MASTER OF EDUCATION WITH SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2014-2015

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. **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 **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;	1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)	1. A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).		

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

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

	2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)	2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.	

		2. B. In EDU 602, Trends in Children's and Adolescent Literature, is an elective course for the M.A.T. Secondary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.		
	3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)	3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.		

		3. 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.		

		3. C. In EDU 636, Reading and Writing Across the Curriculum, students will achieve a group mean score of 80% (Target and Acceptable combined) when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.		

	4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)	4. A. As measured by the "Designing an Interdisciplinary Unit" rubric, teachers in EDU 640 "Curriculum Planning" will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.		

		4. B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies in the design of a unit at a minimum of 80% (Target and Acceptable) on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.		

		4. C. In EDU 606, *Designing an Interdisciplinary Unit*, the target population will achieve a minimum of 85% on each indicator when Target and Acceptable are aggregated.		

		4. D. In EDU 646, Secondary Methods, the teacher candidates will design a Choice Board – an integrated lesson plan using differentiated instruction – in order to process information utilizing the multiple intelligences. The total group means and indicators will be 85% when Target and Acceptable performance levels have been aggregated.		

MASTER OF EDUCATION WITH SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2013-2014

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. **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:** 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. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)	1. A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).	1. A. The Exit Interview does not evaluate individual programs. Therefore the "n" represents all undergraduate graduating students. The survey has 12 categories: N=89 Tradition 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. 0.5 Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 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	1. A. The Exit Interview met the S.L.O. with all categories above 4.0. The highest score for both campuses was 4.8 in the following areas: -Academic Climate for Success -Faculty and Staff meet the mission of the university -University works with students to attain their highest potential. The lowest score was a 4.5 in the following categories: -Emphasizing values of the arts and sciences; -Develops and recognizes talent; -Nurtures the fine arts. The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.

professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.			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 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 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 – 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. 0.7	
			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. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.	1. B. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. With an N of 22 M.Ed. Secondary Education graduates, the 11 categories are: Advisor Guidance 4.6 Faculty Expertise 4.68 Library 4.45 Facilities 4.59 Technology 4.59 Best Practices 4.68 Scholarly Writing 4.7 Research Skills 4.59 Class Availability 4.7 Individual Needs 4.68 Mission 4.8 Total Mean: 4.64 Tradition Campus The Graduate School of Education Exit Survey was administered at Tradition Campus with the following results. With an N of 8 M.Ed. Secondary Education graduates, the 12 categories are: Advisor Guidance 4.75 Faculty Expertise 4.75 Library 4.37 Facilities 4.50 Technology 4.50 Best Practices 4.75 Scholarly Writing 4.87 Research Skills 4.87 Class Availability 4.75 Individual Needs 4.75 Mission 4.87 Diversity 4.87 Total Mean: 4.71	1. B. The S.L.O. of 4.0 or higher was met in all 11 categories and the total mean of 4.64 for 22 Hattiesburg graduate students in the M.Ed. Secondary Education degree. The mean for the Tradition students (N=8) was 4.71. All indicators from both campuses met the S.L.O. goal. This indicates a strong positive affirmation of the program by program completers.

	2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)	2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.	2. A. 100% of the M.Ed. Secondary Education graduate students in 2013-2014 earned an overall score of 3.0 or higher on the written comprehensive examination. In Summer 2014, the school coded the examination questions by content area standards with the following results: On a Likert scale of 1-5 with 5 being Excellent N=21 SECONDARY METHODS Mean 3.5 NCSS Social Studies - Standard 1.5 NSTA Science - Standard 6.b NCTM Mathematics - Standard 8.4 NCTE English - Standard 4.3 NASPE Physical Education - Standard 3.4 NEEDS OF DIVERSE STUDENTS Mean 3.5 NCSS Social Studies - Standard 1.4 NSTA Science - Standard 8.a NCTM Mathematics - Standard 7.5 NCTE English - Standard 4.10 NASPE Physical Education - Standard 3.5 INTEGRATED CURRICULUM Mean 4.0 NCSS Social Studies - Standard 1.5 NSTA Science - Standard 6.1 NCTM Mathematics -	2. A. The Student Learning Outcome was met with 100% passing the comprehensive examination in Fall 2013, Spring 2014, and Summer 2014. The Summer 2014 examination was the first time the examination was aligned to NCSS, NCTE, NSTA, NASPE, and NCTM objectives and the data analyzed. All standards met the S.L.O. goal of 3.0 or higher. 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. Note should be taken concerning Technology with a score of 4.4. This strong score is due to the term by term updating of the EDU 625 Technology in Education course.

			Standard 8.7 NCTE English - Standard 3.3, 3.4 NASPE Physical Education - Standard 3.1 TECHNOLOGY Mean 4.4 NCSS Social Studies - Standard 1.8 NSTA Science - Standard 1.C NCTM Mathematics - Standard 6.1 NCTE English - Standard 3.6 NASPE Physical Education - Standard 3.7 TRENDS IN EDUCATION Mean 4.3 NCSS Social Studies - Standard 1.5 NSTA Science - Standard 10.c NCTM Mathematics - Standard 7.4 NCTE English - Standard 2.5 NASPE Physical Education - Standard 5.3 LEARNING AND MOTIVATION Mean 3.1 NCSS Social Studies - Standard 1.4 NSTA Science - Standard 2.A NCTM Mathematics - Standard 16.3 NCTE English - Standard 4.3 NASPE Physical Education - Standard 3.1	

		2. B. In EDU 602, Trends in Children's and Adolescent Literature, is an elective course for the M.A.T. Secondary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.	2. B. There were five indicators in the Integrated Literature Lesson Plan (N=174): (1) Curriculum Core Standards Target 93.1%; Acceptable 4.02%; Unacceptable 2.87%; (2) Objectives, Specific Learning Outcomes Target 85.06%; Acceptable 9.2%; Emerging 2.3%; Unacceptable 3.45%; (3) Procedures and Materials Target 85.14%; Acceptable 10.86%; Emerging 4%; (4) Assessment Target 72.99%; Acceptable 13.22%; Emerging 4.6%; Unacceptable 9.2%; (5) Differentiated Instruction Target 85.14%; Acceptable 8%; Emerging 3.43%; Unacceptable 3.43%. Total Mean Score by Rank: Target 84.29% Acceptable 9.06% Emerging 2/87%; Unacceptable 3.78%.	2. B. The Student Learning Outcome was exceeded with a total mean of Target 84.29% and Acceptable 9.06%. The Integrated Lesson Plan is a regular elementary education template adopted in most school districts. This gives the university faculty member an opportunity to assist teachers in honing their lesson design skills.
	3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)	3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.	3. A. In the Annotated Bibliography, the N was 113 with three indicators. (1) Five Appropriate Research Selections Target 94.69% Acceptable 3.54% Emerging 0.88% Novice 0.88% (2) Appropriate Summary of Research and Quality of Writing Target 59.29% Acceptable 25.66% Emerging 14.16%	3. A. In the Annotated Bibliography (N=113), the Student Learning Outcome was exceeded (93.99%).

			Novice 0.88% (3) Recommendation / Reflection Target 90.65% Acceptable 8.41% Emerging 0% Novice 0.93% TOTAL GROUP MEANS Target 81.38% Acceptable 12.61% Emerging 5.11% Novice 0.9%	
		3. 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.	3. 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%	3. 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: • Review of the Literature • Statement of the General Issue and Hypothesis • Instrument / Addressing Technical Issues (Validity and Reliability) • Design • Analysis. Faculty determined to revise the rubric to a four point Likert scale (Target, Acceptable, Emerging, and Novice) and assess during the next academic year. It is expected that the additional performance level would allow the S.L.O. to be revised as follows: based on eleven indicators, when Target and Acceptable are combined, 80% of the teachers will reach the minimum standard.

			Novice 0%	
			(6) Participants Target 82.61% Emerging 17.39% Novice 0%	
			(7) Instrument / Addressing Technical Issues (Validity and Reliability) Target 65.22% Emerging 30.43% Novice 4.35%	
			(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%	
			Total Group Means Target 81.03% Emerging 14.25% Novice 4.35%	

		3. C. In EDU 636, Reading and Writing Across the Curriculum, students will achieve a group mean score of 80% (Target and Acceptable combined) when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.	3. C. There are four indicators in the Scholarly Writing rubric. (1)Synthesis Target 35% Acceptable 10% Emerging 55% Unacceptable 0% (2) Application Target 77.78% Acceptable 22.22% Emerging 0% Unacceptable 0% (3) Reflection Target 35% Acceptable 10% Emerging 55% Unacceptable 0% (4) Clarity Target 35% Acceptable 10% Emerging 35% Unacceptable 20% Total Group Means Target 40.58% Acceptable 11.59% Emerging 42.03% Unacceptable 5.8%	3. C. The Student Learning Outcome was met in only one indicator: Application. Synthesis, Reflection, and Clarity were well below the minimum S.L.O. Standard. This is an important indicator that the Research Writing Initiative needs more focus with a variety of writing projects.

	4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)	4. A. As measured by the "Designing an Interdisciplinary Unit" rubric, teachers in EDU 640 "Curriculum Planning" will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.	4. A. The Designing an Interdisciplinary Project has eight indicators rated over three performance levels (Artisan, Experienced, Apprentice). (1)Topic and Topical Theme Artisan 80.17% Experienced 17.36% Apprentice 2.48% (2) Unit Overview Artisan 84.3% Experienced 12.4% Apprentice 3.31% (3) Generalizations Artisan 84.3% Experienced 10.74% Apprentice 4.96% (4) Guiding Questions Artisan 87.88% Experienced 9.85% Apprentice 2.27% (5) Teaching Strategies / Activities Artisan 93.18% Experienced 6.06% Apprentice 0.76% (6) Culminating Task with a Rubric Artisan 85.95% Experienced 7.44% Apprentice 6.61% (7) Lesson Plan Artisan 90.15% Experienced 9.09% Apprentice 0.76% (8) Overall Design	4. A. The Student Learning Outcome was met when Artisan and Experienced scores were aggregated. Both at the indicator and the total group mean.

			Artisan 76.69% Experienced 22.56% Apprentice 0.75% Total Means Artisan 85.39% Experienced 11.94% Apprentice 2.67%	
		4. B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies in the design of a unit at a minimum of 80% (Target and Acceptable) on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.	4. B. There are eight indicators in the Technology Unit Design. (1)Synthesis of knowledge. It is evidence that best practice is transferred to professional practice. Target 85.42% Acceptable 10.42% Emerging 1.04% Unacceptable 3.12% (2) Organization: The unit is well organized and easy to follow. Target 84.38% Acceptable 10.42% Emerging 1.04% Unacceptable 4.17% (3) Teaching Across the Curriculum: The unit is not solely based on one subject, but provides a complete learning experience to students. Target 85.42% Acceptable 9.38% Emerging 2.08% Unacceptable 3.12% (4) Standards Based: Common Core standards are integrated or MDE State Frameworks. Target 86.46% Acceptable 9.38%	4. B. In the Technology Unit Design, all indicators exceeded the S.L.O.

			Emerging 1.04% Unacceptable 3.12% (5) Language Arts Skills: Application of innovative and relevant language arts skills is evidenced throughout the unit. Target 85.42% Acceptable 10.42% Emerging 1.04% Unacceptable 3.12% (6) Multiple Intelligences and Accommodations: Unit is designed to meet the needs of a diverse student population. Target 86.46% Acceptable 9.38% Emerging 1.04% Unacceptable 3.12% (7) Depth of Procedures: Procedures are easy to follow. Target 83.33% Acceptable 11.46% Emerging 2.08% Unacceptable 3.12% (8) Technology Integration: Technology is integrated in appropriate, innovative, and meaningful ways. Target 84.38% Acceptable 10.42% Emerging 1.04% Unacceptable 4.17% Total Group Means Target 85.16% Acceptable 10.16% Emerging 1.3% Unacceptable 3.39%	

		4. C. In EDU 606, *Designing an Interdisciplinary Unit*, the target population will achieve a minimum of 85% on each indicator when Target and Acceptable are aggregated.	4. C. Designing an Interdisciplinary Unit has ten indicators with four performance levels. There was an N of 57. (1)Topic or Theme Choice Target 98.25 Acceptable 1.75% Emerging 0% Unacceptable 0% (2) Scan and Cluster Target 94.74% Acceptable 3.51% Emerging 1.75% Unacceptable 0% (3) Selection of Broad-Based Standards Target 94.74% Acceptable 1.75% Emerging 1.75% Unacceptable 1.75% (4) Construction of Know/ Do/ Be/ (BD) Umbrella Target 84.21% Acceptable 7.02% Emerging 8.77% Unacceptable 0% (5) Construction of Web Target 91.23% Acceptable 8.77% Emerging 0% Unacceptable 0% (6) Big Understandings answer Big Questions Target 89.47% Acceptable 3.51% Emerging 1.75%	4. C. The Student Learning Outcome was exceeded on every indicator and a total group mean 97% (Target and Acceptable). These scores show students have strong competencies in the design of interdisciplinary units. This key assessment will be maintained for the next academic year.

			Unacceptable 5.26% (7) Creating Big Questions Target 92.98% Acceptable 3.51% Emerging 3.51% Unacceptable 0% (8) Description of Big Assessment Task Target 94.74% Acceptable 5.26% Emerging 0% Unacceptable 0% (9) Task Specific Rubric Target 87.72% Acceptable 10.53% Emerging 0% Unacceptable 1.75% (10) Unit Relevance Target 89.47% Acceptable 8.77% Emerging 1.75% Unacceptable 0% Total Group Means Target 91.75% Acceptable 5.44% Emerging 1.93% Unacceptable 0.88%	

		4. D. In EDU 646, Secondary Methods, the teacher candidates will design a Choice Board – an integrated lesson plan using differentiated instruction – in order to process information utilizing the multiple intelligences. The total group means and indicators will be 85% when Target and Acceptable performance levels have been aggregated.	4. D. The Choice Board Project has four indicators with four performance levels (Target, Acceptable, Emerging, and Unacceptable). N=78 (1)Familiarity with frameworks and Common Core Target 53.85% Acceptable 39.74% Emerging 6.41% Unacceptable 0% (2) Activities Alignment with State Framework and Common Core Target 52.56% Acceptable 39.74% Emerging 7.69% Unacceptable 0% (3) Activities Alignment with Learning Styles Target 52.56% Acceptable 39.74% Emerging 7.69% Unacceptable 0% (4) Measurable and Appropriate Assessment Target 51.28% Acceptable 42.31% Emerging 6.41% Unacceptable 0% Total Group Means Target 52.56% Acceptable 40.38% Emerging 7.05% Unacceptable 0%	4. D. The Student Learning Outcome was exceeded in all indicators and total group means. This senior laboratory course is critical to a successful internship. The teacher candidates are exhibiting strong skills in lesson design for all students in terms of their learning styles.

MASTER OF EDUCATION WITH SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2012-2013

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 perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)	1.A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).	1.A. Exit Interview of Master Graduate Students was not completed this year. Data was not available.	1.A. Data will be collected next year.
	2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)	2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.	2.A. 100% of the M.Ed. Secondary Education graduate students in 2012-2013 earned an overall score of 3.0 or higher on the written comprehensive examination.	2.A. This was an exceptional year where candidates were well prepared and no graduate student had to repeat any section of the examination.
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:** 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	3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)	3.A. In EDU 620, eighty percent of the students will be ranked either *Mostly Meets Expectations* or *Exceeds Expectations* when evaluating research through the annotated bibliography model.	3.A. The Annotated Bibliography Model has nine indicators. The Hattiesburg campus had an N of 303. Hattiesburg candidates' average percent scores are listed below: • Cover page format 93%; • Five appropriate reading choices 97%; • APA style 95%; • Completeness of annotation 91%; • Quality of writing 89%; • Recommendation for each entry 96%; • Like/Dislike Critique 95%; • Document correctly formatted 90%; • Appearance of document 97%; • Total 94%.	3.A. The S.L.O. was exceeded in every category. The Key Assessment will be maintained since it is vital to the school's impetus on professional writing.

professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.		3.B. In EDU 620 the *Qualitative Research Proposal Rubric* describes the eleven components of a research proposal. The candidates must score eighty percent or higher on each component. .	3.B. The Tradition campus had an N of 51. The Performance level is Target. Tradition candidates' average percent scores are listed below: • Cover page 98%; • Introduction 94%; • Statement of Topic of Interest 96%; • Review of Literature 86%; • Statement of General Issue/Hypothesis 80% • Participants Description 71%; • Instrument/Addressing Technical Issues 86%; • Design 82%; • Procedures to be Used 92%; • Analysis of Data 80%; • References 98%; • Total 88%.	3.B. The S.L.O. was met in ten of the eleven components with *Participants Description* being 71%. This key assessment will be continued for the next academic year.
		3.C. In EDU 630, History and Philosophy of Education, the candidates were assessed in their ability to compose an Annotated Bibliography. Eighty percent of the candidates must complete five components at *Exceeds Expectations* or higher.	3.C. The *Annotated Bibilography* has scores in five components: • Cover page 98%; • Appropriate Choice for Readings 100%; • APA 97%; • Completeness of summary 99%; • Document Format 95%; • Total 98%.	3.C. The S.L.O. was exceeded in all components. It was encouraging to see that APA formatting was demonstrated at 97%.
	4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)	4.A. In EDU 640, each candidate must design *An Interdisciplinary Unit*. The candidates will score 85% or higher when the two highest performance level (Artisan and Experienced) scores are combined.	4.A. There are eight components to the *Interdisciplinary Unit*. The N for 2012-2013 was 132. The combined scores are: • Topic and Topical Theme 99%; • Unit Overview 96%; • Generalizations 96%;	4.A. The. S.L.O. was exceeded in all areas. This is a culminating activity for the graduate students and will remain a key assessment for 2013-2014.

			• Guiding Questions 98%; • Teaching Strategies 99%; • Culminating Task with Rubric 99%; • Lesson Plan 98%; • Overall Design 99%; • Total Percent 98%.	
		4.B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 85% Exceeds Expectations in the *Technology Integrated Unit Project.* There are eight components in the rubric.	4.B. In EDU 625, there are eight components: • Synthesis of Knowledge 100%; • Organization 100%; • Teaching Across the Curriculum 91%; • Standards Based Common Core Standards are Integrated 100%; • Language Arts Skills 95%; • Multiple Intelligences and Accommodations 98%; • Depth of Procedures 84%; • Technology Integration 95%; • Total Mean 95%.	4.B. The S.L.O. was met in all components. This is a key assessment for technology and will be maintained in 2013-2014.
		4.C. In EDU 646, Secondary Methods, candidates must complete an *Integrated Unit Choice Board* to demonstrate their ability to differentiate instruction. The candidates will earn 80% or higher on the Performance Level *Excellent*.	4.C. The *Integrated Unit Choice Board* has four components. The N was 162 students. The scores for *Excellent* are: • Familiarity with the Frameworks and Common Core 94%; • Activities Alignment with State Frameworks and Common Core 91%; • Activities Alignment with Learning Styles 93%;	4.C. The S.L.O. was exceeded in every component. This is a key assessment indicating that the school's secondary graduate students can differentiate instruction.

			• Measurable and Appropriate Assessments 83%; • Total percentage 90%.	
		4.D. In EDU 572, *Survey of the Exceptional Child*, the target population will reach a mean of 85% or higher on the two highest ratings (Target and Acceptable) on the *Annotated Bibliography Rubric*.	4.D. The *Annotated Bibliography* has seven components. The combined scores (Target and Acceptable) are: • Title page formatting 96%; • Abstracts 98%; • Summary of Contents of Each Reference 97%; • Personal Reflection 95%; • Variety of Sources; References Appropriate to Topic 91%; • Mechanics 99%; • References and APA Style 94%; • Total 96%.	4.D. The S.L.O. was exceeded in all components. The importance of this data is the school's commitment to professional writing by the graduate students. This is a key indicator.

MASTER OF EDUCATION WITH SECONDARY EDUCATION
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 perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)	1. A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).	1.A. There were 55 respondents at Hattiesburg and 104 respondents at Tradition. There were five indicators: (1) Professors teach with effective communication skills (Hattiesburg 4.5; Tradition 4.6); (2) Professors stimulate critical thinking (Hattiesburg 4.7; Tradition 4.7); (3) Professors maintain high levels of scholarship (Hattiesburg 4.6; Tradition 4.6); (4) Professors develop talent and recognize achievement (Hattiesburg 4.7; Tradition 4.5) (5) Professors provide professional training (Hattiesburg 4.7; Tradition 4.7).	1.A. This key assessment is used across the university as an institutional effectiveness tool. The S.L.O. was met and will be maintained for 2012-2013.
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:** 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	2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)	2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.	2.A. During the three comprehensive examination periods (July, November, April), 33 secondary education graduate students completed the comprehensive examination with 3.0 or higher. The average mean for the three examination periods for secondary education was 3.6. No graduate failed the examination.	2.A. The comprehensive examination will be maintained for the 2012-2013 academic year. The S.L.O. exceeded the 3.0 goal.

professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.		2.B. In EDU 602, Trends in Children's and Adolescent Literature, is an elective course for the M.A.T. Secondary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.	2.B. The Literature Integrated Lesson Plan had four components: Theme (3.6); Activities Well Designed and Detailed (3.5); Activities showing evidence of teaching the book (3.7); and Activities Developmentally Appropriate for the age level (3.8).	2.B. The S.L.O. was met and will be maintained for the 2012-2013 academic year.
	3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)	3.A. In EDU 620, 80% of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.	3.A. There were five criteria in the rubric. (1) Cover Page, Formatting (89% Exemplary); (2) Ten Entries – Scholarly/peer reviewed (100% Exemplary); (3) Liked/Disliked – Recommendation – Critique (95% Exemplary); (4) Whole Document in Correct Layout (89% Exemplary); (5) Appearance, Font, Etc. (100% Exemplary) Total Project 95% Exemplary	3.A. The S.L.O. was exceeded by 15 percentage points. At 95% exemplary there is strong evidence that graduate students are increasing their scholarly writing.
		3.B. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and earning a ranking of Target, Emerging or Novice. Criterion: Introduction, Statement of Topic, Review of Literature, Statement of General Issue and Hypothesis, Participants, Instrument Addressing Technical Issues, Design, Procedures to be Used, Analysis of Data, and References.	3.B. Graduate students (n=26) completed the Research Proposal. The Target population meeting all standards was 84.6%. The Emerging population was 15.4%; The Novice population was 0%.	3.B. 84% of the graduate students met the Target standard for writing a Research Proposal. This is an important development as faculty members continue to design more effective writing projects for developing research plans.

		3.C. In EDU 636, Reading and Writing Across the Curriculum, teacher candidates in the M.A.T. program will achieve a mean score of 3.5 when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.	3.C. 97.4% of the target population achieved an overall rating of Exemplary.	3.C. This is an important achievement since the instructors had instituted major changes in training for scholarly writing in the past year. The S.L.O. will be maintained for the 2012-2013 academic year in support of our school learning objective for scholarly writing.
	4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)	4.A. As measured by the "Designing an Interdisciplinary Unit" rubric, teachers in EDU 640 "Curriculum Planning" will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.	4.A. There were eight indicators in the Interdisciplinary Unit: (1) Topic and Topical Theme Artisan 84%; Experienced 15&); (2) Unit Overview Artisan 84%; Experienced 15%; (3) Generalizations Artisan 68%; Experienced 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%.	4.A. 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%.

| | | 4.B. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 3.5 on a 4 point Likert scale using the INTEL Teach to the Future Certification standards. | 4.B. Module 1 (Teaching with Products) = 92%; Module 2 (Planning My Unit) = 100%; Module 3 (Internet Based Resources = 100%; Module 4 (Creating Samples of Learning) = 100%; Module 5 (Assessing Student Projects) = 77%; Module 6 (Differentiated Instruction) =77%; Module 7 (Facilitating with Technology) = 100%; Module 8 (Showcasing Unit Portfolios) = 95%. The total student mean was 96%. There were two modules (Differentiated Instruction 77% and Assessing Student Portfolios 77%) where the mean did not reach the expected outcome. | 4.B. The S.L.O. was exceeded in all areas except for Differentiated Instruction and Assessing Student Projects. |
| | | 4.C. In EDU 606, *Designing an Interdisciplinary Unit*, the target population will achieve a minimum of 85% on each indicator for Interdisciplinary Rubric. This is an elective course for the secondary education program. | 4.C. There were ten indicators in the Interdisciplinary Unit: Topic or Theme Choice (97%); Scan and Cluster (91%); Selection of Broad-based Standards (97%); Construction of Know/Do/Be (BD) Umbrella (91%); Construction of Web (82%); Big Understandings Answer Big Questions (71%); Creating Big Questions (88%); Description of Big Assessment Task (94%); Task Specific Rubric (97%) and Unit Relevance (90%). | 4.C. The S.L.O. was exceeded in all areas save Construction of Web (82%) and Big Understandings Answer Big Questions (71%). This is a significant improvement over the last year's assessment. Students were having trouble articulating the difference between topical and concept-based models of curriculum and instruction. I began using a hands-on activity at the first "face to face" meeting where students were divided into groups of four or five. The small groups were given a container with Play-Doh and a card which included a statement. The groups were to read the statement and then create an image with the Play-Doh that represented the image. The groups had different statements. Statement #1: A bird has a beak. Statement #2: Life forms are equipped with the tools needed to survive. After creating the different images, the groups had to guess what the other groups had created. Once all statements were disclosed, a discussion took place about how one statement was a fact and the other was an enduring understanding. This led into the difference between a topical and concept-based model of curriculum |

				and instruction. Students were also having trouble developing a horizontal and vertical scan and cluster, so I demonstrated how to take hard copies of the State Frameworks for each subject being integrated in the Unit Design and use highlighters to determine the objectives in each subject area that could be taught as a unit. Then I incorporated a small group activity where teachers were given hard copies of three subject areas for a grade level out of the State Framework, and were instructed to use highlighters to determine which objectives in each subject could taught as a unit. This helped the teachers understand the process.

MASTER OF EDUCATION WITH SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2009-2010

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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. **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:** 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 professional practices; 6. collaborate with others to promote learning;	1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. In the Spring graduate survey Item #7: Scholarly Writing: I feel well prepared to communicate my ideas in writing addressing current issues in my field, graduate students rated their ability to communicate research ideas. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6) 2. A graduate student will perceive the library as an integral part of his/her educational process, recognizing and utilizing the tools of educational research, using primary sources found in the library as well as online sources. In the Spring 2007 graduate survey Item #3: "Library: The Library (its databases, books, media, periodicals and online resources) supports a quality learning experience in my program", survey results indicated only 62% (Likert scale) considered the library a quality learning experience. (WCU Goals 1.2, 1.4) (EDU Goals 1)	1. A. 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 S.L.O. was set at 85%. 1. B. In the Exit Interview for Master Graduates, students perceive that faculty are highly qualified in their subject knowledge and communicate their knowledge in the university classrooms. 1.C. Students will perceive that they feel that the knowledge they have gained has positively impacted their own teaching skills. The S.L.O. was set at 85%. 2. A. With faculty designing and implementing quality research experiences in the library, students will perceive the library as an integral part in their program. In the Spring 2010 Graduate Program Survey, students will rate the library as a quality experience at a level of 80% Agree or Strongly Agree (Likert Scale of 5). 2.B. Students will perceive they are well prepared to write at a	1.A. The survey results indicated that 93.73% of the students surveyed agreed or strongly agreed concerning their preparation to evaluated the literature in their field. 1.B. The Student Learning Outcome was set at 85% or higher for faculty expertise. Survey results were 92.89%. 1.C. NCATE and Blue Ribbon Commission for Teacher Preparation believe this to be a key requirement for success in graduate education: the impact of the graduate student's teaching performance on their own students. The survey result was 93.31%. The S.L.O. was exceeded. 2.A. In the Spring 2010 Graduate Program Survey, specialist students rated the library as a quality experience at 83.26%. 2.B. The perception of Scholarly Writing was 92.05%	1.A. This is a major accomplishment for all graduate programs in the School of Education. This survey item ranked highest across all other items. The faculty's work can be highly commended for increasingly this vital part of the graduate program experience. 1.B. This is an exceptionally high score for faculty expertise and commends the work of the faculty for the School of Education. 1.C. Value-added instruction is a critical component as seen by the learned societies and the state department of education. Graduate education has been criticized nationally for not yielding a value-added instructional impact on the schools. This survey item indicates that graduate students overwhelmingly believe that their graduate preparation is making a difference in their classrooms. 2.A. The S.L.O. was met. The library, especially through its online resources, has continued to grow dramatically over the past three years. Blue Ribbon Commission for Teacher Redesign urged the increase of library resources as an important part of teacher preparation. The S.L.O. will be met. 2.B. The S.L.O. for the perception of scholarly writing was far exceeded

7. Build caring, reflective decision-makers.		professional level when dealing with current research issues. In the Spring 2010 Graduate Program Survey, students will rate Scholarly Writing at a level of 85% or higher (Likert scale of 5).	in the Spring 2010 Survey.	for the graduate programs. This is an important development in that Scholarly Writing has been a major emphasis for all graduate faculty. Another important indicator of the improvement of Scholarly Writing has been the significant decrease in plagiarism through the incorporation of Turn-It-In software.
	3. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)	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. Secondary Education graduate students (N=54) scored on average 3.63. 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.
	4. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)	4.A. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to APA format, purpose statement(s), justification, definition of terms, and potential audience	. 4.A. 100% of those students completing the introduction to a research plan met the minimum criteria.	4.A Since all met the minimum criteria, it will remain the same. This was a small group and worked well together online helping one another.
		4.B. In EDU 620, 80% of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.	4.B. There were eight indicators: Cover Page (100), ABC order (72), Entries (95.56), Quality (74.75), Critique (94.4), APA Format (81.7), Layout (89.4), Appearance (91.7) and overall (84.5).	4.B. There were two indicators that did not meet the S.L.O. standard: ABC Order (a formatting issue) and Quality of Writing. This second indicator is a key assessment for all graduate students in the program. Scholarly Writing has been written into the mission of the School of Education. This is the entry level course in the graduate school. Faculty members commit large amounts of time tutoring in writing at the graduate level. This indicator will continue to be a key assessment for 2010-2011.
	5. The graduate student will demonstrate content knowledge and performance	5.A. In EDU 625, Technology in Education, the students will demonstrate their technology	5.A. Hattiesburg Campus – Module 1 (Teaching with	5.A. All modules save for one exceeded the 3.5 outcome. The one module (Creating Web Samples) that did not reach the standard covers a number of cutting edge

MASTER OF EDUCATION WITH SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2010-2011

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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.	1. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)	1. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.	1.A. During the three comprehensive examination periods (July, November, April), 33 secondary education graduate students completed the comprehensive examination with 3.0 or higher. The average mean for the three examination periods for secondary education was 3.6. No graduate failed the examination.	1.A. The comprehensive examination will be maintained for the 2011-2012 academic year. The S.L.O. exceeded the 3.0 goal.
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		1.B. In EDU 602, Trends in Children's and Adolescent Literature, is an elective course for the M.A.T. Secondary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.	1.B. The Literature Integrated Lesson Plan had four components: Theme (3.2); Activities Well Designed and Detailed (3.3); Activities showing evidence of teaching the book (3.25); and Activities Developmentally Appropriate for the age level (3.6).	1.B. The S.L.O. was met and will be maintained for the 2011-2012 academic year.
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	2. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)	2.A. In EDU 620, 80% of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.	2.A. There were five criteria in the rubric. (1) Cover Page, Formatting (91% Exemplary); (2) Ten Entries – Scholarly/peer reviewed (100% Exemplary); (3) Liked/Disliked – Recommendation – Critique (93% Exemplary); (4) Whole Document in Correct Layout (88% Exemplary);	2.A. The S.L.O. was exceeded by 14 percentage points. At 94% exemplary there is strong evidence that graduate students are increasing their scholarly writing.

professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.			(5) Appearance, Font, Etc. (100% Exemplary) Total Project 94% Exemplary	
		2.B. In EDU 636, Reading and Writing Across the Curriculum, teacher candidates in the M.A.T. program will achieve a mean score of 3.5 when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.	2.B. 96% of the target population achieved an overall rating of Exemplary.	2.B. This is an important achievement since the instructors had instituted major changes in training for scholarly writing in the past year. The S.L.O. will be maintained for the 2011-2012 academic year in support of our school learning objective for scholarly writing.

	skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)	competencies at a minimum of 3.5 on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.	Products) = 3.8; Module 2 (Planning My Unit) = 3.85; Module 3 (Internet Based Resources = 3.96; Module 4 (Creating Web Samples) = 3.32; Module 5 (Assessing Student Projects) = 3.89; Module 6 (Planning for Student Success) = 3.89; Module 7 (Webquests, social bookmarking, blogs) = 3.64; Module 8 (Showcasing Unit Portfolios) = 4.0. The total student mean was 3.75. There was one module (Creating Web Samples) were the mean did not reach the expected outcome (3.32).	ideas and is constantly being updated. The faculty continues to upgrade their own training in this area. The S.L.O. will be maintained for the 2010-2011 academic year.
	5.B. In EDU 606 (Curriculum Integration), the students will demonstrate their skills in designing an Integrated Curricular Unit based on the following rubric (4 point Likert Scale): Concept, Unit Focus, Integration with Frameworks, Materials and Resources including Technology, Instructional Activities, and Assessments. The target population will have a group mean of 3.5 or higher in every indicator.	5.B. The first three indicators (Concept; Unit Focus and Integration with Frameworks) scored 3.72. Materials and Resources including Technology scored 3.72. Instructional Activities was 3.76. Assessments scored 3.64.	5.B. All assessments exceeded the S.L.O. for 2009-2010. The outcome will continue through 2010-2011 as a key assessment for unit planning.