

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

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.

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

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

	<p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<hr/> <p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>		
	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<hr/> <p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p>		

**MASTER OF EDUCATION WITH SOCIAL STUDIES EDUCATION
EFFECTIVENESS PROGRAM
2013-2014**

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 	<p>1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)</p>	<p>1. A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</p>	<p>1. A. The Exit Interview does not evaluate individual programs. Therefore the "n" represents all undergraduate graduating students. The survey has 12 categories:</p> <p>N=69 Main Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8</p> <p>Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.9</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.8</p> <p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.6 S.D.</p>	<p>1. A. The Exit Interview met the S.L.O. with all categories above 4.0. The highest score for both campuses was 4.8 in the following areas:</p> <ul style="list-style-type: none"> -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> <ul style="list-style-type: none"> -Emphasizing values of the arts and sciences; -Develops and recognizes talent; -Nurtures the fine arts. <p>The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.</p>

<p>potential; 5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>1. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.</p>	<p>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 – Mean 4.6 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and counsel, and loving concern – Mean 4.8 S.D. 0.7</p> <p>In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7</p> <hr/> <p>Total Mean 4.7 S.D. 0.7</p> <hr/> <p>1. B. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results.</p> <p>The 11 categories are: Advisor Guidance 4.6 Faculty Expertise 4.68 Library 4.45 Facilities 4.59</p>	<p>1. B. The S.L.O. of 4.0 or higher was met in all 11 categories and the total mean of 4.64 for 22 Hattiesburg graduate students in the M.Ed. Secondary Education degree. The mean for the Tradition students (N=8) was 4.71. All indicators from both campuses met the S.L.O. goal. This indicates a strong positive affirmation of the program by program completers.</p>
--	--	---	--	--

	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p>	<hr/> <p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p>	<p>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</p> <hr/> <p>2. A. In 2013-2014, there were no Social Studies Education candidates scheduled to take the examination.</p> <p>Biology Education In 2013-2014, there were no Biology Education candidates scheduled to take the examination.</p> <p>Mathematics Education In 2013-2014, there were no Mathematics Education candidates scheduled to take the examination.</p> <p>English Education 100% of the M.Ed. English Education graduate students in 2013-2014 earned an overall score of 3.0 or higher on the written comprehensive examination.</p> <p>In Spring, there were two candidates with an overall mean of 4.1. All candidates passed the examination.</p> <p>In Summer 2014, there was one candidate who passed with a 4.0 mean average.</p>	<hr/> <p>2. A. The Social Studies Student Learning Outcome will be continued for 2014-2015.</p> <p>The Biology Education Student Learning Outcome will be continued for 2014-2015.</p> <p>The Mathematics Education Student Learning Outcome will be continued for 2014-2015.</p> <p>English Education The Student Learning Outcome was met with 100% passing the comprehensive examination in Spring 2014 and Summer 2014.</p>
--	---	--	---	--

	<p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p> <p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p> <p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p>	<p>3. A. In the Annotated Bibliography, 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>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</p>	<p>3. A. In the Annotated Bibliography (N=113), the Student Learning Outcome was exceeded (93.99%).</p> <p>4. A. The Student Learning Outcome was met when Artisan and Experienced scores were aggregated. Both at the indicator and the total group mean.</p>
--	--	--	--	--

			<p>Artisan 84.3%</p> <p>Experienced 12.4%</p> <p>Apprentice 3.31%</p> <hr/> <p>(3) Generalizations</p> <p>Artisan 84.3%</p> <p>Experienced 10.74%</p> <p>Apprentice 4.96%</p> <p>(4) Guiding Questions</p> <p>Artisan 87.88%</p> <p>Experienced 9.85%</p> <p>Apprentice 2.27%</p> <p>(5) Teaching Strategies / Activities</p> <p>Artisan 93.18%</p> <p>Experienced 6.06%</p> <p>Apprentice 0.76%</p> <p>(6) Culminating Task with a Rubric</p> <p>Artisan 85.95%</p> <p>Experienced 7.44%</p> <p>Apprentice 6.61%</p> <p>(7) Lesson Plan</p> <p>Artisan 90.15%</p> <p>Experienced 9.09%</p> <p>Apprentice 0.76%</p> <p>(8) Overall Design</p> <p>Artisan 76.69%</p> <p>Experienced 22.56%</p> <p>Apprentice 0.75%</p> <p>Total Means</p> <p>Artisan 85.39%</p> <p>Experienced 11.94%</p> <p>Apprentice 2.67%</p> <hr/>	<hr/> <hr/> <hr/> <hr/>
--	--	--	--	-------------------------

**MASTER OF EDUCATION WITH SOCIAL STUDIES EDUCATION
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; 5. continue to reflect, refine, and revise 	<p>1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)</p>	<p>1.A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</p>	<p>1.A. Exit Interview was completed with the graduate students in 2012-2013. There are twelve indicators:</p> <p>DECEMBER 2012</p> <ul style="list-style-type: none"> • Advisor Guidance 4.5; • Faculty Expertise 4.8; • Library 4.3; • Facilities 4.6; • Technology 4.5; • Best Practices 4.6; • Scholarly Writing 4.6; • Research Skills 4.5; • Class Availability 4.6; • Individual Needs 4.7; • Mission of the School 4.7; • Diversity 4.5. <p>APRIL 2013</p> <ul style="list-style-type: none"> • Advisor Guidance 4.4; • Faculty Expertise 4.7; • Library 4.6; • Facilities 4.5; • Technology 4.5; • Best Practices 4.6; • Scholarly Writing 4.6; • Research Skills 4.6; • Class Availability 	<p>1.A. The S.L.O. was met. Libraries and facilities continue to show improvements.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p> <p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <p>3.A. In EDU 620, eighty percent of the students will be ranked either <i>Mostly Meets Expectations</i> or <i>Exceeds Expectations</i> when evaluating research through the annotated bibliography model.</p>	<p>4.7;</p> <ul style="list-style-type: none"> • Individual Needs 4.7; • Mission of the School 4.7; • Diversity 4.5. <p>2.A The M.Ed. in Social Studies Education candidates scored on the written comprehensive examination as follows:</p> <ul style="list-style-type: none"> • Dec 2012 (N=2) all candidates passed with an overall 4.4; • April 6, 2013 (N=0); • July 6, 2013 (N=2) Candidates scored overall 4.5. <p>3.A. The Annotated Bibliography Model has nine indicators. The Hattiesburg campus had an N of 303. Hattiesburg candidates' average percent scores are listed below:</p> <ul style="list-style-type: none"> • 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%. 	<p>2.A. This is the culminating task in the M.Ed. program. The S.L.O. was exceeded – all candidates successfully completed the comprehensive examination.</p> <p>3.A. The S.L.O. was exceeded in every category. The Key Assessment will be maintained since it is vital to the school's impetus on professional writing.</p>
---	---	--	---	---

	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>3.B. In EDU 620 the <i>Qualitative Research Proposal Rubric</i> describes the eleven components of a research proposal. The candidates must score eighty percent or higher on each component.</p> <p>4.A. In EDU 640, each candidate must design <i>An Interdisciplinary Unit</i>. The candidates will score 85% or higher when the two highest performance level (Artisan and Experienced) scores are combined.</p>	<p>3.B. The Tradition campus had an N of 51. The Performance level is Target. Tradition candidates' average percent scores are listed below:</p> <ul style="list-style-type: none"> • 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%. <p>4.A. There are eight components to the <i>Interdisciplinary Unit</i>. The N for 2012-2013 was 132. The combined scores are:</p> <ul style="list-style-type: none"> • Topic and Topical Theme 99%; • Unit Overview 96%; • Generalizations 96%; • Guiding Questions 98%; • Teaching Strategies 99%; • Culminating Task with Rubric 99%; • Lesson Plan 98%; • Overall Design 99%; • Total Percent 98%. 	<p>3.B. The S.L.O. was met in ten of the eleven components with <i>Participants Description</i> being 71%. This key assessment will be continued for the next academic year.</p> <p>4.A. The S.L.O. was exceeded in all areas. This is a culminating activity for the graduate students and will remain a key assessment for 2013-2014.</p>
--	--	---	---	---

--	--	--	--	--

**SOCIAL SCIENCE CONCENTRATION, MASTER OF EDUCATION
EFFECTIVENESS PROGRAM
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING 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 Purpose:</p> <ol style="list-style-type: none"> 1. Attain excellence in 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: The purpose of the Department of History and Social Science is to enhance student learning by augmenting the knowledge base and career potential of students investigating the social science disciplines</p>	<ol style="list-style-type: none"> 1. Graduates in Social Science will be able to demonstrate that their Christian values and religious opportunities have been enhanced and expanded through the curriculum and the extra-curricular activities. 2. Students will be able to apply their involvement in archival or field-related experiences. 3. Students will be able to demonstrate their proficiency in original, graduate-level research in the social sciences, as indicated by presentation of a competent research paper or project. 4. Knowledge of social science source material, theories and methodologies (including history, sociology, geography, political science and economics) will be enhanced during the program of study. 5. Ability to integrate theoretical and methodological information within the disciplines of the social sciences will be enhanced. 	<ol style="list-style-type: none"> 1. In the Exit Interview for Master's Graduates, student perceptions of the program's effectiveness in promoting Christian values will be ranked 4.0 out of 5.0. 2. 80 % of students will report their participation in a field trip, international travel or work in the Carey Center. 2a. 100% of students will be involved in archival work and preservation in the Carey Center Museum and Research Collection during their course of study. 3. Students will produce an original research paper in a seminar course. All papers will meet a definition of adequacy established by reference to an internally-generated rubric. 4. Students will receive a mean score of 4.2 out of 5 on the comprehensive examination. 	<ol style="list-style-type: none"> 1. 100% of students perceived the program's effectiveness in promoting Christian values as 4.0 out of 5.0. 2. 90% of students reported their participation in a field trip, international travel or work in the Carey Center. 2a. 90% of students will be involved in archival work and preservation in the Carey Center Museum and Research Collection during their course of study 3. Students produced an original research paper in a seminar course. All papers met a definition of adequacy established by reference to an internally-generated rubric, the History Department Writing Guidelines.. 4. The mean score on comprehensive examinations was 4.5. 	<ol style="list-style-type: none"> 1. No action required. 2. Continue to develop mentoring program for graduate students participating in field experience courses. 2a. Continue to stress opportunities for research in the Carey Center. 3. Publicize History Department Writing Guidelines and consider formal adoption of them for use in all social science courses. 4. Continue to diversify course offerings in social science and continue to counsel students in advisement sessions regarding comprehensive examinations.

**SOCIAL SCIENCE CONCENTRATION, MASTER OF EDUCATION
EFFECTIVENESS PROGRAM
2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING 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 Purpose:</p> <ol style="list-style-type: none"> 1. Attain excellence in 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: The purpose of the Department of History and Social Science is to enhance student learning by augmenting the knowledge base and career potential of students investigating the social science disciplines</p>	<ol style="list-style-type: none"> 1. Graduates in Social Science will be able to demonstrate that their Christian values and religious opportunities have been enhanced and expanded through the curriculum and the extra-curricular activities. 2. Students will be able to apply their involvement in archival or field-related experiences. 3. Students will be able to demonstrate their proficiency in original, graduate-level research in the social sciences, as indicated by presentation of a competent research paper or project. 4. Knowledge of social science source material, theories and methodologies (including history, sociology, geography, political science and economics) will be enhanced during the program of study. 5. Ability to integrate theoretical and methodological information within the disciplines of the social sciences will be enhanced. 	<ol style="list-style-type: none"> 1. In the Exit Interview for Master's Graduates, student perceptions of the program's effectiveness in promoting Christian values will be ranked 4.0 out of 5.0. 2. 80 % of students will report their participation in a field trip, international travel or work in the Carey Center. 2a. 100% of students will be involved in archival work and preservation in the Carey Center Museum and Research Collection during their course of study. 3. Students will produce an original research paper in a seminar course. All papers will meet a definition of adequacy established by reference to an internally-generated rubric. 4. Entering students will have their scores improve on an entrance exam by 10% during the course of study. 5. Students will receive a mean score of 4.1 out of 5 on the comprehensive examination. 	<ol style="list-style-type: none"> 1. 100% of students in the graduate program perceived the program's effectiveness in promoting Christian values as being ranked 4.0 out of 5.0. 2. 75% of students enrolled in social science participated in a field trip, international travel or work in the Carey Center. 2a. 75% of students were involved in archival work and preservation in the Carey Center Museum and Research Collection during their course of study. 3. All students produced an original research paper in a seminar course. All papers met a definition of adequacy established by reference to an internally-generated rubric: the History Department Writing Guidelines. 4. No data available. 5. The mean score on comprehensive examinations was 4.3.. 	<ol style="list-style-type: none"> 1. Encourage graduate students to complete the exit interview. 2. Continue to promote mentoring program for graduate students in travel and field experience courses. 2a. Consider expanding courses that require archival research papers and consider using Carey Center resources for those projects. 3. Continue to publicize the History Department Writing Guidelines and to incorporate them in syllabi in graduate courses. 4. Seek another external assessment instrument. 5. Continue to use advising sessions to prepare students for comprehensive examinations.

**SOCIAL SCIENCE CONCENTRATION, MASTER OF EDUCATION
EFFECTIVENESS PROGRAM
2009-2010**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: The mission of William Carey University is to provide 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 Purpose:</p> <ol style="list-style-type: none"> 1. Attain excellence in 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: The purpose of the Department of History and Social Science is to enhance student learning by augmenting the knowledge base and career potential of students investigating the social science disciplines</p>	<ol style="list-style-type: none"> 1. Graduates in Social Science will be able to demonstrate that their Christian values and religious opportunities have been enhanced and expanded through the curriculum and the extra-curricular activities. 2. Students will be able to apply their involvement in archival or field-related experiences. 3. Students will be able to demonstrate their proficiency in original, graduate-level research in the social sciences, as indicated by presentation of a competent research paper or project. 4. Knowledge of social science facts, theories and methodologies (including history, sociology, geography, political science and economics) will be enhanced during the program of study. 5. Ability to integrate theoretical and methodological information within the disciplines of the social sciences will be enhanced. 	<ol style="list-style-type: none"> 1. In the Exit Interview for Master’s Graduates, student perceptions of the program’s effectiveness in promoting Christian values will be ranked 4.0 out of 5.0. 2. 80 % of students will report their participation in a field trip, international travel or work in the Carey Center. 2a. 100% of students will be involved in archival work and preservation in the Carey Center Museum and Research Collection during their course of study. 3. Students will produce an original research paper in a seminar course. All papers will meet a definition of adequacy established by reference to an internally-generated rubric. 4. Entering students will have their scores improve on an entrance exam by 10% during the course of study. 5. Students will receive a mean score of 4.1 out of 5 on the comprehensive examination. 	<ol style="list-style-type: none"> 1. 100% of students reported their perception that the program’s effectiveness in promoting Christian values should be ranked 4.0 out of 5.0. 2. Approximately 90% of graduate students participated in a field trip, international travel or work in the Carey Center, as indicated by class records. 2a. 100% of registered students were involved in archival work and preservation in the Carey Center Museum and Research Collection during their course of study. 3. Students in courses in the concentration produced papers in a seminar course written evaluated according to the rubric in the History Department Writing Guidelines. 4. No data available. 5. Comprehensive examinations produced a mean score of 4.2. 	<ol style="list-style-type: none"> 1. Encourage graduating graduate students to take the exit interview survey. 2. Implement mentoring program for graduate students involved in field experience courses. 2a. Continue to promote graduate student research in the Carey Center. 3. Continue to require research papers in graduate courses. 4. Seek proper external assessment instrument for graduate students. 5. Continue to counsel students regarding comprehensive examinations as part of advising process.