> <p>3.B. Hattiesburg <u>Spring 2011</u>: All students scored 4.0 or higher on the article critique. Mean score was 4.85.</p> <p>3.C. Hattiesburg <u>Spring 2011</u>: 18 of 20 students earned 85% or higher. The mean score was 86%.</p> <p>3.D. Hattiesburg <u>Fall 2010</u>: Three students failed to meet the target score of 85% or higher.</p> <p>Hattiesburg <u>Summer 2011</u>: Four of 18 students failed to meet the target score of 85% or higher.</p> <p>3.E. Hattiesburg <u>Fall 2010</u>: All students scored 3.5 or higher on the unit. Mean score was 3.76.</p> <p>Hattiesburg <u>Winter 2010</u>: All students scored 3.5 or higher on the unit, with the exception of three students who submitted late work.</p>	<p>3.A. The comprehensive examination will be maintained as one of the school’s key assessments.</p> <p>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.</p> <p>3.C. Recommend maintaining the assessment, with the addition of a study guide to aide students in narrowing review for the content exam.</p> <p>3.D. Recommend discontinuing the assessment and add legal case studies as a core assessment for the course, beginning 2011-12.</p> <p>3.E. Recommend continuing the assessment since all students mastered the objectives.</p>
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		<p>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).</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>3.F. Hattiesburg <u>Winter 2010</u>: All students scored 3.5 or higher on the IEP. Mean score was 3.82.</p> <p>Hattiesburg <u>Spring 2011</u>: All students earned 3.0 or higher on the IEP. Mean score was 3.40.</p> <p>Hattiesburg <u>Summer 2011</u>: Five out of six students scored 3.0 or higher on the IEP.</p> <p>3.G. Hattiesburg <u>Winter 2010</u>: All students scored 3.0 or higher on the IEP assignment. Mean score was 3.52.</p> <p>Hattiesburg <u>Spring 2011</u>: All students earned 3.0 or higher on the IEP.</p> <p>3.H. Hattiesburg <u>Spring 2011</u>: All students scored 3.0 or higher on the IEP assignment. Mean score was 3.76.</p> <p>3.I. 4.F. Hattiesburg <u>Spring 2011</u>: All students scored 80% or higher on the journal article critique. Mean score was 87%.</p> <p>3.J. Hattiesburg <u>Winter 2010</u>: All students scored 3.5 or higher on the unit. Mean score was 3.72.</p> <p><u>Spring 2011</u>: All students earned 3.5 or higher on the unit. Mean score was 3.58.</p> <p><u>Summer 2011</u>: Five out of six students scored 3.5 or higher on the unit.</p>	<p>3.F. Recommend continuing the assessment, since all students mastered the objectives.</p> <p>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.</p> <p>3.H. Recommend continuing the assessment since it continues to accurately measure student knowledge of the IEP and process.</p> <p>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.</p> <p>3.J. Recommend continuing the assessment, since all students mastered the objectives of the unit preparation.</p>
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**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
<p>University Mission: The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise 	<ol style="list-style-type: none"> 1. A graduate student in the M.Ed. program will 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) 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. <p>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)</p>	<ol style="list-style-type: none"> 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. 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.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. 	<ol style="list-style-type: none"> 1.A. All nine indicators exceeded the S.L.O. goal with 100% of the students maintaining a rating of Excellent. 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.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). 	<ol style="list-style-type: none"> 1.A. The S.L.O. was met and will be maintained through the 2010-2011 academic year. 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. 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.

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