

**ED.S. SECONDARY EDUCATION PROGRAM
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	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: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise professional practices; 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Secondary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 2. Students completing the Educational Specialist Program in Secondary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 703, Theories of Learning, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 2. A. All graduates will design an action research proposal. Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor. 2 B. All graduates will successfully defend the action research proposal before the Research Proposal Committee. Criteria for Success: The graduates will obtain a "pass" from the research proposal committee. 		

<p>6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. Students completing the Educational Specialist Program in Secondary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p> <p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p> <p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p> <p>4. A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4. B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% 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>5. A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Graduate Program Survey, students will rate the library as a quality</p>		
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		<p>experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p> <p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p> <p>5. C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p> <p>5. D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The SLO was set at 85%.</p>		
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**ED.S. SECONDARY EDUCATION PROGRAM
EFFECTIVENESS PROGRAM
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 703, Theories of Learning, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 	<p>NOTE TO REVIEWERS: The Ed.S. In Elementary Education this summer was able to build a group of two candidates to enter the program this past summer. There will be no data for the most of the S.L.O.s.</p> <ol style="list-style-type: none"> 1. A. No data at this time. 1. B. There are eight indicators in the assessment (N=2; Spring 2014): Organization Exemplary 100% Meets Minimum Standards 0% Needs Further Development 0% Common Core Standards Exemplary 100% Meets Minimum Standards 0% Needs Further Development 0% Blueprint Exemplary 100% Meets Minimum Standards 0% Needs Further Development 0% Questions Exemplary 100% Meets Minimum Standards 	<ol style="list-style-type: none"> 1. A. The S.L.O. will be maintained for 2014-2015. 1. B. The S.L.O. was exceeded.

	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p>	<p>3. A. No data at this time.</p> <p>3. B. No data at this time.</p>	<p>3. A. The S.L.O. will be maintained for 2014-2015.</p> <p>3. B. The S.L.O. will be maintained for 2014-2015.</p>
	<p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p>	<p>4. A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4. B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% 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>4. A. No data at this time.</p> <p>4. B. No data at this time.</p>	<p>4. A. The S.L.O. will be maintained for 2014-2015.</p> <p>4. B. The S.L.O. will be maintained for 2014-2015.</p>
	<p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>5. A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p>	<p>5. A. No data at this time.</p>	<p>5. A. The S.L.O. will be maintained for 2014-2015.</p>

		<p>5. B. Students will perceive they are well prepared to write at a professional level when dealing with current research issues. In the Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).</p>	<p>5. B. No data at this time.</p>	<p>5. B. The S.L.O. will be maintained for 2014-2015.</p>
		<p>5. C. Students will perceive that the university supports technology as necessary for preparation as an educator in the modern classroom. In the Graduate Program Survey, students will rank technology at an 85% or higher positive rating.</p>	<p>5. C. No data at this time.</p>	<p>5, C, The S.L.O. will be maintained for 2014-2015.</p>
		<p>5. D. Students will perceive that they feel well prepared to critically evaluate the literature in their field and to synthesize the literature from a variety of sources. The SLO was set at 85%.</p>	<p>5. D. No data at this time.</p>	<p>5. D. The S.L.O. will be maintained for 2014-2015.</p>

**SECONDARY SPECIALIST PROGRAM
EFFECTIVENESS PROGRAM
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	STUDENT LEARNING OUTCOMES (SLOs)	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. 	<ol style="list-style-type: none"> 1. Students completing the Educational Specialist Program in Elementary Education Program will demonstrate advanced knowledge of teacher education and content appropriate to general elementary education. (WCU Goals 1.1, 1.2, 1.3, 1.4) (EDU Goals 1, 2, 4, 5) 2. Students completing the Educational Specialist Program in Elementary Education will acquire a knowledge base that will enable them to be consumers of research various methods and topics. (WCU Goals 1.1, 1.2) (EDU Goals 1, 5, 6, 7) 	<ol style="list-style-type: none"> 1. A. In EDU 720, all graduates will evaluate research through the annotated bibliography model. This model will be measured through a rubric with a goal of 90 out of 100 points. 1. B. All graduates will create a portfolio in EDU 621, an assessment designed for students to reflect upon the learning theories and how to put that into practice as a specialist in elementary education. Criteria for Success: 90% must obtain 3.5 out of 4 on a rubric on the portfolio that will be evaluated by a source outside the specialist program. 2. A. All graduates will design an action research proposal. Criteria for Success: 90% of the graduates on their first proposal will identify strengths and weaknesses in the problem statement, establish the literature review, and the research design based upon the action research checklist provided by their supervising professor. 2 B. All graduates will successfully defend the action research proposal before the Research Proposal Committee. Criteria for Success: The graduates will obtain a "pass" from the research proposal committee. 	<p>No active students during the 2012-2013 academic year.</p> <p>Six students have been enrolled for the 2013-2014.</p>	<p>No data.</p>

	<p>3. Students completing the Educational Specialist Program in Elementary Education will be capable of conducting substantive action research in their content appropriate field of general education. (WCU Goals 1.1, 1.4) (EDU Goals 1, 5, 6, 7)</p> <p>4. Students in the Specialist Program will be literate consumers of research literature and be able to present best practice research information to colleagues. (WCU Goals 1.1, 1.2, 1.4, 2.2) (EDU Goals 1, 5)</p> <p>5. A graduate student will perceive the graduate program training as an integral part of his/her professional preparation, recognizing and utilizing the tools of educational research, and recognizing the quality of teaching having an impact on their teaching performance.</p>	<p>3. A. All graduates will conduct and complete action research projects. Criteria for Success: 90% of the graduates on their first action research project will conduct an action research project, writing literature review, establishing interventions, collecting and interpreting data. Graduates will complete the projects with the guidance of the supervising faculty advisor and obtain approval to present before the Specialist Committee.</p> <p>3. B. All graduates will successfully defend the action research project in front of the Specialist Committee. Criteria for Success: The graduates will obtain a “pass” from the Specialist Committee.</p> <p>4.A. In EDU 663, Learning Disabilities, teacher candidates in the Specialist program will achieve a mean score of 3.5 when being assessed for Scholarly Writing. The rubric “Scholarly Writing and Research”.</p> <p>4.B. In EDU 660, Organization Procedures for Special Education, students will have a mean score of 85% 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>5.A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Spring 2011 Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5).</p>		
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