BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Bachelor of Science in Elementary Education is to provide professional training and study that will prepare education students to pursue a career in education. Characterized by course content, field assignments, practica, and clinical experiences, students will become caring, reflective change agents designing safe, effective learning environments.	1. Teacher Candidates demonstrate knowledge of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage active engagement in learning.	1. The Teacher Intern Assessment Instrument (TIAI) measures student teachers (Residency I) in twenty-five areas of professional performance. The teacher candidates will be rated an overall mean of 3.0 or higher on a Likert Scale (1-4). This evaluation is completed by the University Supervisor.	1. The student population (N= 50) scored the following overall means: 1-Appropriate objectives 3.90 2-Incorporates diversity 3.82 3-Integrates knowledge from other subjects 3.90 4-Prepares sequential procedures 3.92 5-Prepares appropriate assessment 3.72 6-Plans differentiated learning 3.92 7-Communicates assessment criteria 3.68 8-Incorporates informal and formal assessments 3.74 9-Uses appropriate oral communication 3.86 10-Provides clear written directions 3.90 11-Communicates high expectations 3.98 12-Conveys enthusiasm 3.98 13-Provides cooperative interaction 3.90 14-Demonstrates subject knowledge 3.82 15-Uses a variety of strategies 3.90	**2018-2019 Data-Driven Decisions** Faculty employed the state-wide Teacher Intern Assessment Instrument videos for all faculty and mentor teachers. Students in EDU 300 Introduction to Education and Residency I and II were given access to review these videos. **2019-2020 Data-Driven Decisions** 1. A. The SLOs were exceeded in all areas. The students collect and evaluate data based on student performance in the classroom to differentiated instruction and meeting the needs of the individual learner.

			16-Provides for differences 3.78	
			17-Engages in analytical and critical thinking 3.71	
			18-Elicits input 3.96	
			19-Uses family and community resources 3.70	
			20-Adjusts classroom environment 4.0	
			21-Attends to tasks 3.78	
			22-Uses a variety of behavior strategies 3.80	
			23-Maintains a climate of fairness 4.0	
			24-Maximizes times 3.90	
			25-Establishes communication for parents/guardians 3.78	
	2. The student will exhibit effective professional dispositions required to build a safe, growing learning environment in which all students can learn.	2.A. The University Supervisor will rate the student's **professional dispositions**. There are four domains for evaluation: Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. The SLO is that the overall mean will be 3.0 or higher on a four-point Likert Scale. 1. Protects confidential information 4.0 2. Demonstrates maturity and sound judgment 3.92 3. Follows all WCU and P-12 school policies 4.0 4. Exemplifies honesty and integrity 3.96 5. Accepts constructive criticism 3.98 6. Provides fair and equitable opportunities for P-12 students 4.0 7. Maintains a professional relationship with all students 4.0	2.A. There are seven indicators for **professional dispositions**. N= 50 1-Protects confidential information 4.0 2-Demonstrates maturity and sound judgment 3.92 3-Follows all WCU and P-12 school policies 4.0 4-Exemplifies honesty and integrity 3.96 5-Accepts constructive criticism 3.98 6-Provides fair and equitable opportunities for P-12 students 4.0 7-Maintains a professional relationship with all students 4.0 Student scores exceeded the 3.0 SLO goal. University supervisors rated the students higher than the cooperating teacher on many items.	**2018-2019 Data-Driven Decisions** The State adopted new professional dispositions. Students in EDU 300, Residency 1 and 2 interacted with the new state-wide professional dispositions and their impact on professional behaviors. **2019-2020 Data-Driven Decisions** For 2019-2020 work with supervisors on clarifying expectations for dispositions. Scenarios will be added to the student content describing a particular problem and asking students to discuss the appropriate approach to solving the problem.

		2.B. The Cooperating Teacher will rate the student's professional dispositions. There are four domains for evaluation: Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. The SLO is that the overall mean will be 3.0 or higher on a four-point Likert Scale. 1. Protects confidential information 2. Demonstrates maturity and sound judgment 3. Follows all WCU and P-12 school policies 4. Exemplifies honesty and integrity 5. Accepts constructive criticism 6. Provides fair and equitable opportunities for P-12 students 7. Maintains a professional relationship with all students	2.B. There are seven indicators for professional dispositions. N= 50 1-Protects confidential information 3.98 2-Demonstrates maturity and sound judgment 3.86 3-Follows all WCU and P-12 school policies 3.98 4-Exemplifies honesty and integrity 3.96 5-Accepts constructive criticism 3.88 6-Provides fair and equitable opportunities for P-12 students 3.96 7-Maintains a professional relationship with all students 3.94 The indicators' mean scores exceeded the SLO standard.	**2018-2019 Data-Driven Decisions** Mentor teachers in Residency 2 received on the Mississippi Professional Dispositions. This training led to interactions between students and mentors when considering real world scenarios in their own classrooms. **2019-2020 Data-Driven Decisions** The cooperating teachers were given a training on the new State Professional Disposition rubric. Scenario training will be added to the student activities allowing them to problem-solve challenging situations employing professional dispositions.
	3. Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.	3. In EDU 372, *Survey of the Exceptional Child,* teacher candidates will submit items/reflections to a **field experience binder.** The Student Learning Outcome will be set at 3.0 for the mean score for each indicator when "Target" and "Acceptable" are aggregated. Rubric: 1-Confidentiality Form 2-Verification Form 3-Activity Log 4-Summary 5-Self-Reflection or Assessment 6-Lesson Plan	3. The **Field Experience Binder** data was collected on six indicators. N= 55 1-Confidentiality Form – 4.0 2-Verification Form – 3.95 3-Activity Log – 4.0 4-Summary – 3.96 5-Self-Reflection or Assessment 3.96 6-Lesson Plan – 3.53 All indicators were exceeded with similar scores for 201 _____ 2019-2020 implementation The IEP Critique Rubric measures students in ten areas:	**2018-2019 Data-Driven Decisions** Faculty changed the Individual Educational Plan (IEP) assignment from developing an IEP to critiquing IEP. **2019-2020 Data-Driven Decisions** 2. A. Teacher candidates exceeded the SLO for this assignment. Students were not asked to present their information in class. This course has moved away from writing an IEP to critiquing an IEP. Students will continue to submit information to the field experience binder with an emphasis on the reflections.

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			1. Statement of the child's strength – 2. Is specific, measurable, observable – 3. Includes a needs statement – 4. Describes how the student's needs affect participation – 5. Needs are addressed – 6. Goals are meaningful, measurable, and can be monitored – 7. Goals reflect high expectations – 8. Goals include time frame, conditions, behavior, and criterion for acceptable performance – 9. Goal includes evaluation procedures, frequency of evaluation and names person responsible for monitoring – 10. Objectives and benchmarks are related to IEP goal -	
	4. Students will employ literacy skills to develop and implement an early literacy lesson in phonics.	4. In EDR 308, *Early Literacy I,* students will demonstrate a mean of 3.0 or higher in the **Phonics Lesson Plan** Rubric: 1-Curriculum Standards 2-Objectives 3-Procedure and Materials 4-Assessment 5-Differentiated Instruction	4. The **Phonics Lesson Plan** has five indicators. N= 28 1-Curriculum Standards - 4.0 2-Objectives – 3.89 3-Procedure and Materials – 4.0 4-Assessment – 4.0 5-Differentiated Instruction – 3.89 All indicators' mean scores exceeded the SLO of 3.00.	**2018-2019 Data-Driven Decisions** Faculty determined to increase the amount of feedback and support on the student lesson plan. **2019-2020 Data-Driven Decisions** Teacher candidates exceeded the SLO for this assignment. Based on Foundations of Reading Examination, phonics instruction will be aligned to the examination student objectives (62% of the examination).
	5. Students will demonstrate a variety of curriculum planning skills to plan an integrated unit evaluation plan (Objectives, Procedures, Assessment, and Differentiated Instruction).	5. In EDR 407, *Communications in the Elementary School,* the **Integrated Unit Evaluation Plan** is a key assessment of students' ability to plan instruction. The S.L.O is 3.0 or higher on a four-point Likert Scale measuring eight indicators.	5. The **Integrated Unit Evaluation Plan** has an N = 11 1-Bulletin Board 4.0 2-Booklist 3.45 3-State Standards 3.91 4-Objectives 3.91 5-Procedures 3.91	**2018-2019 Data-Driven Decisions** Faculty focused on differentiated instruction in the lesson plan to include children with special needs (Note: 4.0 in this indicator). **2019-2020 Data-Driven Decisions**

		Rubric: 1-Bulletin Board 2-Booklist 3-State Standards 4-Objectives 5-Procedures 6-Assessment 7-Differentiated Instruction 8-Reflection	6-Assessment 4.0 7-Differentiated Instruction 4.0 8-Reflection 3.45 All indicators exceeded the 3.00 SLO standard.	Students exceeded the SLO for the Integrated Unit Evaluation. There will be a concerted effort to move content from fiction to informational text.
	6. The student will demonstrate content knowledge and performance skills across content pedagogy courses and assessment tests in preparation for the final field experience.	6. When taking the **PRAXIS II Subject Area Examinatio**n *(code 5017)*, 90% of the teacher students will achieve a passing score.	6. The 2018-2019 students scored: Number of exams taken N=24 Percent passing on first attempt=87.5% The SLO was not met. This is due to low test enrollments (24). Three students failed to pass the examination on the first round.	**2018-2019 Data-Driven Decisions** Faculty provided additional workshops to prep for the test. **2019-2020 Data-Driven Decisions** Faculty designed a matrix of the content knowledge of the PRAXIS II Subject Area examination and aligned them with course objectives. This matrix will be fully implemented in Fall 2019.
	7. Students demonstrate knowledge and application skills in learning and teaching.	7. Students will achieve a passing rate of 80% or higher when taking the **PRAXIS Principles of Learning and Teaching Grades K-6** (5622). This requirement is mandated by the State of Mississippi.	7. The 2018-2019 students scored: Number of exams taken N=24 Percent passing=91.2%	**2018-2019 Data-Driven Decisions** The principles of learning items are application-based which faculty correlated with the internship hours required of students. This increased student understanding of learning principles. **2019-2020 Data-Driven Decisions** Faculty designed a matrix of the application of theory in the PRAXIS Principles of Learning and Teaching Grades K-6 and aligned them with course objectives. This matrix will be fully implemented in Fall 2019.
	8. Students demonstrate knowledge of the theories and practice of literacy.	8. Students will achieve a passing rate of 90% or higher when taking the **Mississippi Foundations of Reading Assessment**. This assessment is mandated by MDE for licensure.	8. The 2018-2019 students scored: Number of exams taken: 20 Percent Passing: 60% The SLO was not met. A number of students did not take the Assessment after completion of EDR 308 Early	**2018-2019 Data-Driven Decisions** Faculty provided assessment workshops and test preparation reviews for students prior to the examination. **2019-2020 Data-Driven Decisions** Faculty will add test preparation during EDR 308 and EDR 311

			Literacy I. This is definitely a major reason for the failure rate.	along with the continuing workshops. Students will be required to take the examination immediately following EDR 308/EDR311. These courses are bundled during the same term.

UNDERGRADUATE HEALTH and PHYSICAL EDUCATION-TEACHER LICENSURE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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/WCU Goals:** 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. **Program Mission** The Health, Physical Education, and Recreation degree is a compilation of health, physical education, and recreation courses that prepare the future graduate to seek employment in areas of physical education, health, coaching, and recreation.	1. Students use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation.	(1a) As measured by the Teacher Intern Assessment Instrument (TIAI), candidates will plan and prepare lessons under six performance categories: 1) Developmentally appropriate objectives; 2) Incorporating diversity; 3) Integrating core content; 4) Appropriate and sequential teaching; 5) Appropriate assessment; and 6) differentiated learning. The mean score as rated on the TIAI rubric will be a 3.0 or higher as observed by their University Supervisor for planning and preparation. (1b) As measured by the TIAI by the University Supervisor, the teacher candidate will have a mean of 3.0 or higher in the indicators under the category "Learning Environment."	(1a). The University Supervisor scored the interns in planning and preparation under six categories. The performance levels are (4) Target, (3) Acceptable, (2) Emerging, and (1) Unacceptable. The Department had one student in the Teacher Licensure path. That student had a performance level mean of 4. The categories: 1) Select developmentally appropriate objectives Mean – 2) Incorporates diversity into lessons – Mean – 3) Integrates core content from other subjects – Mean – 4) Prepares appropriate and sequential teaching procedures - Mean – 5) Prepares appropriate assessment – Mean – 6) Plans differentiated learning experiences – Mean – (1b) The University Supervisor evaluates interns under the major category, "Learning Environment", with subcategories. 1) Monitors and adjusts the classroom environment 2) Attends to routine tasks 3) Uses a variety of strategies 4) Creates and maintains a climate	**2018-2019 Data Driven Decisions** The student had a mean of 4. The student had an exemplary mentor teacher. **2019-2020 Data Driven Decisions** The result for 2018-2019 indicates to us that students placed with highly qualified mentor teachers perform at an exemplary level. We will continue to place students with highly qualified mentors. **2018-2019 Data-Driven Decisions** Faculty, after review, have determined to increase resources in providing physical education differentiated instruction across the wide spectrum. **2019-2020 Data-Driven Decisions** After analyzing 2018-2019 scores, it is evident that the student is successful in the category of Learning Environment. However, observation of the student in the

			of fairness The Department had one student in the Teacher Licensure path. That student had a performance level mean of 4.	teaching environment indicates that an ability to cope with larger than normal class size and varying curriculums need to be stressed.
		(1c). As measured by TIAI, teacher candidates will demonstrate in the classroom eleven instructional skills: 1) Communication; 2) Clear instructional activities; 3) High expectations; 4) Enthusiasm; 5) Opportunities for cooperation; 6) Knowledge of content; 7) Variety of teaching strategies; 8) Accommodating learning differences; 9) Provides for analytical, creative and critical thinking; 10)Elicits student input; and Uses family and community resources. The teacher candidates will have a mean score of 3.0 or higher out of a four point Likert Scale (1-4).	1-Uses acceptable communication and planning and instruction 2-Provides clear instructional activities 3- Communicates high expectations 4-Conveys enthusiasm 5-Provides opportunities for cooperation and interaction 6-Demonstrates knowledge of content 7-Uses a variety of teaching strategies 8-Provides learning experiences that accommodate differences 9-Engages students in analytical, creative, and critical thinking 10-Elicits input/ Uses family and community resources The Department had one student in the Teacher Licensure path. That student had a performance level mean of 4.	**2018-2019 Data Driven Decisions** (1c) All indicators were met based on the SLO. Faculty has concerns over: Indicator 9: Creative, critical, and analytical thinking; Indicator 10: Use of family and community resources. **2019-2020 Data-Driven Decisions** Based on 2018-2019 data, instructors of students will meet with student interns to discuss student handbooks and parent/teacher communication, especially in letter format. An emphasis will be stressed to incorporate critical and creative thinking when planning for lessons.
		(1d) As measured by the TIAI (University Supervisor), the teacher candidates will have a mean score of 3.0 or higher in the indicators under the category "Assessment."	(1d) The category, "Assessment", has two indicators: 1-Communicates assessment criteria and performance standards 2-Incorporates a variety of informal and formal assessments to differentiate learning	**2018-2019 Data Driven Decisions** (1d) The two indicators were exceeded chiefly because instructors focused on improving scores by emphasizing the importance of pre- and post-tests. **2019-2020 Data-Driven Decisions** University supervisors will further emphasize building real world scenarios for student interns to discuss at intern meetings and individual conferences. University faculty will focus on the

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			The Department had one student in the Teacher Licensure path. That student had a performance level mean of 4.	importance of pre-assessment when introducing new skills.
	2. The student understands and applies the professional and content knowledge of his/her subject area.	(2a) The PRAXIS II Subject Area Examination is designed to measure the professional knowledge of prospective teachers of physical education who intend to obtain licensure. The test assesses whether a candidate has the knowledge and competencies necessary for a first-year teacher in this licensure area. This test is a requirement for admission into student teaching. When taking the PRAXIS II Subject Area Examination, 100% of the teacher candidates will achieve a passing score.	(2a) The PRAXIS II Subject Area Examination in Physical Education reported all candidates passed either on the first or second attempt. The state cut for PRAXIS II was 145. The candidate's overall mean was 151. One hundred percent of our majors taking Praxis II passed. N=1	**2018-2019 Data Driven Decisions** (2a) Faculty members have encountered few issues with the successful completion by students of PRAXIS II Subject Area Examination and the PRAXIS Principles of Teaching and Learning. **2019-2020 Data-Driven Decisions** To insure successful passing rate for Praxis II, student interns will attend Praxis II workshops to prepare for test format and to improve test taking skills.
		(2b) The PRAXIS Principles of Teaching and Learning is designed to measure the pedagogical knowledge of prospective teachers who intend to obtain licensure. The test assesses whether a candidate has the required understanding of pedagogical knowledge, classroom management strategies, and appropriate developmental strategies which the candidate can successfully apply to real world test scenarios. This test is a requirement for admission into student teaching. When taking the PRAXIS Principles of Teaching and Learning, 100% of the teacher candidates will achieve a passing score.	(2b). The PRAXIS Principles of Teaching and Learning reported all candidates passed either on the first or second attempt. The state cut for PLT was 157. The Department had one student in the Teacher Licensure path. That student did not pass the PLT on his initial	**2018-2019 Data Driven Decisions** (2b) The PLT requires students to react to real world classroom management situations. To better prepare the student intern for this assessment, Physical Education and Health must increase real classroom management role playing. **2019-2020 Data-Driven Decisions** Role playing as initiated in 2018-2019 will continue. Instructors will familiarize themselves with the PLT by taking the examination. Interns will be required to attend the Praxis II workshop which includes PLT preparation.
	3. The student will pursue a health-enhancing level of fitness.	(3a) In PED 337, Methods of Health and Physical Education in Elementary Schools, the candidate will demonstrate proficiency (>17- year-old level) in all four components of the fitness test (Fitnessgram) and demonstrate proficiency in skills tests.	(3a) PED 337 Fitness/Skills Test (N=17) scored an overall mean of proficient with 95% of the candidate pool reaching the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project stayed the same, and a five percent decrease was found in students who reached the target score.	**2018-2019 Data Driven Decisions** (3a) Analysis of PED 337 data indicates that the students are on target in fitness and skill teats. Continued emphasis was placed on daily physical fitness and skill activities throughout trimester. **2019-2020 Data-Driven Decisions** After analyzing the skills and fitness test data from 2018-2019, a log (record) will be required as an assessment for this class to emphasize the importance of daily exercise.

		(3c) Annotated Bibliography—In HEA 323, Consumer Health, the candidates will summarize three peer reviewed articles in an annotated bibliography. This assessment requires research aimed at improving the student's ability to become a better consumer of health enhancing products. The SLO will be an overall mean of 80% or higher when rated.	(3c) For the assessment Annotated Bib, students in HEA 323 (N=31) scored an overall mean of 80 with 83% reaching the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by two percentage points A seven percent decrease was found in students who reached the target score of 80. Though the scores are lower, they continue to exceed the target score.	**2018-2019 Data Driven Decisions** As is evidenced by the data for this assessment, this writing intensive course introduces the student to methods and procedures that will make them a better consumer of health products. **2019-2020 Data-Driven Decisions** In HEA 323, the student will research and summarize only information from peer reviewed articles and discuss each other's research through discussion boards after the annotated bibs have been submitted.
	4. The student is physically literate.	(4a) In PED 231, History and Introduction to Physical Education, the candidate will demonstrate knowledge of lifespan activity, philosophy, basic PE concepts and basic fitness concepts. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination given at the end of the course.	(4a) PED 231 Content Knowledge Examination (N=20) had an overall mean of 90 with 95% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by one percentage point, and a four percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Analysis of PED 231 data indicates that the overall mean for the content knowledge exam was reached. **2019-2020 Data-Driven Decisions**There was an increase of 4% from 2017-18 to 2018-19 of total candidates passing. The overall mean was the same. The instructional delivery became more detailed, and specific research was required of students. At the conclusion of the trimester, students will complete a reflection which includes a section for course improvement.
		(4b). In PED 337, Methods of Health and Physical Education in Elementary Schools, the candidate will demonstrate proficiency (>17- year-old level) in all four components of the fitness test (Fitnessgram) and demonstrate proficiency in skills tests.	(4b) PED 337 Fitness/Skills Test (N=17) scored an overall mean of proficient with 95% of the candidate pool reaching the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project stayed the same, and a five percent decrease was found in students who reached the target score.	**2018-2019 Data Driven Decisions** (4b) Analysis of PED 337 data indicates that the students are on target in fitness and skill teats. Continued emphasis was placed on daily physical fitness and skill activities throughout trimester. **2019-2020 Data-Driven Decisions** After analyzing the skills and fitness test data from 2018-2019, a log (record) will be required as an assessment for this class to emphasize the importance of daily exercise. **2018-2019 Data Driven Decisions**

		(4c) In PED 337, Methods of Health/Physical Education in Elementary Schools, the teacher candidate will design 2 units for the elementary level student using Generic Levels of Proficiency. The teacher candidate will teach one of the lessons in a school setting. Eighty percent of the students will meet or exceed an acceptable score of 3 on a 1-4 scale. The SLO is an overall mean of 80% or higher.	(4c) Unit Lesson Plan/Teaching (N=17). The overall mean for this assessment was 91 with 95% of the students meeting the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project stayed the same, and a four percent increase was found in students who reached the target score.	(4c) Analysis of PED337 data indicates that the class met the mean of 91%. Even so, step-by-step instruction in the classroom and demonstration of teaching Movement Concepts and Skill Themes and voice overs were initiated to explain lesson plans step-by-step for clarity of information. This enabled students to follow as they design their lesson plans for the 2 units. **2019-2020 Data-Driven Decisions** After analyzing the data from 2018-2019, a new elementary lesson plan format more closely aligned to NASPE (national standards) will be implemented.
		(4d) In PED 339, Methods of Health/Physical Education in Secondary Schools, the teacher candidate designs a unit consisting of 10 lesson plans for the secondary level student. The teacher candidate will teach a lesson from this unit in a school setting. Eighty percent of the students will meet or exceed an acceptable score of 3 on a 1-4 scale. The SLO is an overall mean of 80% or higher.	(4d) Unit Lesson Plan/Teaching (N=35). The overall mean for this assessment was 96 with 96% of the students meeting the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by fifteen percentage points, and a fifteen percent increase was also found in students who reached the target score.	**2018-2019 Data Driven Decisions** (4d) Analysis of PED 339 data indicates that students met the target score of 80%. Even so, step-by-step instruction in the classroom and voice overs were initiated to explain lesson plans in a step-by-step format for clarity of information. This enabled students to follow as they designed their lesson plans for the 10-day unit. **2019-2020 Data-Driven Decisions** After analyzing the data from 2018-2019, a new secondary lesson plan format more closely aligned to NASPE (national standards) will be implemented.
	5. The student gains knowledge about physical education/fitness programs and professions.	(5a) In PED 231, History and Introduction to Physical Education, the candidate will demonstrate knowledge of fitness issues, knowledge of sport programs, and professions in a formal test setting. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination given at course's end.	(5a) PED 231 Content Knowledge Examination (N=20) had an overall mean of 90 with 95% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by one percentage point, and a four percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Analysis of PED 231 data indicates that the overall mean for the content knowledge exam was reached. **2019-2020 Data-Driven Decisions** There was an increase of 4% from 2017-18 to 2018-19 of total candidates passing. The overall mean was the same. The instructional delivery became more

				detailed, and specific research was required of students. At the conclusion of the trimester, students will complete a reflection which includes a section for course improvement.
	6.The student acquires knowledge of human anatomy, motor development, and Kinesthesia.	(6a) Content Knowledge Examination –In PED 324, Anatomy and Physiology, the students will identify pathological conditions, compare the difference between acute and chronic conditions, identify physiological processes, identify anatomical structure, and recognize energy production. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination	(6a) PED 324 Content Knowledge Examination with an N= 41 had an overall mean of 87 with 93% of the students passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project stayed the same, and a seven percent increase was found in students who reached the target score of 80.	**2018-2019 Data Driven Decisions** (6a) Though the SLO was met for PED 324, the course added discussion boards among students and instructor. **2019-2020 Data-Driven Decisions** More contact between students and instructor is necessary in this course. One means by which this will be achieved is through increased discussion board activity.
		(6b). Content Knowledge Examination—In PED 325 (Motor Development and Creative Rhythms for Elementary School), the candidates will demonstrate knowledge of human development, maturation, development of motor skills, and growth. The SLO will be an overall mean of 80% or higher on the examination.	(6b) PED 325 with an N=21 of showed an overall mean of 83 with 68% of the students passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by ten percentage points, and a seventeen percent decrease was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Data analysis indicates that the target mean was met. More instructor/class interaction video was implemented to improve student instruction. **2019-2020 Data-Driven Decisions** The effort to increase student/teacher interaction via video failed. Thus, students will have a trial run uploading videos in their introductory biography to the class. This will prevent failure of the project.
		(6c). Content Knowledge Examination—In PED 336, Kinesiology, the students will recognize the differences in joints, basic muscle tissues, skeletal muscle properties including the origin and insertion of muscle. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination.	(6c) PED 336 with an N=17 showed a content knowledge examination mean of 82 with 77% passing rate for the students. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by four percentage points, and a thirteen percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** As indicated by the assessment results, improved delivery of content via video of movement and movement's internal consequences enriched the student's knowledge. **2019-2020 Data-Driven Decisions** Further video resources will continue to be emphasized.

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UNDERGRADUATE HEALTH, PHYSICAL EDUCATION, AND RECREATION EFFECTIVENESS PROGRAM

EFFECTIVENESS PROGRAM

2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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/WCU Goals:** 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 **Program Mission** The **Health, Physical Education, and Recreation degree** is a compilation of health, physical education, and recreation courses that prepare the future graduate to seek employment in areas of physical education, health, coaching, and recreation.	The student will: (1) pursue a health enhancing level of fitness;	(1a) In HEA 300, students will devise a plan by which they can reach goals enhancing their quality of life. Weekly logs will be submitted as evidence of their progression toward reaching those goals. The logs indicate the type of activity in which the student participated, the frequency and the intensity with which the student participated, and the repetition or number of sets the student completed. This assessment measures the willingness of and method by which the student pursues a health enhancing level of fitness as is indicated in the SLO. Eighty five percent of the students will reach a target score of 80%.	(1a) HEA 300 (N=228) A mean of 91 was scored for the project. 85% of the students reached the target score of 80%. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by two percentage points, and a one percent increase was found in students who reached the target score of 80%.	**2018-2019 Data-Driven Decisions** HEA 300 is a core course chosen by most of our University students as well as our majors. According to feedback from students, the course has great impact on students' well-being. Data gleaned from the assessment indicates that over 90% of the students participated in activity. **2019-2020 Data-Driven Decisions** This course has the potential to change an individual's quality of life. This assessment is an indication of the importance of activity in one's lifestyle. However, because the SLO states that the student will pursue a health enhancing level of fitness, a nutrition component (a log of nutritional intake) will be included.
		(1b) Annotated Bibliography—In HEA 323, Consumer Health, the candidates will summarize three peer reviewed articles in an annotated bibliography. This assessment requires research aimed at improving the student's ability to become a better consumer of health enhancing products. The SLO will be an overall mean of 80% or higher when rated.	(1b) For the assessment Annotated Bib, students in HEA 323 (N=31) scored an overall mean of 80 with 83% reaching the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by two percentage points A seven percent decrease was found in students who reached the target score of 80. Though the scores are lower, they continue to exceed the target score.	**2018-2019 Data-Driven Decisions** As is evidenced by the data for this assessment, this writing intensive course introduces the student to methods and procedures that will make them a better consumer of health products. **2019-2020 Data-Driven Decisions** In HEA 323, the student will research and summarize only information from peer reviewed articles and discuss each other's research through discussion boards after the annotated bibs have been submitted.
		(1c) Content Knowledge Exam—In REC 301, the student will demonstrate	(1c) Students in REC 301 Content Knowledge Exam (N=20) scored an	**2018-2019 Data-Driven Decisions**

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		knowledge of outdoor recreation. An emphasis is placed on camping, canoeing, fishing, and hiking. The SLO will be an overall mean of 80% or higher when taking the content knowledge exam.	overall mean of 93 with 100% of the total pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project did not change. The percentage of students reaching the target score stayed the same.	(1c) Data indicating exceptionally high scores and passing rates from REC 301 suggests that this assessment needs strengthening. An item analysis of the Content Knowledge Exam is necessary. **2019-2020 Data-Driven Decisions** The data accrued from 2018-2019 suggests that student learning can be enhanced by strengthening objectives and assessments.
	The student is: (2) a physically literate individual;	(2a) In PED 231, History and Introduction to Physical Education, the candidate will demonstrate knowledge of lifespan activity, philosophy, basic PE concepts and basic fitness concepts. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination given at the end of the course.	(2a) PED 231 Content Knowledge Examination (N=20) had an overall mean of 90 with 95% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by one percentage point, and a four percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Analysis of PED 231 data indicates that the overall mean for the content knowledge exam was reached. **2019-2020 Data-Driven Decisions** There was an increase of 4% from 2017-18 to 2018-19 of total candidates passing. The overall mean was the same. The instructional delivery became more detailed, and specific research was required of students. At the conclusion of the trimester, students will complete a reflection which includes a section for course improvement.
		(2b) Survey—All students are issued a physical activity questionnaire to measure their implementation of healthful lifestyle activities.	(2b) Survey is to be disseminated of Fall of 2019. No current data.	**2018-2019 Data-Driven Decisions** (2b) No data **2019-2020 Data-Driven Decisions** Analysis to be determined in Fall of 2019 will indicate the student's physical literacy.

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	The student will: (3) gain knowledge about physical education/fitness programs and professions;	(3a) In PED 231, History and Introduction to Physical Education, the candidate will demonstrate knowledge of fitness issues, knowledge of sport programs, and professions in a formal test setting. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination given at course's end.	(3a) PED 231 Content Knowledge Examination (N=20) had an overall mean of 90 with 95% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by one percentage point, and a four percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Analysis of PED 231 data indicates that the overall mean for the content knowledge exam was reached. **2019-2020 Data-Driven Decisions** There was an increase of 4% from 2017-18 to 2018-19 of total candidates passing. The overall mean was the same. The instructional delivery became more detailed, and specific research was required of students. At the conclusion of the trimester, students will complete a reflection which includes a section for course improvement.
		(3b) In REC 305, Practicum in Recreation, the candidate will demonstrate consistent attendance in a job setting by providing 40 practicum hours of instruction in recreational activities at the local YMCA. The target outcome will be 100%.	(3b) REC 305 86% of the students reached the target score of 100. After comparing 2017-2018 data with 2018-2019 data, we find that the students continue to reach the target score.	**2018-2019 Data-Driven Decisions** (3b) The data indicates that REC 305 has 86% percent of students reaching the target score, but because this course is a practicum and requires participation and work ethic, the percent of students reaching the target must be higher. **2019-2020 Data-Driven Decisions** Instructor involvement, not just observation, in a work place setting (YMCA) must be implemented in an effort to motivate students to improve work ethic.
		(3c) In REC 306, Leisure Services, the student will identify the role of public and private recreational services. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination.	(3c) REC 306 Content Knowledge Examination (N=25) had a 100% total student pool passing. No data recorded for 2017-2018. Course not taught.	**2018-2019 Data-Driven Decisions** (3c) The students are meeting the goals set for this class. **2019-2020 Data-Driven Decisions** To give the student a better feel for leisure services, visits to businesses offering such services will be required.

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	The student will: (4) gain knowledge of sport programs and professions;	(4a) Content Knowledge Examination—In PED 222, Organization of Practice and Scouting, the student will demonstrate knowledge of organizing and administering a practice session and scouting techniques for football, basketball, and baseball. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination.	(4a) PED 222 Content Knowledge Examination (N=39) had an overall mean of 84 with 87% of the total candidate pool passing. No data recorded for 2017-2018. Course not taught.	**2018-2019 Data-Driven Decisions** Data indicates that the course meets goals set. The instructor required more frequent visits to scout games and to observe practices throughout our area. **2019-2020 Data-Driven Decisions** Field experience in scouting opponents and in observing team practices throughout our area will increase by 10%.
		(4b) Content Knowledge Examination—In PED 331, The Theory and Practice of Coaching Basketball, the candidate will demonstrate knowledge of coaching the sport of basketball and all factors surrounding coaching the sport such as practice planning, specific positions, player conditioning, injury prevention, strategies, etc. The SLO will be an overall mean of 75% or higher when taking the Content Knowledge Examination.	(4b) PED 331 Content Knowledge Examination (N=20) had an overall mean of 72 with 65% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by one percentage point, and a seven percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Data indicates that the course meets goals set. The instructor required more frequent visits to basketball games and interviews with coaching personnel. **2019-2020 Data-Driven Decisions** Field experience by attending more basketball games and practices throughout our area will increase by 10%.
		(4c) Content Knowledge Examination—In PED 333, The Theory and Practice of Coaching Baseball, the candidate will demonstrate knowledge of coaching the sport of baseball and all factors surrounding coaching the sport such as practice planning, specific positions, player conditioning, injury prevention, strategies, etc. The SLO will be an overall mean of 75% or higher when taking the Content Knowledge Examination.	(4c) PED 333 Content Knowledge Examination (N=16) had an overall mean of 78 with 80% of the student pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by seven percentage points, and an eleven percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Data indicates that the course meets goals set. The instructor required more frequent visits to baseball games and interviews with coaching personnel in our area. **2019-2020 Data-Driven Decisions** Field experience by attending more basketball games and practices throughout our area will increase by 10%.
		(4d) Content Knowledge Examination—In PED 334, The Theory and Practice of Coaching Soccer, the candidate will demonstrate knowledge of coaching the sport of soccer and all factors surrounding	(4d) PED 334 Content Knowledge Examination (N=43) had an overall mean of 91 with 100% of the student pool passing.	**2018-2019 Data-Driven Decisions** (4d) Data indicates that the course meets goals set. The instructor required more frequent visits to soccer games

		coaching the sport such as practice planning, specific positions, player conditioning, injury prevention, strategies, etc. The SLO will be an overall mean of 80% or higher on the Examination.	After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by two percentage points, and the number of students who passed stayed the same.	and interviews with coaching personnel in our area. **2018-2019 Data-Driven Decisions** Field experience by attending more basketball games and practices throughout our area will increase by 10%.
	The developing candidate will: (5) acquire knowledge of human anatomy, motor development, and kinesthesia.	(5a) Content Knowledge Examination –In PED 324, Anatomy and Physiology, the students will identify pathological conditions, compare the difference between acute and chronic conditions, identify physiological processes, identify anatomical structure, and recognize energy production. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination. (5b) Content Knowledge Examination—In PED 325 (Motor Development and Creative Rhythms for Elementary School), the candidates will demonstrate knowledge of human development, maturation, development of motor skills, and growth. The SLO will be an overall mean of 80% or higher on the examination. (5c) Content Knowledge Examination—In PED 336, Kinesiology, the students will recognize the differences in joints, basic muscle tissues, skeletal muscle properties including the origin and insertion of muscle. The SLO will be an overall mean	(5a) PED 324 Content Knowledge Examination with an N= 41 had an overall mean of 87 with 93% of the students passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project stayed the same, and a seven percent increase was found in students who reached the target score of 80. (5b) PED 325 with an N=21 of showed an overall mean of 83 with 68% of the students passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by ten percentage points, and a seventeen percent decrease was found in students who reached the target score of 80. (5c) PED 336 with an N=17 showed a content knowledge examination mean of 82 with 77% passing rate for the students.	**2018-2019 Data-Driven Decisions** (5a) Though the SLO was met for PED 324, the course added discussion boards among students and instructor. **2019-2020 Data-Driven Decisions** More contact between students and instructor is necessary in this course. One means by which this will be achieved is through increased discussion board activity. **2018-2019 Data-Driven Decisions** (5b) Data analysis indicates that the target mean was met. More instructor/class interaction video was implemented to improve student instruction. **2019-2020 Data-Driven Decisions** The effort to increase student/teacher interaction via video failed. Thus, students will have a trial run uploading videos in their introductory biography to the class. This will prevent failure of the project. **2018-2019 Data-Driven Decisions** (5c) As indicated by the assessment results, improved delivery of content via video of movement and movement's internal consequences enriched the student's knowledge.

		of 80% or higher when taking the Content Knowledge Examination.	After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by four percentage points, and a thirteen percent increase was found in students who reached the target score of 80.	**2019-2020 Data-Driven Decisions** Further video resources will continue to be emphasized.

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EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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/WCU Goals:** 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 r ogram Mission** **Physical Education degree** is a compilation of health, physical education, and recreation courses that prepare the future graduate to seek employment in areas of physical education, health, coaching, and recreation.	The student will: (1) pursue a health enhancing level of fitness;	(1a) In HEA 300, students will devise a plan by which they can reach goals enhancing their quality of life. Weekly logs will be submitted as evidence of their progression toward reaching those goals. The logs indicate the type of activity in which the student participated, the frequency and the intensity with which the student participated, and the repetition or number of sets the student completed. This assessment measures the willingness of and method by which the student pursues a health enhancing level of fitness as is indicated in the SLO. Eighty five percent of the students will reach a target score of 80%. (1b) Annotated Bibliography—In HEA 323, Consumer Health, the candidates will summarize three peer reviewed articles in an annotated bibliography. This assessment requires research aimed at improving the student's ability to become a better consumer of health enhancing products. The SLO will be an overall mean of 80% or higher when rated.	(1a) HEA 300 (N=228) A mean of 91 was scored for the project. 85% of the students reached the target score of 80%. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by two percentage points, and a one percent increase was found in students who reached the target score of 80%. (1b) For the assessment Annotated Bib, students in HEA 323 (N=31) scored an overall mean of 80 with 83% reaching the target score. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by two percentage points A seven percent decrease was found in students who reached the target score of 80. Though the scores are lower, they continue to exceed the target score.	**2018-2019 Data-Driven Decisions** HEA 300 is a core course chosen by most of our University students as well as our majors. According to feedback from students, the course has great impact on students' well-being. Data gleaned from the assessment indicates that over 90% of the students participated in activity. **2019-2020 Data-Driven Decisions** This course has the potential to change an individual's quality of life. This assessment is an indication of the importance of activity in one's lifestyle. However, because the SLO states that the student will pursue a health enhancing level of fitness, a nutrition component (a log of nutritional intake) will be included. **2018-2019 Data-Driven Decisions** As is evidenced by the data for this assessment, this writing intensive course introduces the student to methods and procedures that will make them a better consumer of health products. **2019-2020 Data-Driven Decisions** In HEA 323, the student will research and summarize only information from peer reviewed articles and discuss each other's research through discussion boards after the annotated bibs have been submitted.

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.	The student is: (2) a physically literate individual;	(2a) In PED 231, History and Introduction to Physical Education, the candidate will demonstrate knowledge of lifespan activity, philosophy, basic PE concepts and basic fitness concepts. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination given at the end of the course.	(2a) PED 231 Content Knowledge Examination (N=20) had an overall mean of 90 with 95% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by one percentage point, and a four percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Analysis of PED 231 data indicates that the overall mean for the content knowledge exam was reached. **2019-2020 Data-Driven Decisions** There was an increase of 4% from 2017-18 to 2018-19 of total candidates passing. The overall mean was the same. The instructional delivery became more detailed, and specific research was required of students. At the conclusion of the trimester, students will complete a reflection which includes a section for course improvement.
		(2b) Survey—All students are issued a physical activity questionnaire to measure their implementation of healthful lifestyle activities.	(2b) Survey is to be disseminated of Fall of 2019. No current data.	**2018-2019 Data-Driven Decisions** (2b) No data **2019-2020 Data-Driven Decisions** Analysis to be determined in Fall of 2019 will indicate the student's physical literacy.
	The student will: (3) gain knowledge about physical education/fitness programs and professions;	(3a) In PED 231, History and Introduction to Physical Education, the candidate will demonstrate knowledge of fitness issues, knowledge of sport programs, and professions in a formal test setting. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination given at course's end.	(3a) PED 231 Content Knowledge Examination (N=20) had an overall mean of 90 with 95% of the total candidate pool passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project increased by one percentage point, and a four percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** Analysis of PED 231 data indicates that the overall mean for the content knowledge exam was reached. **2019-2020 Data-Driven Decisions** There was an increase of 4% from 2017-18 to 2018-19 of total candidates passing. The overall mean was the same. The instructional delivery became more detailed, and specific research was required of students. At the conclusion of the trimester, students will complete a reflection which includes a section for course improvement.
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		an overall mean of 80% or higher when taking the Content Knowledge Examination.	**2019-2020 Data-Driven Decisions** Field experience in scouting opponents and in observing team practices throughout our area will increase by 10%.
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	The student will: (5) acquire knowledge of human anatomy, motor development, and kinesthesia.	(5a) Content Knowledge Examination – In PED 324, Anatomy and Physiology, the students will identify pathological conditions, compare the difference between acute and chronic conditions, identify physiological processes, identify anatomical structure, and recognize energy production. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination.	(5a) PED 324 Content Knowledge Examination with an N= 41 had an overall mean of 87 with 93% of the students passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project stayed the same, and a seven percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** (5a) Though the SLO was met for PED 324, the course added discussion boards among students and instructor. **2019-2020 Data-Driven Decisions** More contact between students and instructor is necessary in this course. One means by which this will be achieved is through increased discussion board activity.
		(5b) Content Knowledge Examination— In PED 325 (Motor Development and Creative Rhythms for Elementary School), the candidates will demonstrate knowledge of human development, maturation, development of motor skills, and growth. The SLO will be an overall mean of 80% or higher on the examination.	(5b) PED 325 with an N=21 of showed an overall mean of 83 with 68% of the students passing. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by ten percentage points, and a seventeen percent decrease was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** (5b) Data analysis indicates that the target mean was met. More instructor/class interaction video was implemented to improve student instruction. **2019-2020 Data-Driven Decisions** The effort to increase student/teacher interaction via video failed. Thus, students will have a trial run uploading videos in their introductory biography to the class. This will prevent failure of the project.
		(5c) Content Knowledge Examination— In PED 336, Kinesiology, the students will recognize the differences in joints, basic muscle tissues, skeletal muscle properties including the origin and insertion of muscle. The SLO will be an overall mean of 80% or higher when taking the Content Knowledge Examination.	(5c) PED 336 with an N=17 showed a content knowledge examination mean of 82 with 77% passing rate for the students. After comparing 2017-2018 data with 2018-2019 data, we find that the mean for this project decreased by four percentage points, and a thirteen percent increase was found in students who reached the target score of 80.	**2018-2019 Data-Driven Decisions** (5c) As indicated by the assessment results, improved delivery of content via video of movement and movement's internal consequences enriched the student's knowledge. **2019-2020 Data-Driven Decisions** Further video resources will continue to be emphasized.

BACHELOR OF SCIENCE IN SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
BACHELOR OF ARTS
BACHELOR OF FINE ARTS
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Bachelor of Science in Secondary Education is to provide professional training and study that will prepare education students to pursue a career in education. Characterized by course content, field assignments, practica, and clinical experiences, students will become caring, reflective change agents designing safe, effective learning environments.	1. Students demonstrate knowledge and application of individual and group motivation and behavior to build a learning environment conducive to the active engagement in learning.	1. A. Teacher Intern Assessment Instrument measures student teachers in twenty-five areas of professional performance. The teacher candidates will be rated an overall mean of 3.0 or higher on a Likert Scale (1-4). The supervising teacher Evaluation II instrument uses this rubric with an external observer. This evaluation is completed by the **University Supervisor**.	1. A. The student population scored the following overall means: N=8 1-Appropriate objectives 3.63 2-Incorporates diversity 3.25 3-Integrates knowledge from other subjects 3.38 4-Sequential procedures 3.13 5-Appropriate assessment 3.38 6-Plans differentiated learning 3.63 7-Communicates assessment criteria 3.25 8-Incorporates informal and formal assessments 3.38 9-Uses appropriate oral communication 3.50 10-Provides clear written directions 3.63 11-Communicates high expectations 3.50 12-Conveys enthusiasm 3.50 13-Provides cooperative interaction 3.75 14-Demonstrates subject knowledge 3.63 15-Uses a variety of strategies 3.25 16-Provides for differences 3.13 17-Engages in analytical and critical thinking 3.38 18-Elicits input 3.35 19-Uses family and community resources 3.00 20-Adjusts classroom environment 3.63 21-Attends to tasks 3.50 22-Uses a variety of behavior strategies 3.25 23-Maintains fairness 3.88 24-Maximizes time 3.25 25-Establishes communication for parents/guardians 3.0	**2018-2019 Data-Driven Decisions** Faculty divided the internship/field experiences into four sections for an increase in 9 weeks of internship. 1) EDU 300 Initial apprenticeship within a classroom 2) Program field experiences – over 150 hours in the field in different settings 3) Residency I – highly diagnostic formative internship 4) Residency II – summative internship. Student time in classrooms increased but sufficient gains in instructional practices were not shown according to the TIAI and Professional Dispositions Rubrics. **2019-2020 Data-Driven Decisions** The SLOs were met or exceeded, however, faculty remain concerned over the indicators with minimal scores. Faculty will increase feedback and support during Residency I, and also to schedule seminar days as needed to work on TIAI and Dispositions.

		1. B. The **Cooperating Teacher** will rate the student's professional dispositions in Residency II. There are four domains for evaluation: Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. The SLO is that the overall mean will be 3.0 or higher on a four-point Likert Scale.	1. B. There are seven indicators for professional dispositions. N= 8 1. Protects confidential information 3.88 2. Demonstrates maturity and sound judgment 3.38 3. Follows all WCU and P-12 school policies 4.0 4. Exemplifies honesty and integrity 3.88 5. Accepts constructive criticism 3.75 6. Provides fair and equitable opportunities for P-12 students 3.63 7. Maintains a professional relationship with all students 3.50	**2018-2019 Data-Driven Decisions** The Cooperating Teacher took on a much more formative role in the professional development of the student candidates. However, faculty have agreed to provide more time for collaboration with the cooperating teachers. **2019-2020 Data-Driven Decisions** Students exceeded the SLO on the new state Professional Dispositions Rubric. **However,** teacher candidates in Secondary Education are scoring lower in every category than the Elementary Ed majors. Faculty have agreed to schedule seminar days with cooperating teachers in Secondary Ed to work on specific needs of students.
		1. C. The **University Supervisor** will rate the student's professional dispositions in Residency II. There are four levels for rating dispositions: Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. The SLO is that the overall mean will be 3.0 or higher on a four-point Likert Scale	1. C. There are seven indicators for professional dispositions. N=8 1-Protects confidential information 3.75 2-Demonstrates maturity and sound judgment 3.25 3-Follows all WCU and P-12 school policies 3.63 4-Exemplifies honesty and integrity 3.63 5-Accepts constructive criticism 3.50 6-Provides fair and equitable opportunities for P-12 students 3.63 7-Maintains a professional relationship with all students 3.50	**2018-2019 Data-Driven Decisions** The Mississippi Educator Code of Ethics was revised this year. Faculty met to make adjustments in the Professional Dispositions of candidates to align with the Educator Code. **2019-2020 Data-Driven Decisions** Students exceeded the SLO on the new state Professional Dispositions Rubric. **However,** teacher candidates in Secondary Education are scoring lower in every category than the Elementary Ed majors. Faculty have agreed to: increase feedback and support during Residency I while incorporating the dispositions more deeply into the feedback, and schedule more Seminar days as needed to work on Teacher Intern Assessment Instrument and Professional Dispositions.

		1. D. TIAI Addendum	1. D. TIAI Addenda	2018-2019 Data-Driven Decisions
		Students are scored by their university field supervisors on TIAI Addendum aligned directly to their subject content matter. Students will earn 3.0 or higher on each indicator.	**ENGLISH N= 4** **Scores in all areas but one was 3.0 or higher, with a mean score of 3.19, and the lowest score of 2.5, for:** The student intern demonstrates that his/her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts. Summative 2.5 **MATHEMATICS N=2** **Scores in all areas were 3.0.** The student intern demonstrates that his/her students can employ appropriate mathematics strategies for problem-solving and calculation. **SOCIAL STUDIES N=1** **Scores in all areas except one were 3.0, with a mean of 2.8 and the lowest score of 2.0, for:** The student intern utilizes discipline-specific terminology, methods, and tools (e.g., maps, charts, primary and secondary sources). Summative 2.00	The previous year had only four English secondary students enrolled. Faculty met frequently this year to address issues with secondary students such as classroom management and student engagement. **2019-2020 Data-Driven Decisions** After looking at the data from the TIAI and the Professional Dispositions, faculty will schedule more frequent Seminars with secondary students addressing areas that need improvement. Modeling and mentoring by supervisors will occur as needed. Seminars will also implement a section where students group by content area.

| | | | BIOLOGY/CHEMISTRY
N=1

Scores in all areas were 3.0 or higher, with a mean of 3.625, and low scores (3.0) for:

The student intern understands the central concepts of the supporting disciplines and the supporting role of science-specific technology.
Summative 3.00

The student intern shows an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching.
Summative 3.00

The student intern plans multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
Summative 3.00 | |
| | 2. The student will demonstrate content knowledge and performance skills across content pedagogy courses and assessment tests in preparation for the final field experience. | 2. A. When taking the **PRAXIS II Subject Area Examination**, 90% of the students will achieve a passing score. | 2. A. From the Mississippi Department of Education, the following PRAXIS data was reported.

Biology N=1; 1 passed 100%

English N=4; 4 passed 100%

Mathematics N = 2; 2 passed; 100%

The passing rate for undergraduate students exceeded the SLO. | **2018-2019 Data-Driven Decisions**
The faculty did not incorporate Education Teacher Preparation Assessment (edTPA) standards this year as stated because of teacher turnover and lack of training in the rubric.

2019-2020 Data-Driven Decisions
Faculty will meet to discuss a matrix showing which courses are addressing the material covered on the PRAXIS II. |

		2. B. When taking the **PRAXIS Principles of Learning and Teaching** (7-12), 85% of the students will achieve a passing score.	3. B. **The PLT Examination** data was reported: N $=$ 19; 18 passed – 94.74%	**2018-2019 Data-Driven Decisions** The faculty did not incorporate edTPA standards his year as stated because of teacher turnover and lack of training in the rubric. The faculty discussed and implemented videos, and practicum experiences that were deemed areas of concern such as classroom management and assessment. **2019-2020 Data-Driven Decisions** Faculty will meet to discuss a matrix showing which courses are addressing the material covered on the PLT.

DOCTORATE IN EDUCATION IN EDUCATIONAL LEADERSHIP ONLINE PROGRAM
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Ed.D. in Educational Leadership is to prepare professional educators to become change agents in the field of education and in schools. These educators will develop articulate reasonable personal and school goals; demonstrate knowledge about analyzing data, identifying, securing, and organizing appropriate resources for school reform; create nurturing and caring educational environments; demonstrate safe practices regarding ethical, legal, social, and political issues; skillfully communicate with internal and external publics; emphasize the	1. Students identify and demonstrate skills in building nurturing and caring educational environments including student and teacher advocacy.	1. A. In EDL 830, **Positive School Culture Plan**, students build a district plan to implement a culture change in the school by placing children at the center of education and accepting responsibility for each child's academic success and well-being through the use of SMART GOALS. Students will achieve 3.0 or higher on a four-point Likert Scale for each indicator. Rubric: 1-Introduction 2-Leadership 3-Mission and Vision 4-SMART Goals 5-Criteria for Goals 6-Strategies	1. A. There were six indicators for the **Positive School Culture Plan**. N=35 1-Introduction 3.94 2-Leadership 3.89 3-Mission and Vision 3.91 4-SMART Goals 4.00 5-Criteria for Goals 3.86 6-Strategies 4.00 When compared with 2017-2018, all indicator means increased except for Criteria for Goals (-.04). Both years, Smart Goals were 4.00 which is most significant since this is a key component to understanding School Culture.	**18-19 data-driven decisions** The course shifted to a new faculty member in fall 2018. At that time, changes were not made which allowed the faculty member to become familiar with the course before completing course redesigns. The project was moved to fall 2019. **19-20 data-driven decisions** The need for more sample models is evident. Faculty plan to increase the sample models through articles, internet links, and videos.
		1. B. In EDL 832, **Developing Advocacy for the School and Community**, students will design an advocacy program that promotes active and positive working relationships between a school and the community's resources. Students will achieve an overall mean of 3.0 for each indicator.	1. B. **The School Community Service Proposal** is based on nine indicators. N=36 1-Demographics 4.00 2-Demographic Analysis 4.00 3-Poverty Analysis 3.90 4-Cultural Diversity 4.00 5-Conflict Analysis 4.00 6-Needs Assessment 3.97 7-Community Resources 3.89 8-Proposal Analysis 3.79 9-Proposal Viability 3.83 All indicator means increased from 2017. The updated Community Resources links improved student performance.	**18-19 data-driven decisions** Community Resources links were updated for Needs Assessment and Presentation of Information to other professionals. Faculty added comparison of two levels of board meetings: State and District. Higher level assignments were increased such as writing a summary of comparing and contrasting local and state. **19-20 data-driven decisions** Faculty will update each module to align content knowledge and application to the Professional Standards for Educational Leaders (PSEL) standards, as well as Federal and State requirements for community and stakeholder engagement.

importance of literacy; skillfully practice leadership theories in real world settings.	2. Students will design a professional learning plan that takes them through a process at the school district level.	2. In EDL 801, students demonstrate their abilities to research and design a **Professional Learning Plan** using SMART GOALS (Specific Measurable Achievable Relevant and Time-Bound). Students will have a group mean of 3.0 or higher on each indicator. Rubic 1-Learning Communities 2-Leadership 3-Resources 4-Data 5-Learning Design 6-Implementation 7-Outcomes	2. There are seven indicators in the Professional Learning Plan rubric. **No summer 2019 data available until August.** N= 1-Learning Communities 2-Leadership 3-Resources 4-Data 5-Learning Design 6-Implementation 7-Outcomes	**18-19 data-driven decisions** When the Professional Standards for Educational Leaders (PSEL) standards were issued, faculty determined that the course would align to the new standards. After several faculty curriculum meetings, EDL 801 (Professional Educational Development for Professional Educators) replaced EDL 802 (taking this course out of the doctoral plan). **19-20 data-driven decisions** Based on student anecdotal feedback, faculty will add additional project instructions with examples.
	3. Students are instructional leaders and demonstrate skills in analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.) and can conduct action research projects in the schools and districts.	3. In EDL 732, students design a **Technology Plan** to demonstrate skills in analyzing data, identifying, securing, and organizing the most effective and appropriate technologies to support teaching and learning in a school reform initiative. The students' overall mean will be 3.50 in a four-point Likert scale. 1-Create and implement plan. 2-Use most effective and appropriate technologies 3-Assess and analyze emerging trends 4-Initiate and manage school and system wide change 5-Collect and use data to identify goals and promote organizational learning 6-Insure instruction that is authentic and relevant 7-Partners construct mutually beneficial P-12 school and community arrangements on technology-based information	3. The **Technology Plan** rubric has seven indicators which assess the plan. Data will be available in August 2019 N=26 1-Create plan 2-Effective technologies 3-Assess trends 4-School and system wide change 5-Goals 6-Authentic instruction 7-Community arrangements	**18-19 data-driven decisions** Faculty updated technology types and media to reflect the newest advances for technology teaching and learning. **19-20 data-driven decisions** Technology Plan will be expanded to include all types of social media. Students will show evidence of different types of social media accounts, both school and personal use for professional development.

	4. Students will demonstrate the application of educational leadership content knowledge and skills through a Doctoral Comprehensive Examination.	4. The **Doctoral Comprehensive Examination** is the final requirement before dissertation defense. The student must achieve 3.0 or higher on a five-point Likert Scale. The group mean must be 4.0 or higher.	4. The examination rubric is based on use of content knowledge and application of leadership skills when analyzing a school reform scenario. N= 27 Group Mean was 4.37.	**18-19 data-driven decisions** Instructions were added to assist students logging in for the online examination. Out of 27 students, only one failed to pass the examination. Comprehensive Examination guide was considered, but not developed. **19-20 data-driven decisions** The Comprehensive Examination Guide will be developed as a topic in the Doctoral Orientation Manual.

Ed.D. in Higher Education Administration
EFFECTIVENESS PROGRAM
20108-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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	1. Students will demonstrate understanding of the importance of cultivating teamwork in leadership and professional responsibilities in higher education institutions.	1. In EDU 750 Leadership and Professional Responsibilities, students will participate in a teamwork project that considers the ethical, political, and legal boundaries that govern an institutional organization. Students will define and discuss their roles in this project and how they must consider doing the best for their mock institution in a global society. The target score is based on three evaluation areas: content, planning, and plan for implementation. Eighty percent of the students will earn proficient or higher on the assignment using the following rubric for each of the criteria: "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	1. No students in the program.	**2018-2019 Data-Driven Decisions** No students in program. **2019-2020 Data-Driven Decisions** No students in program
	2. Students will compose a philosophy of leadership as it relates to leading a higher education institution.	2. In EDU 760 General Leadership Theories, students will be required to compose a philosophy of leadership incorporating theories of leadership discussed during the course. The target score is based on the following criteria: appropriate theories, correct grammar/mechanics, and appropriate use of scholarly resources. Eighty percent of the students will earn proficient or higher on this assignment using the following rubric for each of the three areas assessed:	2. No students in the program.	**2018-2019 Data-Driven Decisions** No students in program. **2019-2020 Data-Driven Decisions** No students in program

			"Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).		
	3. Students will be able to discuss and interpret the Blake – Mouton Grid as it relates to several leadership styles/cultures in higher education.	3. In EDU 770 Education Organizational Behavior, students will be assigned a selected case study by the professor. The student will ascertain the specific point of leadership style/culture of the mentioned higher education administrator on the Blake – Mouton Grid, how the decision was derived, and give another professional course of action the higher education professional might have taken. Eighty percent of the students when completing the Blake-Mouton Grid and Case Study will achieve "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	3. No students in the program.	**2018-2019 Data-Driven Decisions** No students in program. **2019-2020 Data-Driven Decisions** No students in program
	4. Students will demonstrate an understanding of descriptive statistics as well as common statistical procedures used in the field of education.	4. In RSH 780, Quasi-Experimental Designs and Analysis, students will be assigned a mock research project that requires analysis of mock data. The student will enter the data and analyze utilizing SPSS and write up the results using APA style. The target score is based on the accuracy of the statistics, including using the appropriate statistical procedures, and the accuracy of the write-up. Eighty-five percent of the students will earn proficient or higher on this assignment based on the following rubric: "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	4. No students in the program.	**2018-2019 Data-Driven Decisions** No students in program. **2019-2020 Data-Driven Decisions** No students in program
	5. Students will demonstrate a thorough understanding of the history and foundations of			

	higher education, legal, financial, and current issues, curriculum and leadership, as well as the importance of the two-year college to higher education.	5. Upon completing all required coursework, students are required to take and pass a comprehensive examination testing their knowledge and understanding in the following areas: higher education history, legal issues, finance, current issues, curriculum, leadership, and the importance of the two year college. Students' exams will be assessed based on these areas: content knowledge, use of relevant sources/literature, critical thinking, and proper grammar/mechanics. Eighty percent of students will pass the comprehensive examination. This is a pass or fail assignment that will be assessed by a committee of professors.	5. No students in the program.	**2018-2019 Data-Driven Decisions** No students in program. **2019-2020 Data-Driven Decisions** No students in program
	6. Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education.	6. Students will complete and propose an original research project in higher education that has clear outcomes and implications for higher education administrators. The research project will have a defined question(s), situated in relevant literature, appropriate methodology, and a plan for data analysis and discussion. The research will be guided by a committee of professors. Eighty-percent of students will successfully defend this research proposal.	6. No students in the program. students	**2018-2019 Data-Driven Decisions** No students in program. **2019-2020 Data-Driven Decisions** No students in program

EDUCATIONAL SPECIALIST IN EDUCATIONAL LEADERSHIP
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Educational Leadership prepares educational leaders (principals) to be caring, reflective decision-makers in K-12 schools. The educational leaders will develop and articulate reasonable personal and school goals; be instructional leaders and be knowledgeable about analyzing data, identifying and securing instructional and facilities resources; be knowledgeable in managing human resources; skillfully communicate with all stakeholders; and practice leadership theories in real world settings.	1. Students will model professional dispositions during the internship.	1. In EDL 635 Internship, students will show 3.0 or higher rating on "target" performance level on the **Professional Dispositions for Educational Leadership.** Rubric: 1-Confidentiality 2-Professional Conduct 3-Ethical Behavior 4-Professional Norms 5-Actionable Feedback 6-Discrimination 7-Building Positive Relationships	1. **Professional Dispositions for Educational Leadership** has seven dimensions: N=65 1-Confidentiality 3.94 2-Professional Conduct 3.83 3-Ethical Behavior 3.91 4-Professional Norms 3.89 5-Actionable Feedback 3.83 6-Discrimination 3.87 7-Building Positive Relationships 3.82 In 2017-2018 all indicators were scored at 4.00. Comparing scores showed a slight decrease across all indicators in 2018-2019.	**2018-2019 Data-Driven Decisions** Faculty maintained one-on-one counseling to interns experiencing professional difficulties with their mentors. Faculty trained principal mentors in evaluating interns. This training produced a more realistic evaluation of interns. This was based on the 4.00 means from 2017-2018. Faculty and students were trained on the PSEL standards which were implemented this past year. **2019-2020 Data-Driven Decisions** Faculty plan to add to the student activities additional professional dispositions training. Students will be asked to reflect on the application of professionalism within selected scenarios.
	2. Students will outline the four dimensions of leadership as they relate to leadership styles.	2. In EDL 602, **The Principal Leadership Project** requires students to reflect on the four dimensions of leadership in order to look at the type of leadership styles that each dimension requires. Students will achieve 3.0 on a four-point Likert Scale. Rubric: 1-Understanding Self and Others 2-Understanding Complexity of the Organization 3-Building Bridges through Relationships 4-Engaging in Leadership Best Practices	2. There were 10 students participating in the project. The four indicators are: 1-Self and Others 4.00 2-Organization 4.00 3-Relationships 4.00 4-Engaging 4.00 The student group scored 4 out of 4 on all indicators. These scores were similar to 2017-2018 scores.	**2018-2019 Data-Driven Decisions** Faculty added the Mississippi Professional Growth Model to better prepare administrators to evaluate teachers. Faculty prepared the students to understand how they will be evaluated as future administrators. **2019-2020 Data-Driven Decisions** Faculty will add a new textbook (updated to new national standards): Marzano's Focused Leader Evaluation Model which is aligned with Professional Standards for Educational Leadership (PSEL) standards as well as Mississippi Professional Growth Model. This allows Marzano's model to be implemented seamlessly. Faculty will add Mock Teacher Evaluation

				videos – taking students through the videos to demonstrate how to script through pre- and post-evaluation conferences. Students will use feedback for teacher growth. The key assessment, **Principal Leadership Project**, needed more rigor and needed alignment to new Professional Standards for Educational Leadership (PSEL) standards. This assessment will be replaced by **The Marzano Six Domains Projects**. Students will create a training presentation explaining how each domain would be incorporated into leadership for future principals. Specialist students will collaborate with other specialists to create a Best Practice Notebook based on mentor interviews. The notebook will be presented to M.Ed. students.
	3. Students will evaluate a case study's human resources personnel management policies and provide recommendations for improvement.	3. In EDL 605, Human Resources Management– Students will analyze strategies in recruitment, retention practices, diversity, and employment incentives from model districts. The mean will be 3.0 or higher on each indicator. Students will have an overall mean of 3.0 or higher on a four-point Likert Scale. Rubric: 1-Summaries of Recruitment Hiring and Retention 2-Evaluations of Recruitment and Retention 3-Recommendations – Personnel Management Policy	3. **The Management Case Study** with an N=55 has three categories: 1-Summaries 3.87 2-Recruitment/Retention 3.76 3-Policy 3.76 When indicator scores are compared with 2017-2018, indicator 1 decreased from 3.93 to 3.87, indicator 2 decreased from 3.81 to 3.76, and indicator 3 decreased from 3.76 to 3.69. All indicators were well above the SLO requirement. The N of 27 (2017-2018) doubled in 2018-2019 to 55.	**2018-2019 Data-Driven Decisions** Faculty built on the information from EDL 602 concerning teacher evaluation using the Mississippi Professional Growth Model (State Evaluation Instrument) with emphasis placed on students developing and implementing an Improvement Plan for an employee who is experiencing difficulty with the job requirements. **2019-2020 Data-Driven Decisions** Faculty will add more student discussions into the modules this will increase student collaborations. The principal interview has been revised to explain how they train their teachers for this evaluation. Adding Family Medical Leave Act information and how it impacts employment issues and practices. The Employee Assistance Program (covers mental health issues, substance abuse issues, any crisis that could affect employees in doing their job and would need support) will be added to help

			administrators realize their responsibilities to their employee. Specialist students will
	4. Students will demonstrate skills in identifying and applying communication principles (WCU Goal 1, 4; Ed Goals 1, 2).	4. In EDL 601**, Case Scenario One – As measured by the Case Scenario Scoring Guide, students will identify communication principles, use of implementation strategies, organization of the implementation program, and program rationales when reviewing an effective instructional program. The mean score will be a 3.0 or higher on a four-point Likert scale. 1-Principles of communication and group processes (building consensus, motivating, and team building) 2-Implementation and/or change Strategies 3-Response to the question asked 4-Organized steps or actions 5-Logical and reasonable rationales for answers	4. There are five performance indicators. N=36 1-Communication 3.69 2-Implementation 3.36 3-Response 3.78 4- Actions 3.44 5-Rationales 3.83 Lowest indicators were Implementation (3.36) and Organized Steps (3.44). When compared with scores from 2017-2018 which were all 4.00 out of 4, the N must be considered. The number of students in 2017-2018 was eight. This past year it was 36.	**2018-2019 Data-Driven Decisions** Added more discussion boards so students would have an increased opportunity for collaboration. **2019-2020 Data-Driven Decisions** Faculty will add a leadership versus management module to improve student skills in implementation and change strategies. Faculty will add more case scenarios where students must read and apply organizational theories/skills. Faculty will add content activities in comparing and contrasting two leadership theories.
	5. Students will create an action plan that unites the community into a strong productive partnership with the local school.	5. In EDL 688, School and Community Climates, **The Ideal School Community Relations Program** builds an action plan that unites the community into a strong productive partnership with the local school. The rubric has six components. Students must reach 3.0 or higher on each category. Rubric: 1-Build a Mission and Vision 2-Builds short-term and long-term Goals 3-Builds productive and effective programs for internal and external audiences 4-Builds a public relations staff 3.98 5-Builds the budget to support the program	5. **The Ideal School Community Relations Program** (N=58) produced the following target scores: 1-Mission 3.98 2-Goals 3.98 3-Programs 3.84 4-Public relations 3.98 5-Budget 3.93 Concerning comparison of previous student cohorts, this was a new student assessment introduced this year.	**2018-2019 Data-Driven Decisions** Faculty brought in a Public Relations director from a K-12 school district to talk about their working PR model. **2019-2020 Data-Driven Decisions** Faculty voted to raise the S.L.O. standard from 3.00 to 3.50. Faculty will add weekly student discussions about current PR topics and the value of social media. Faculty will include guest speakers who are now using Lip-Dub videos (embracing social media to a school's advantage-portraying all schools in a positive light with students involved). Adding the new move where all parents who are coming in line to pick up children, they can

				tune into the school's radio station while they wait). A speaker will be added to the module for a live discussion. An additional assignment requires specialist students to critique a journal article on public relations. The students will compare and contrast two K-12 school/district public relations websites using www.CommunitySchools.org standards. The specialist students also take two research courses to complete their program.

SPECIALIST OF EDUCATION WITH EMOTIONAL AND BEHAVIORAL DISORDERS ONLINE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** It is the mission of the Specialist of Education in Emotional and Behavioral Disorders to prepare students to be confident, caring educators who become change agents in the treatment of emotional and behavioral disorders and are able to build safe, effective learning communities impacting students' lives socially, physically, emotionally, and academically.	1. Students will exhibit skills in diagnosing children and youth with Emotional and Behavioral Disorders.	1. In EBD 792, **Functional Behavioral Analysis** – The student will apply a variety of formal and informal assessment tools for evaluating children and youth exhibiting EBD. The group mean will be 3.0 or higher on a four-point scale.	1. A. There are seven indicators in the **Functional Behavioral Analysis** assessment. N=21 1-Behavior Targets 3.71 2-ABC Model 3.71 3-Hypothesis 3.71 4-Replacement Behaviors 3.71 5-Intervention Strategies 3.71 6-Evaluation Plan and Reschedule for Review 3.71 7-Emergency Plan 3.71	**2018-2019 Data-Driven Decisions** Faculty added more investigative experiences to increase student diagnostic understanding. Scores dramatically increased from 2017-2018. All indicators were exceeded. **2019-2020 Data-Driven Decisions** The S.L.O. mean will be raised from 3.00 to 3.50 for the upcoming year. Faculty will give more opportunities for students to perform follow-up Functional Behavioral Assessments and then tie the assessments back to the revision of the Behavioral Intervention Plan.
	2. Students will exhibit skills in designing evidence-based interventions to provide a therapeutic environment for children and youth with Emotional and Behavioral Disorders.	2. **Evidence-Based Intervention** – The student will review and analyze evidence, subject the analysis to a critical thinking process, and provide clinical recommendations. The group mean will be 3.0 or higher on a four-point scale. Rubric: 1-Clinical Issues determined by the client's diagnostic evidence 2-Review of evidence to summarize the client's profile 3-Critical thought applied to the analysis of the evidence 4-Development of a series of class-based clinical recommendations 5-APA Style, Mechanics	2. **Evidence-Based Intervention** N=3 Indicators: 1-Clinical Issues 3.67 2-Client's profile 4.00 3-Analysis of Evidence 4.00 4-Recommendations 3.67 5-APA Style, Mechanics 3.33 All indicators exceeded the S.L.O. standard. APA style, Clinical Issues and mechanics continue to be the lowest scores.	**2018-2019 Data-Driven Decisions** Faculty increased the student activities to develop clinical judgment in order to develop more effective behavior intervention plans. **2019-2020 Data-Driven Decisions** Faculty will provide opportunities for students to reassess instructional activities in a way that turns a functional behavioral assessment and behavior intervention plan into fluid living documents.

3. Students will demonstrate the skills to conduct research, analyze data, draw conclusions and form recommendations and to write a scholarly presentation of such research.	3. In EDL 789, **Action Research Project** – Students will design a problem statement, research the current literature, implement a solution in a real-world setting, analyze the data, and make conclusions. Students will earn 3.0 or higher on a four-point scale. 1-Introduction 2-Literature Review 3-Description of Population 4-Procedures 5-Analysis of Results 6-Conclusion/Recommendations 7-References	3. The **Action Research Project** indicators are: N=71 1-Introduction 3.89 2-Literature Review 3.72 3-Description of Population 3.91 4-Procedures 4.00 5-Analysis of Results 3.70 6-Conclusion/Recommendations 3.94 7-References 4.00 Indicators exceeded the SLO standard by at least +.70 points.	**18-19 data-driven decisions** There was an issue with the definition of the Literature Review – Significant number of students turned in Annotated Bibliographies. Assignments were added for students to review two examples of the Literature Review. Video was set up **19-20 data-driven decisions** Students continue to have problems with analyzing the data visually. Models of tables and charts will be added to the Canvas shell. These will be the same as those models used in the dissertation process in order to provide continuity between degree programs. The S.L.O. will be raised from 3.00 to 3.50.
4. Students will demonstrate the research skills necessary to summarize research information using the Annotated Bibliography template.	4. In EBD 791, students demonstrate their research skills in **The Annotated Bibliography** project through content summary of scholarly research articles including reflections and demonstrating APA style and mechanics. Students will earn 3.0 or higher on a four-point scale. Rubric: 1-Title page 2-Abstract 3-Summary of Content by Reference 4-Personal Reflection 5-Variety of Sources – References appropriate to the Topic 6-Mechanics Usage 7-References and APA Style	4. There are seven indicators in the bibliography. N=20 1-Title page 3.75 2-Abstract 2.90 3-Summary of Content by Reference 3.80 4-Personal Reflection 3.85 5-Variety of Sources – References appropriate to the Topic 3.85 6-Mechanics Usage 3.90 7-References and APA Style 3.95 All indicator means exceeded the S.L.O except for the Abstract (2.90).	**18-19 data-driven decisions** Faculty focused on understanding the importance of completing all aspects of the assignment. **19-20 data-driven decisions** After reviewing the data, faculty decided to focus more time on the development of the Abstract. More sample abstracts will be uploaded to the Canvas shell. A search will be conducted to locate videos or internet resources discussing the development of a topic and the researcher's process in collecting articles for the literature review.

Specialist in Higher Education Administration
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the higher education administration specialist degree prepareas students for positions in four-year, community and technical colleges, and universities. Students will receive a compreheensive program of study that explores academic, student, and administrative affairs. The courses offeedred develop knowledge, skills, and dispositions necessary for success in higher education administration.	1. Students will describe and develop a curricular model for a higher education setting.	1. In EDH 705 Teaching and Learning in Higher Education, students will be assigned into groups and will design and present a curriculum for a program and individual courses within that program. The target score is based on the following criteria: appropriate rationales, proper alignment, and proper assessments and evaluations. Ninety percent of the students will earn proficient or higher on this assignment.	1. 15 of 15 students developed and presented to the class the curricula they developed and the associated syllabi for the individual courses in the curricula. The presentations made to the class focused on the use of webpages and the impact they have on the introduction of curricula to potential students in higher education. It was agreed that while students performed well on this assignment, faculty want to see this assignment and SLO reach a deeper level of understanding and presentation of program curricula.	**2018-2019 Data-Driven Decisions** Faculty added an additional assignment concerning the production of webpages. Some students utilized their webpage as a presentation media tool. **2019-2020 Data-Driven Decisions** Faculty will require all students to design and publish a webpage from the curriculum project. Faculty will add resources concerning particular websites and software that could assist and enhance the students' production of webpages for their curriculum and syllabi presentations to the class.
	2. Students will demonstrate knowledge of legal and ethical practices related to higher education.	2. In EDH 703 Legal and Ethical Issues in Higher Education, students will be assigned a legal case related to higher education and will write a summary of the case, including an analysis and discussion of implication for higher education administrators. The target score is based on understanding of the case and case facts, the case's relevance to higher education, and how higher education administrators can use case results to impact policy and practice. Ninety percent of the students will earn proficient or higher on this assignment.	2. For this academic year, 7 out of 9 students earned at least proficient on the case summary analysis, which is 78%. The objective was not met.	**2018-2019 Data-Driven Decisions** Faculty initiated discussion boards in order to increase opportunities for students to discuss court cases collaboratively. This increased student learning on summarizing the implications of a court decision. **2019-2020 Data-Driven Decisions** 3. Due to only 78% of students reaching proficient on this assignment, faculty agreed that also having students present and discuss cases during class meetings will help students better understand and master this SLO. For 2019 - 2020, students will make presentations in addition to writing up case summaries.
	3. Students will understand and demonstrate knowledge of the role of community/junior colleges in higher education.	3. In EDH 702 Survey of the Community College, students will be assigned a community college and will research the institution from its origin to the present day. The student will write a paper detailing the findings as well as	3. All students (14 out of 14) demonstrated proficiency or higher on the research assignment in EDH 702. The discussion boards on the online component of the course were expanded and were focused on CTE programs. The objective was met.	**2018-2019 Data-Driven Decisions** There will be an increased focus on Career Technical Education (CTE) provided by the faculty. **2019-2020 Data-Driven Decisions**

		make a presentation to the class about the institution researched. The target score is based on how well the student understands the history of the institution assigned, the programs it offers, and the community and students it serves. Eighty percent of the students will earn proficient or higher on this assignment.		Due to the success of this objective and the nature of the CTE discussion boards, this topic will be expanded into a classroom presentation and discussion of CTE programs in our region's two-year schools. The CTE presentations will be incorporated into the community college assignment and assessed accordingly.
	4. Students will demonstrate an understanding of higher education finance and budgeting.	4. In EDH 707 Finance in Higher Education, students will be given a sample departmental line-item operating budget from which they must cut a given percentage. Using current trends and research, students will justify each line-item they choose to cut. Students will then write a memo to the department's faculty/staff and upper-level administrators explaining how these cuts impact the department and its constituents. The target score is based on accuracy of the cuts and calculations, how well current trends and research were used in making decisions about cuts, and how well the cuts were communicated to departmental employees and upper-level administrators. Eighty-five percent of the students will earn proficient or higher on this assignment.	4. 10 of 10 students successfully completed the budget cut exercise. The course was updated for 2018-19 by the addition of additional discussion boards and by introducing current local, state, and national news publications focusing on the political nature of the budget process. The objective was met.	**2018-2019 Data-Driven Decisions** Faculty added significant documentation and information on the political nature of the budget process. This adapted the course from a theoretical foundation to a practical one. Significant online components were added to increase the range of resources. **2019-2020 Data-Driven Decisions** In addition to the operating budget assignment, in 2019 - 2020 students will also be required to submit an accompanying assignment which outlines a contingency plan should further budget cuts be required (this happened recently in our state's public institutions). This is definitely a topic that is impacting our state's institutions and students should have an understanding.
	5. Students will research continuing education programs and understand the role they have in colleges/universities and how they serve their communities. (WCU Goals 1, 2, 3, 4, 5) (EDU Goals 1, 3, 4)	5. In EDH 704 Community Relations and Continuing Education, students will be assigned a continuing education program at an institution of higher learning to research. The student will write a paper detailing the findings as well as make a presentation to the class about the institution researched. The target score is based on how well the student understands the history and importance of the program,	5. Eight of nine students met the proficiency level on the research paper and presentation in 2018 - 2019. Therefore, the objective was not met. For this SLO, students work in small groups to investigate and research a minimum of two current continuing education and/or CTE programs operating within the southern Mississippi higher education community to determine their current roles, who they serve, how the programs and their graduates support	**2018-2019 Data-Driven Decisions** Faculty had the students link their historical information ot current institutional community relations. This would increase student understanding and application of school/district/community relations. **2019-2020 Data-Driven Decisions** Although the target goal was not met, students do gain a lot from this assignment as reported by the professor of record. Students enjoy the

	the students it serves, and how it impacts the community. The goal is proficiency or higher for all students.	the surrounding communities and establish and maintain relations with industries of the respective communities to ensure that through their programming they are meeting the needs of these community constituents. Through such students are able to link the historical tenets of continuing education with current day operations of continuing education programs. The small groups present their findings through a class presentation and lead discussions regarding the researched programs of continuing education, the institutions in which they are housed, and the community relations fostered through such.	discussion of various continuing education programs in our surrounding institutions. For the one student that did not reach proficiency, it seemed to be a misunderstanding of assignment requirements. Therefore, the professor will continue to communicate the assignment expectations. For 2019 - 2020, the SLO will remain the same until all students reach proficiency.
	6. Students will distinguish, examine, and analyze current issues and trends in higher education.	6. In EDH 706 Seminar of Current Issues in Higher Education, students will be given a series of case studies to examine and analyze. Students will discuss these cases with each other and the professor. The cases studies are intended to engage the students as active participants in very real situations that can be generalized across many institution types. The goal of the analysis is to provide an opportunity for "experiencing," studying and understanding some of the complexities of higher education administration. The student is to read each case study and provide a written analysis of the issues presented and addressed and respond to instructor identified questions for each case study. The target score is based on how well the student understands the cases and the issues involved, possible remedies to the problems/challenges to be addressed, and possible implications for higher education professionals in these situations. The goal is for all students to earn proficiency or higher on this assignment.	6. In 2019 – 2019, 15 of 15 students successfully completed the case study exercise. The objective was met. Additional discussion boards were added in the online component of the course. Faculty introduced new discussion and narrative concerning the increased focus on current literature.	**2018-2019 Data-Driven Decisions** Faculty introduced online student discussions in order to allow the groups to collaborate on the case study. **2019-2020 Data-Driven Decisions** The addition of discussion boards added to the online component of the course enhanced the discussion of case studies. The SLO will remain the same, except the discussion board component will be a required part of the assignment in 2019 - 2020.

	7. Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education.	7. Students will complete and defend an original research project in higher education that has clear outcomes and implications for higher education administrators. The research project will have a defined question(s), situated in relevant literature, appropriate methodology, and subsequent data analysis and discussion. The research will be guided by a committee of professors. Of those who qualify to begin the study, SLO will be 90% of the students will successfully defend a field project.	7. Seven out of seven students successfully completed and defended an original research project in the field of higher education administration, with well-defined and clear outcomes. N=7 completed the project. The SLO was met.	**2018-2019 Data-Driven Decisions** Faculty revised project templates and build new templates to assist students with their writing. **2019-2020 Data-Driven Decisions** While students have been successful with completing and defending the research projects, in 2019 - 2020 professors will provide guidelines for presentations as well as guidelines for properly formatting such presentations and research documents.

EDUCATIONAL SPECIALIST IN INSTRUCTIONAL LEADERSHIP ONLINE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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	1. Students will demonstrate knowledge in constructing a viable school mission and vision based on current research within a five-week period.	1. In EDL 701, students will demonstrate construction of a mission and vision using the **Scholarly Research PowerPoint Activity** with an overall mean of 3.0 on each indicator. Rubric: 1-Content and Vocabulary 2-Conceptualization 3-Organization 4-Argument	1. The following data has been divided by indicators. N= 15 1-Content and Vocabulary 3.60 2-Conceptualization 3.33 3-Organization 3.13 4-Argument 3.53 When comparing 2017-2018 scores to 2018-2019, Content and Vocabulary decreased; Conceptualization remained the same; Organization decreased; and Argument decreased. All means exceeded the SLO standard. The 2018-2019 number of students was significantly lower than the previous year.	**18-19 data-driven decisions** During 18-19 academic year, instructors added more informational videos to enhance course guidelines. Discussion boards were added for student groups' topical discussion. **19-20 data-driven decisions** The commitment to increase student interaction is continuing with more discussion boards. The indicator Organization (3.13) was the lowest score. To increase this indicator, faculty will increase the number of topics available for the assignment. An organization checklist will be added to better explain the model.
Program Mission The mission of the Specialist in Education in Instructional Leadership it to prepare instructional leaders to navigate the complex issues of an educational environment; to equip candidates with the knowledge to positively impact students' lives socially, emotionally, and academically.	2. In order to exhibit cultural responsiveness skills, students will demonstrate planning skills in developing a Professional Development Diversity Plan based on Mission, Learning Goals, Objectives, Content, Organization/Consistency, and Assessment within the five-week period.	2. In EDL 717, students demonstrate planning skills employing the **Professional Development Diversity Plan**. The overall mean will be 3.0 or higher on a 4-point Likert Scale. Rubric: 1-Preplanning 2-Mission 3-Agenda and Outline 4-Learning & Goals/Objectives 5-Content 6-Effective Resources 7-Assessment	2. **The Professional Development Diversity Plan** has seven indicators. N=61 1-Preplanning 3.46 2-Mission 3.41 3-Agenda and Outline 3.38 4-Learning & Goals/Objectives 3.28 5-Content 3.30 6-Effective Resources 3.25 7-Assessment 3.38 The Student Learning Outcomes were exceeded with the lowest mean 3.25 Effective Resources. There were decreases in indicators: Preplanning, Agenda, Learning Goals, and Content (Comparing 2017-18 or 2018-19). There was a significant increase in Assessment (2.38 increased to 3.38). All	**18-19 data-driven decisions** The Professional Standards for Educational Leaders (PSEL) standards were aligned with the culminating assessment. A video was added to a discussion board assignment. **19-20 data-driven decisions** The Effective Resources outcome was the lowest score. Faculty have decided to provide more extensive internet resources and links to assist in the students' resource database. These links will be added to the Canvas course shell. Web-Ex has been purchased with faculty being trained and will be employed in the coming year. This will increase student communication and collaboration.

		indicators exceeded the SLO standard.	
3. The students will interpret the Mississippi Code of Ethics followed by producing a Professional Development plan on Faculty and Administrator Ethics encompassing the nine standards and providing group reflection and discussion on scenarios as they impact faculty and administrator decisions and their implications.	3. In EDL 702, students interpret and critique the **Mississippi Code of Ethics and Standards** through a project with an eight-indicator rubric**.** The students' mean will be 3.50 on a four-point Likert Scale. Rubric: 1-Interview Building Admin 2-Description of Introduction 4-Updating career teachers 5-Summary - Ten Standards 6-Ethical Behavior 7-Possible Penalties 8-Reflection of the Code	3. There are eight indicators in the **Mississippi Code of Ethics and Standards Project.** N=43 1-Interview Building Admin 3.93 2-Description of Introduction 4.00 4-Updating career teachers 4.00 5-Summary - Ten Standards 3.98 6-Ethical Behavior 3.91 7-Possible Penalties 3.98 8-Reflection of the Code 4.00 The SLO was exceeded in all outcomes. When comparing the means across years, all means ranged from 3.89 to 4.00 indicating strong student performance.	**18-19 data-driven decisions** A practicing principal was added to the teaching team to assure that students received updated state policies, legislative actions, and state department procedures. **19-20 data-driven decisions** Connecting students to the Mississippi Department of Education weekly email will be started in the fall 2019. This will provide current administrative information.
4. Students within a ten-week period will demonstrate their research skills by proposing and conducting an action research project which includes an introduction, review of literature, description of population, procedures, and analysis of data, conclusions /recommendations, and bibliography.	4. In EDL 789, students will plan and conduct a full **Action Research Project** culminating in journal quality article. There are seven indicators in the Action Research Project with an S.L.O. of 3.0 or higher on a four-point Likert Scale. 1-Introduction 2-Literature Review 3-Description of Population 4-Procedures 5-Analysis of Results 6-Conclusion/Recommendations 7-References	4. The **Action Research Project** indicators with results are: N=71 1-Introduction 3.89 2-Lit Review 3.72 3-Population 3.91 4-Procedures 4.00 5-Analysis 3.70 6-Conclusion 3.94 7-References 4.00 When comparing 2017-2018 results with current results, there were significant increases in the following indicators: Introduction (+.33), Literature Review (+.42), and Analysis of Results (+.55).	**18-19 data-driven decisions** There was an issue with the definition of the Literature Review – Significant number of students turned in Annotated Bibliographies. Assignments were added for students to review two examples of the Literature Review. Video was uploaded to describe the Literature Review components. **19-20 data-driven decisions** Students continue to have problems with analyzing the data visually. Models of tables and charts will be added to the Canvas shell.
5. Students as Instructional Leaders demonstrate knowledge about analyzing data, identifying, securing, and organizing appropriate resources for school reform through the design of a Data-Based Decision-Making Plan.	5. In EDL 704, students demonstrate skills in analyzing and organizing data through the **Data-Based Decision-Making Plan.** The overall mean will be 3.0 or higher for the six indicators. 1-Examine Student Learning Data 2-Interpreting Data to Develop Data-Based Decisions	5. The **Data-Based Decision-Making Plan** with compiled data across six indicators. N= 56 1-Data 3.82 2-Data-Based Decisions 3.88 3-Plan 3.95 4-Research 3.75 5-Bibliography 3.57	**18-19 data-driven decisions** Last year the teacher was informed of problems with formatting tables and graphs. APA tables, figures, and charts were added to the course modules. **19-20 data-driven decisions** Faculty will add a student self-assessment of data-driven decision-

		3-Action Plan 4-Research to Support Data-Based Decisions in the Action Plan 5-Bibliography 6-Spelling, Grammar, Mechanics	6-Mechanics 3.96 Means decreased in all areas other than Bibliography which showed a small increase (+.07). The SLOs were exceeded. Bibliography remains the lowest score.	making skills. This activity will be followed by a discussion board post where students will identify a strength they bring to the course and an area that needs improvement.

MASTER OF EDUCATION WITH ART EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Art Education is to prepare educators to be confident, caring, and reflective artisans/educators and change agents in the world of art education: aims, philosophies, methods, content, and real-world problems.	1. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	1. In the **Interdisciplinary Unit** is the key assessment to analyze the following skills: students planning and implementing a unit of instruction, analyze the student growth, and make data-driven instructional decisions to implement instructional strategies to improve student growth in the classroom. The group mean on the **Interdisciplinary Unit** will be 3.00 on a four-point Likert scale. Rubric: 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary This course is part of the Professional Education Core curricula across master's degree programs. Mean scores represent all students across the programs.	1. In the **Interdisciplinary Unit**, there are five indicators: N=17 1-Analysis 3.79 2-Planning 3.83 3-Engagement 3.79 4-Context 3.94 5-Commentary 3.82 The two lowest scores (Student Engagement and Analysis of Student Learning – Both 3.79) suggests differentiation of the learning environment is not as well aligned to the varying student populations (ELL, Students with Disabilities, Gifted, IEP students, students on Tiered interventions). Student reflections for interventions tend to whole group responses rather than individual differentiation.	**2018-2019 Data-Driven Decisions** Faculty added sample Interdisciplinary Units focusing on differentiation of instruction to insure all students in the classroom receive specialized instruction to meet their interests, strengths, and identified weaknesses. **2019-2020 Data-Driven Decisions** Faculty will survey each student to structure activities that best meet his/her professional needs and interests in Art Education.
	2. Students will demonstrate professional writing skills when conducting research literature reviews.	2. In EDU 630, Historical and Philosophical Foundations of Education, students will demonstrate appropriate professional writing skills when writing **The Annotated Bibliography**. The mean for each indicator will be 3.00 or higher on a four-point Likert Scale. Rubric Indicators: 1-Title Page Format 2-Overview of Topic/Purpose 3-Justification of Topic Choice 4-Scholarly Peer Review 5-Reflection	2. There are six indicators in **The Annotated Bibliography**. 1- Format 4.00 2-Topic/Purpose 3.17 3-Justification 4.00 4-Review 3.83 5-Reflection 3.83 6-APA 3.00 Indicator (APA Format) was the lowest score of all the 2018-2019 indicators. This is a matter of concern since the mission of the course is to develop professional	**2018-2019 Data-Driven Decisions** Faculty added new weekly assignments to increase student professional writing skills in APA Rules and Regulations. More hands-on activities to distinguish Annotated Bibliographies from Literature Reviews were designed by faculty. **2019-2020 Data-Driven Decisions** Faculty will add a module on the Literature Review process and how the Annotated Bibliography prepares researchers to build their

		6-APA Format This course is part of the Professional Education Core curricula across master's degree programs. Mean scores represent all students across the programs.	writing skills. APA format continues to be a weakness in graduate professional writing. All indicators met their S.L.O.	Literature Review. The module will include a focus on APA formatting rules.
	3. Students will demonstrate knowledge of the development in the art curriculum from the early 1990s through the articulation of new national Art Standards.	3. Students develop a **Curriculum Art Model** to describe the trends in art education. Students will meet 3.0 or higher on a four-point rubric. The Curriculum Art Model rubric: 1-Strength of the Model; 2-Historical Understanding; 3-Current Understanding.	4. There are three indicators in the rubric. N=0 – Course is taught on alternative years. 1-Strength 2-Historical 3-Current There will be data in 2019-2020.	**2018-2019 Data-Driven Decisions** During the alternative year, faculty revised the curriculum to align to the national Curriculum Standards in Visual Art. This new alignment will provide the students national standards guidance in implementing art in the schools. **2019-2020 Data-Driven Decisions** Additional updated research journal readings will be added to increase student knowledge of recent art education research in the field.
	4. Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to K-12 education.	4. Ninety percent of the students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering Art content knowledge and application. The evaluation rubric was set on a five-point Likert Scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	4. There were two students who completed the **Comprehensive Examination.** N=2 Total Mean Score: 4.00 Topics 1-Visual Arts Education 4.00 2-Baroque Art History 4.00 When reviewed by their content professors, students demonstrated the content knowledge and application required to successfully complete the examination. Faculty reported the rubric total mean score to the School of Education.	**2018-2019 Data-Driven Decisions** Study Guides for the Comprehensive Examinations have been updated and aligned with National Content Knowledge Standards. **2019-2020 Data-Driven Decisions** Faculty will increase content knowledge in the areas of Visual Arts Education and Baroque Art History in their respective courses.

MASTER OF EDUCATION WITH BIOLOGY EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

The M.Ed. Biology Education Program is on hold due to lack of enrollment and is being considered for possible closure.

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Biology Education is to provide advanced graduate curricula in biological sciences; acquiring a broad knowledge of the principles of biological science to include the interrelationships of living organisms within the biosphere and the ways human populations impact these relationships; and to develop advanced skills in the use of techniques and instrumentation in the laboratory.	1. Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to secondary education.	1. Ninety percent of the students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering Art content knowledge and application. The evaluation rubric was set on a five-point Likert Scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	1. No M.Ed. Biology Education students were enrolled.	There will be no students enrolled in the course in 2019-2020.
	2. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	1. In the **Interdisciplinary Unit** is the key assessment to analyze the following skills: students planning and implementing a unit of instruction, analyze the student growth, and make data-driven instructional decisions to implement instructional strategies to improve student growth in the classroom. The group mean on the **Interdisciplinary Unit** will be 3.00 on a four-point Likert scale. Rubric: 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary This course is part of the Professional Education Core curricula across master's degree programs. Mean scores represent all students across the programs.	2. No M.Ed. Biology Education students were enrolled.	There will be no students enrolled in the course in 2019-2020.

	3. Graduate students will gather and analyze scientific data from field research projects.	3. Collection and analysis of examination data in BIO 531, 620, 640, and 655 will be evaluated using a rubric. Students must score above 87%. BIO 531 Ichthyology – Study of Fish BIO 620 Biology of Endangered Species BIO 640 Animal Behavior BIO 655 Marine and Invertebrate Zoology	3. No M.Ed. Biology Education students were enrolled.	There will be no students enrolled in the course in 2019-2020.

MASTER OF EDUCATION WITH DYSLEXIA THERAPY
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Dyslexia Therapy is to prepare confident, caring, and reflective change agents for students with dyslexia by providing advanced research-based curriculum and training for dyslexia therapists.	1. Students exhibit knowledge of the theories of dyslexia intervention in the area of handwriting proficiency when interacting with children diagnosed with dyslexia.	1. Students will exhibit 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the **Proficiency Handwriting Assessment.**	1. There was a mean score of 100% for students. This indicates all students passed the assessment the first time. This was similar to the 2017-2018 scores.	**2018-2019 Data-Driven Decisions** Faculty added an extra handwriting practicum for the students. **2019-2020 Data-Driven Decisions** Faculty voted to raise the SLO to 90%. Faculty will add an additional student activity: students will self-critique their handwriting assignment to identify their own handwriting errors. This is an important training in assessment of children diagnosed with dyslexia. A therapist must understand his/her own weaknesses.
	2. Students exhibit knowledge Phoneme theories and applications when interacting with children diagnosed with dyslexia.	2. Students will exhibit 85% proficiency of the knowledge of sound/symbol association when taking *the Phoneme Proficiency Assessment.*	2. The N for the cohort was 25 with a 100% proficiency mean for the assessment. This student cycle increased scores from 96% in 2017-2018 to 100% in 2018-2019.	**2018-2019 Data-Driven Decisions** Faculty added an extra practicum for phoneme practice – the students practiced in small groups articulating the sounds of the phonemes in words. **2019-2020 Data-Driven Decisions** Faculty voted to raise the SLO to 90%. Faculty will record students completing their phoneme inventory and have the students self-critique. Videos (modeling phonemes) will be uploaded to the Canvas website.
	3. Students will demonstrate an effective Dyslexia Therapy Lesson planning and presentation: BASIC level and ADVANCED Level.	3. Students will exhibit a mean of 3.0 or higher on a four-point Likert Scale knowledge and application of the Literacy Competency Components in a **Dyslexia Demonstration Lesson** reviewed by their instructors.	3. There were 10 components in the **Basic Dyslexia Therapy Demonstration Lesson** and 8 in the **Advanced Lesson**. N=25 BASIC – Proficient 4.00 Not Proficient 0 Rapid Naming Handwriting	**2018-2019 Data-Driven Decisions** Faculty had demonstration lessons for the students. Added a video of a Dyslexia Therapy session for student review and modeling. **2019-2020 Data-Driven Decisions** Faculty voted to raise the SLO to 3.50. Will continue modeling the therapy session and reviewing a lesson video. The students will

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Reading Decks
Spelling Decks
New Concept
Reading Practice
Spelling Practice
Extended Reading and Writing
Oral Language
Read Aloud

N=25

ADVANCED – Proficient 4.00
                     Not Proficient 0
Word Study
Handwriting
Reading Decks
Spelling Decks
New Concept
Reading Practice
Spelling Practice
Extended Reading and Writing

In all 18 indicators, students were scored proficient.
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present the lesson before their peers. Students will self-critique their own video lesson. After the students watch the video of the therapist, students will list which sections of the lesson were clarified for them.
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4. Students will demonstrate their content knowledge and application of dyslexia therapy theories and practice on a national certification examination.
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4. Students demonstrate knowledge and application of the theories and practice of dyslexia therapy. 85% of the students will pass on the first attempt **The Academic Language Therapy Association Exam (National Certification-ALTA Exam).**
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4. In 2018-2019, ten students sat for the **ALTA Exam**. 80% passed on the first attempt. Two students will be retaking the examination in the summer.

N=10
Pass = 80%
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2018-2019 Data-Driven Decisions
Faculty designed a review of the content of the Dyslexia Therapy Program. This allowed the students to sharpen their content knowledge skills and abilities to apply them in real world scenarios.

2019-2020 Data-Driven Decisions
Faculty will offer two content knowledge reviews for the ALTA Examination. The new **KPERI National Examination** will be required for program accreditation. IDA (International Dyslexia Association) will send all internal test results to the program director. This information will be used for program improvement. Passing this examination will give students the title **National Dyslexia Specialist**.
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MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Educational Leadership prepares educational leaders (principals) to be caring, reflective decision-makers in K-12 schools. The educational leaders will develop and articulate reasonable personal and school goals; be instructional leaders and be knowledgeable about analyzing data, identifying and securing instructional and facilities resources; be knowledgeable in managing human resources; skillfully communicate with all stakeholders; and practice leadership theories in real world settings.	1. Students will model professional dispositions during the internship.	1. In EDL 635 **Internship**, students will show 3.0 or higher rating on "target" performance level on the **Professional Dispositions for Educational Leadership.** Rubric: 1-Confidentiality 2-Professional Conduct 3-Ethical Behavior 4-Professional Norms 5-Actionable Feedback 6-Discrimination 7-Building Positive Relationships	1. **Professional Dispositions for Educational Leadership** has seven dimensions: N=65 1-Confidentiality 3.94 2-Professional Conduct 3.83 3-Ethical Behavior 3.91 4-Professional Norms 3.89 5-Feedback 3.83 6-Discrimination 3.87 7-Relationships 3.82 In 2017-2018 all indicators were scored at 4.00. Comparing scores showed a decrease across all indicators in 2018-2019.	**2018-2019 Data-Driven Decisions** Faculty maintained one-on-one counseling to interns experiencing professional difficulties with their mentors. Faculty trained principal mentors in evaluating interns. This training produced a more realistic evaluation of interns. This was based on the 4.00 means from 2017-2018. Faculty and students were trained on the PSEL standards which were implemented this past year. **2019-2020 Data-Driven Decisions** Faculty plan to add to the student activities additional professional dispositions training. Students will be asked to reflect on the application of professionalism within selected scenarios.
	2. Students will outline the four dimensions of leadership as they relate to leadership styles.	2. In EDL 602, **The Principal Leadership Project** requires students to reflect on the four dimensions of leadership in order to look at the type of leadership styles that each dimension requires. Students will achieve 3.0 on a four-point Likert Scale. PSEL Standards 1-Mission and Vision 2-Ethics 3-Equity 4-Curriculum, Instruction and Assessment 5-Community 6-Professionalism – School Personnel 7-Professionalism – Faculty 8-Student Engagement 9-Operations and Management	2. There were 10 students participating in the project. The four indicators are: 1-Understanding 4.00 2-Organization 4.00 3-Relationships 4.00 4-Best Practices 4.00 The student group scored 4 out of 4 on all indicators.	**2018-2019 Data-Driven Decisions** Faculty added the Mississippi Professional Growth Model to better prepare administrators to evaluate teachers. Faculty prepared the students to understand how they will be evaluated as future administrators. **2019-2020 Data-Driven Decisions** Faculty will add a new textbook (updated to new national standards): Marzano's Focused Leader Evaluation Model which is aligned with Professional Standards for Educational Leadership (PSEL) standards as well as Mississippi Professional Growth Model. This allows Marzano's model to be implemented seamlessly. Faculty will add Mock Teacher Evaluation

		10-School Improvement Rubric: 1-Understanding Self and Others 2-Understanding Complexity of the Organization 3-Building Bridges through Relationships 4-Engaging in Leadership Best Practices	videos – taking students through the videos to demonstrate how to script through pre- and post-evaluation conferences. Students will use feedback for teacher growth. The key assessment, **Principal Leadership Project**, needed more rigor and needed alignment to new Professional Standards for Educational Leadership (PSEL) standards. This assessment will be replaced by **The Marzano Six Domains Projects**. Students will create a training presentation explaining how each domain would be incorporated into leadership for future principals.
	3. Students will evaluate a case study's human resources personnel management policies and provide recommendations for improvement.	3. In EDL 605, Human Resources Management– Students will analyze strategies in recruitment, retention practices, diversity, and employment incentives from model districts. The mean will be 3.0 or higher on each indicator. Students will have an overall mean of 3.0 or higher on a four-point Likert Scale. Rubric: 1-Summaries of Recruitment Hiring and Retention 2-Evaluations of Recruitment and Retention 3-Recommendations – Personnel Management Policy	3. **The Management Case Study** with an N=55 has three categories: 1-Recruitment, Hiring and Retention 3.87 2-Evaluations 3.76 3-Personnel Management Policy 3.76 When indicator scores are compared with 2017-2018, indicator 1 decreased from 3.93 to 3.87, indicator 2 decreased from 3.81 to 3.76, and indicator 3 decreased from 3.76 to 3.69. All indicators were well above the SLO requirement. The N of 27 (2017-2018) doubled in 2018-2019 to 55.	**2018-2019 Data-Driven Decisions** Faculty built on the information from EDL 602 concerning teacher evaluation using the Mississippi Professional Growth Model (State Evaluation Instrument) with emphasis placed on students developing and implementing an Improvement Plan for an employee who is experiencing difficulty with the job requirements. **2019-2020 Data-Driven Decisions** Faculty will add more student discussions into the modules this will increase student collaborations. The principal interview has been revised to explain how they train their teachers for this evaluation. Adding Family Medical Leave Act information and how it impacts employment issues and practices. The Employee Assistance Program (covers mental health issues, substance abuse issues, any crisis that could affect employees in doing their job and would need support) will be added to help administrators realize their responsibilities to their employee.

| | 4. Students will demonstrate skills in identifying and applying communication principles (WCU Goal 1, 4; Ed Goals 1, 2). | 4. In EDL 601, **Case Scenario One** – As measured by the Case Scenario Scoring Guide, students will identify communication principles, use of implementation strategies, organization of the implementation program, and program rationales when reviewing an effective instructional program. The mean score will be a 3.0 or higher on a four-point Likert scale.

Rubric:
1-Principles of communication and group processes (building consensus, motivating, and team building)
2-Implementation and/or change Strategies
3-Response to the question asked

4-Organized steps or actions
5-Logical and reasonable rationales for answers | 4. There are five performance indicators.

N=36

1-Principles of communication 3.69
2-Strategies 3.36
3-Response to the question 3.78
4-Actions 3.44
5-Rationales 3.83

Lowest indicators were Implementation (3.36) and Organized Steps (3.44).

When compared with scores from 2017-2018 which were all 4.00 out of 4, the N must be considered. The number of students in 2017-2018 was eight. This past year it was 36. | **2018-2019 Data-Driven Decisions**
Added more discussion boards so students would have an increased opportunity for collaboration.

2019-2020 Data-Driven Decisions
Faculty will add leadership versus management module to improve student skills in implementation and change strategies. Will add more case scenarios where students must read and apply organizational theories/skills. Will add content activities in comparing and contrasting two leadership theories. |
| | 5. Students will summarize and analyze the implications of court case decisions on local districts and schools. | 5. In EDL 606, the **Court Case Analysis** remains a key assessment in developing the analytical skills of students to summarize and apply educational case law within the school, district, and state. The students' overall mean will be 3.0 in a four-point Likert Scale across five categories.

Rubric:
1-Correct Case Citation
2-Facts of Case: pro and con
3-Decisions Rendered
4-Rationale/Implications for the district, school, classroom
5-Personal Reflection | 5. **The Court Case Analysis** with an N=41 resulted in the following data:

1-Citation 3.90
2-Facts of Case 3.95
3-Decisions 3.93
4-Rationale/Implications 3.93
5-Reflection 3.78

All indicators exceeded the 3.00 S.L.O. mean.

In four of five indicators, scores increased from 2017. Personal Reflection decreased slightly in 2018-2019 (-.05). | **2018-2019 Data-Driven Decisions**
Faculty updated each term following the court trends regionally and nationally. Added additional internet resources linking to court decisions in the U.S. federal and state courts.

2019-2020 Data-Driven Decisions
Faculty will add more student discussions in school law cases. This will allow students to discuss current trends in school law. Will add updated information on school safety including new stipulations for school safety and how it will impact school law and local procedures. |

MASTER OF EDUCATION WITH ELEMENTARY EDUCATION ONLINE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Elementary Education is to prepare confident, caring, and reflective change agents in the elementary school setting and to provide advanced research-based curriculum and research opportunities; to develop strong professional dispositions in each educator; to assist students in organizing their educational philosophy; and to expand their instructional skills with research-based content and application.	1. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to an elementary education.	1. Ninety percent of the graduate students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	1. The M.Ed. Elementary Education graduate students earned an overall score of 3.0 or higher on the written **Comprehensive Examination**. 100% of the graduate students taking the examination passed it with a 3.00 mean or higher. N=1 Topics: 1-Elementary Education Instruction 3.00 2-Reading Curriculum 3.00 3-Assessment 4.00 4-Elementary Social Studies 4.00 5-Professionalism 4.00 6-Learning and Motivation 4.00	**2018-2019 Data-Driven Decisions** Study Guides for the Comprehensive Examinations have been updated and aligned with National Content Knowledge Standards (Elementary Education). **2019-2020 Data-Driven Decisions** Faculty added additional information to content knowledge modules to strengthen the knowledge of current research on Reading Assessment and Differentiated Instruction with Struggling Readers.

2. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	2. In the **Interdisciplinary Unit**, students plan, instruct, assess, analyze, and making data-driven instructional decisions. The group mean will be 3.0 on a four-point Likert scale. Rubric 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary	2. In the **Interdisciplinary Unit**, there are five indicators: 1-Analysis 3.79 2-Planning 3.83 3-Engagement 3.79 4-Context 3.94 5-Commentary 3.82 The lowest scores were Student Engagement and Analysis of Student Learning (3.79) suggests differentiation of the learning environment is not as well aligned to the varying student populations (ELL, Students with Disabilities, Gifted, IEP students, students on Tiered interventions). Student reflections for interventions tend to whole group responses rather than individual differentiation.	**2018-2019 Data-Driven Decisions** Faculty added sample Interdisciplinary Units focusing on differentiation of instruction to insure all students in the classroom receive specialized instruction to meet their interests, strengths, and identified weaknesses. **2019-2020 Data-Driven Decisions** After analyzing the Student Engagement data and anecdotal student reflections, faculty will insure activities have a focus on each student according to his/her academic needs, interests, and strengths in relationship to the secondary English classroom.
3. The student will demonstrate assessment skills when designing and implementing curriculum for differentiated instruction.	3. In **Assessing Student Learning**, the students assess their students' learning through analysis of informal and formal performance indicators, feedback, monitoring, and guiding students in the classroom. The group mean will be 3.0 or higher on a four-point scale. Rubric: 1-Analyzing student work 2-Using assessment to inform instruction 3-Using feedback to guide further learning 4-Monitoring student progress and adjusting instruction 5-Understanding language demands and resources	3. There are five indicators in the assessment. 1-Analysis 3.65 2-Assessment 3.82 3-Feedback 3.76 4-Monitoring 4.00 5-Resources 3.82 There was significant decrease in scores from 2017-2018 to 2018-2019 in all indicators. New faculty were added this past year.	**2018-2019 Data-Driven Decisions** Assessment training was completed for new faculty members. National standards were aligned to all course assignments. Examples of feedback to K-12 students were added to further clarify the importance of feedback strategies. **2019-2020 Data-Driven Decisions** Faculty have adapted the course to more clearly meet the professional needs of each student. This will be accomplished by an open-ended response survey allowing the student to share background information and goals he/she wish to achieve in this course.
4. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge and application of technology.	4. In Edu 625, **Technology in Education**, the students will demonstrate technology competencies in the design of a unit at a minimum of 3.00 or higher using the Intel Teach to the Future Certification standards.	4. In the **Technology Unit**, there were five indicators. N=60 1-Organization 3.80 2-Teaching 3.87 3-Language Arts 3.63 4-Multiple Intelligences 3.78 5-Integration 3.87	**2018-2019 Data-Driven Decisions** The two-year technology upgrade initiative was completed with the building of new laboratory facilities, upgraded software, and new computers. This additional software upgrade allowed students to demonstrate advanced

		Rubric: 1-Organization 2-Teaching across Curriculum 3-Language Arts Skills 4-Multiple Intelligences 5-Technology Integration	All indicators were exceeded. From anecdotal data, students are less familiar with multiple intelligences than were students in previous years.	technology skills and new web-based computer applications. **2019-2020 Data-Driven Decisions** Multiple intelligences information will be increased with the addition of MI resource links into the course shell.
	5. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design.	5. **Planning Commentary Interdisciplinary Integrated Unit** – The student will show understanding of how to use a variety of instructional strategies to encourage learners to develop deep understanding of integrated content. The student will achieve a 3.0 or higher out of a four-point Likert scale. The planning commentary was implemented August 2017 as a new comprehensive package based on the Education Teacher Performance Assessment (edTPA). Rubric: 1-Planning focused, sequenced instruction 2-Using knowledge of students to inform teaching 3-Planning assessments to monitor and support student learning	5. In the **Planning Commentary** there are three indicators: 1-Planning 3.88 2-Using knowledge of students 3.88 3-Planning assessments 3.71 All indicators were exceeded. Planning authentic assessments was the lowest mean.	**2018-2019 Data-Driven Decisions** Additional Planning Commentary samples were added this year to strengthen student skills in the Elementary classroom setting. **2019-2020 Data-Driven Decisions** More samples of authentic assessments designed for elementary students will be added to the course shell.

MASTER OF EDUCATION WITH EMOTIONAL AND BEHAVIORAL DISORDERS ONLINE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** It is the mission of the Master of Education in Emotional and Behavioral Disorders to prepare students to be confident, caring educators who become change agents in the treatment of emotional and behavioral disorders and are able to build safe, effective learning communities impacting students' lives socially, physically, emotionally, and academically.	1. The student exhibits skills in analyzing client-based interventions.	1. In **Evidence-Based Interventions** (EBD 695), the student will review and analyze evidence, subject the analysis to a critical thinking process, and provide clinical recommendations. The group mean will be 3.0 or higher on a four-point scale. Rubric: 1-Clinical Issues 2-Review of Evidence 3-Critical Thought/Analysis 4-Clinical Recommendations 5-APA Style, Spelling, Grammar	1. The **Evidence-Based Interventions** Assessment has four indicators. N=3 1-Issues 3.67 2-Evidence 4.00 3-Analysis 4.00 4-Recommendations 3.67 5-APA format 3.33 All indicators exceeded the S.L.O. mean requirement. APA format (lowest score) is a concern for the faculty across the department.	**2018-2019 Data-Driven Decisions** Faculty increased the student activities to develop clinical judgment in order to develop more effective behavior intervention plans. **2019-2020 Data-Driven Decisions** Faculty will provide opportunities for students to reassess instructional activities in a way that turns a functional behavioral assessment and behavior intervention plan into fluid living documents. Additional samples of this assessment will be made available to demonstrate proper APA format.
	2. A student exhibits skills in analyzing functional behavior.	2. Using the **Functional Behavioral Analysis**, students will score 3.00 or higher on a four-point Likert scale when analyzing a child's behaviors. Rubric: 1-Behavior Targets 2-ABC Model 3-Hypothesis 4-Replacement Behaviors 5-Intervention Strategies 6-Evaluation Plan/Schedule 7-Emergency Plan 8-Mechanics	2. **The Functional Behavioral Analysis** process had eight indicators. N= 12 1-Behavior Targets 4.00 (2017-3.00) 2-ABC Model 4.00 (2017-2.50) 3-Hypothesis 3.75 (2017-2.10) 4-Replacement Behaviors 3.75 (2017-1.30) 5-Intervention Strategies 3.75 (2017-2.30) 6-Evaluation Plan/Schedule 3.75 (2017-2.10) 7-Emergency Plan 4.00 (2017-2.10) 8-Mechanics 4.00 (no score 2017) All indicators exceeded the S.L.O. mean. It is important to comment on the 4.00 in Mechanics and	**2018-2019 Data-Driven Decisions** Faculty added more investigative experiences to increase student diagnostic understanding. Scores dramatically increased from 2017-2018. All indicators were exceeded. **2019-2020 Data-Driven Decisions** Faculty will give more opportunities for students to perform follow-up Functional Behavioral Assessments and then tie the assessments back to the revision of the Behavioral Intervention Plan.

			Organization since this is a school-wide goal for Professional Writing. The wide discrepancy between 2017 and 2018 scores can be explained by the low N (6) in 2017 which doubled in 2018.	
	3. The student demonstrates the ability to professionally critique and summarize current research.	3. **Journal Critique -** The student will select, critique, and apply current research from a peer-reviewed journal in emotional and behavioral disorders. The mean will be 3.0 or higher on a four-point Likert Scale. 1-Summary 2-Application 3-Organization 4-Mechanics	3. There were four indicators. N=16 1-Summary 3.80 2-Application 4.00 3-Organization 3.67 (2017-4.00) 4-Mechanics 3.87	**2018-2019 Data-Driven Decisions** Faculty added new research to insure students had access to the latest therapeutic and diagnostic studies. **2019-2020 Data-Driven Decisions** Faculty will add a part to the Journal Critique requiring the student to tie the material in the journal back to the learning environment.
	4. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge and application of technology.	4. In Edu 625, **Technology in Education**, the students will demonstrate technology competencies in the design of a unit at a minimum of 3.00 or higher using the Intel Teach to the Future Certification standards. Rubric: 1-Organization 2-Teaching across Curriculum 3-Language Arts Skills 4-Multiple Intelligences 5-Technology Integration	4. In the **Technology Unit**, there were five indicators. N=60 1-Organization 3.80 2-Teaching 3.87 3-Language Arts 3.63 4-Multiple Intelligences 3.78 5-Integration 3.87 All indicators were exceeded. From anecdotal data, students are less familiar with multiple intelligences than were students in previous years.	**2018-2019 Data-Driven Decisions** The two-year technology upgrade initiative was completed with the building of new laboratory facilities, upgraded software, and new computers. This additional software upgrade allowed students to demonstrate advanced technology skills and new web-based computer applications. **2019-2020 Data-Driven Decisions** Multiple intelligences information will be increased with the addition of MI resource links into the course shell.

MASTER OF EDUCATION WITH ENGLISH EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in English Education is to prepare secondary educators to become reflective, positive change agents in the secondary setting: to write with a high level of accuracy, effectiveness, and fluency; to give emphasis to research techniques; and to develop the ability to read critically and appreciatively the best of English, American, and continental literature.	1. Students demonstrate advanced knowledge of effective pedagogy, best practices, and English Education content that support teaching and learning.	1. A. Ninety percent of the graduate students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style. This course is part of the Professional Education Core curricula across master's degree programs. Mean scores represent all students across the programs.	1. A. 100% of the M.Ed. English Education graduate students earned an overall score of 3.0 or higher on the written **Comprehensive Examination**. Testing periods were Summer, Winter, and Spring. N=3 Topics: 1-Age of Enlightenment 2-World Literature to 1650 3-Literary New Orleans 4-Creative Non-Fiction 5-American Southern Literature 6-American Literature I	**2018-2019 Data-Driven Decisions** Writing Skills were emphasized in each course identified as a comprehensive examination course. Preparation for the examination included additional practice in literary research skills. **2019-2020 Data-Driven Decisions** Research continues to be the prime focus in all literature classes. Faculty will add additional research activities helping students to grow in their ability to compare and contrast key authors and their works.
		1.B. In the rotation schedule for grammar, language and composition courses ENG 503 (*Advanced Grammar*), 509 (*Pedagogical Grammar*), 515 (*History of the English Language*), 614 (*Seminar in Theories and Methods of Teaching Grammar*), or 616 (*Sem in Theories and Methods of Teaching Composition,*), 690 (*Seminar in Creative Non-Fiction 2018-19*) students will earn an overall mean score of 3.0 on a four point Likert scale for the **Writing Assessment.**	1. B. The **Writing Assessment**'s Overall Mean in ENG 690 (5 students) was 3.8.	**2018-2019 Data-Driven Decisions** 1B. As noted, success in the writing assignments (a passing score of at least 3.0) is required for completion of the M.Ed. degree. The Department is continuing discussions about the requirement of a comprehensive exam in English to supplement the current comprehensive required by the School of Education. At the moment, our local exams in English are suspended while further discussion takes place, so these writing assignments in the courses offer an important measure of research knowledge and writing proficiency and are taken seriously.

				As noted here, we have reviewed the range of courses taken by our M.Ed. students, and we are pleased to see that the course selection is generally broad and varied. We note, however, that our rotation schedule for grammar, language and composition at the graduate level only offered one course, a seminar in creative non-fiction. We will insure that we offer more course choices in 19-20 in grammar, language and composition, so that M.Ed. candidates have more opportunities for research and writing in these areas. **2019-2020 Data-Driven Decisions** 1B. As noted in 18-19 review, options will be reviewed in Fall 2019 for the requirement of a comprehensive exam in English to supplement the current comprehensive required by the School of Education. Currently our program exam in English is suspended pending further discussion. We will continue to review the range of courses taken by M.Ed. students to insure that choice is broad and varied. As noted in review of 2018-19, our rotation schedule in grammar and language/linguistics offered only one course. We will move to offer more course choices in grammar and language/linguistics so to offer M.Ed. candidates more opportunities for research and writing.
		1. C. In the rotation schedule for early English literature and drama courses ENG 506 (*Pre-Renaissance*), ENG 511 (*Elizabethan/Jacobean Drama*), 534 (*The Renaissance Age*), or 626 (*Seminar in Shakespearean Drama*), 611 (*Seminar in World Literature to 1650, 2018-19*), students will earn	1. C. The **ENG 611 Writing Assessment**'s Overall Mean (5 students) was 3.4.	**2018-2019 Data-Driven Decisions** 1C. We note that our rotation schedule for early English literature and drama only offered one course in 18-19, a seminar in world literature before 1650. We will insure that we offer more course choices in 19-20 in early literature and drama, so that M.Ed.

		an overall mean score of 3.0 on a four-point Likert scale for the **ENG 611 Writing Assessment**.		candidates have more opportunities for research and writing in these areas. **2019-2020 Data-Driven Decisions** 1C. Our plan is to review the rotation schedule in English literature and drama so to insure more course choices in 19-20. Our schedule shows that we offered only one course in this area in 18-19.
		1. D. In the rotation schedule for the genre bibliography and literary criticism courses ENG 601 (*Bibliography*), ENG 630 (*Literary Criticism*) ENG 524 (*the novel*), ENG 565 (*short story*), ENG 622 (*seminar in poetry)*, 507 (*psychology and literature*) and 620 (*seminar in fiction*), three of which was taught in 2018-19, students will earn an overall mean score of 3.0 on a four point Likert scale for the genre specific **Writing Assessment**.	1. D. The **Writing Assessment**'s Overall Mean for ENG 601 (2 students) was 3.0, ENG 630 (6 students) was 4.0 and ENG 507 (3 students) was 3.6. Overall was 3.7.	**2018-2019 Data-Driven Decisions** 1D. The rotation schedule for courses in genre, bibliography and literary criticism included three choices in 18-19. We will review the schedule and the writing assignments in these courses in the context of the measure for research knowledge and writing proficiency. **2019-2020 Data-Driven Decisions** 1D. Other areas of coverage in the rotation schedule were better served, but we will review the schedule and research/writing assignments in courses in genre, bibliography and literary criticism with an eye toward breadth of coverage and extended measurement of research knowledge and writing proficiency.
		1. E. In the rotation schedule for American literature courses 580 (*Stud Am Lit 1*), 581 (*Stud Am Lit 2*), 585 (*Southern Lit*), 603 (*Sem in Am Lit 1*), 604 (*Sem in Am Lit 2*), and 657 (*Sem in African American Lit*), two of which were taught in 2018-19 students will earn an overall mean score of 3.0 on a four point Likert scale for the **Writing Assessment.**	1. E. The **Writing Assessment**'s Overall Mean, 603 (5 students) was 3.4, and ENG 581 (2 students) was 4.0. Overall was 3.6.	**2018-2019 Data-Driven Decisions** 1E. The rotation schedule for American literature include two courses in 18-19, a good mix of literature before 1900 and after. We will review the schedule and the writing assignments in these courses, including African American literature, in the context of the measure for research knowledge and writing proficiency. **2019-2020 Data-Driven Decisions** 1E. The rotation schedule for courses in American literature a good mix, but we will review the schedule and the research/writing

				assignments to insure breadth of coverage and extended measurement of research knowledge and writing proficiency.
		1. F. In the rotation schedule for modern and contemporary English literature, ENG 540 (*Enlightenment)*, 550 *(Romantic Age)*, 560 (*Victorian Age*), 572 (*Contemporary Literature*), 575 (*Modern/Contemporary drama*), 627 *(Sem in Contemporary Drama)*, three of which were taught in 2018-19, students will earn an overall mean score of 3.0 on a four-point Likert scale for the **Writing Assessment.**	1. F. The **Writing Assessment**'s Overall Mean for 540 (3 students) was 3.6, ENG 550 (2 students) was 4.0 and ENG 572 (2 students) was 4.0. Overall was 3.8.	**2018-2019 Data-Driven Decisions** 1F. The rotation schedule for courses in modern and contemporary literature included three choices in 18-19. We will review the schedule and the writing assignments in these courses in the context of measuring research knowledge and writing proficiency. **2019-2020 Data-Driven Decisions** 1F. The rotation schedule for courses in modern and contemporary included three choices for 2018-19, considerable variety and diversity. As noted above, we will review the schedule and writing assignments so to insure broad coverage and opportunities for research and writing proficiency.
	2. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	2. In the **Interdisciplinary Unit**, students plan, instruct, assess, analyze, and making data-driven instructional decisions. The group mean will be 3.0 on a four-point Likert scale. Rubric: 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary This course is part of the Professional Education Core curricula across master's degree programs. Mean scores represent all students across the programs.	2. In the **Interdisciplinary Unit**, there are five indicators: 1-Analysis of Student Learning 3.79 2-Lesson Planning 3.83 3-Student Engagement 3.79 4-Context for Learning 3.94 5-Planning Commentary 3.82 The lowest score (Student Engagement and Analysis of Student Learning – both 3.79) suggests differentiation of the learning environment is not as well aligned to the varying student populations found in secondary English classrooms.	**2018-2019 Data-Driven Decisions** Faculty added sample Interdisciplinary Units focusing on differentiation of instruction to insure all students in the classroom receive specialized instruction to meet their interests, strengths, and identified weaknesses. **2019-2020 Data-Driven Decisions** After analyzing the Student Engagement data and anecdotal student reflections, faculty will insure activities have a focus on each student according to his/her academic needs, interests, and strengths in relationship to the secondary English classroom.

MASTER OF EDUCATION WITH GIFTED EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Gifted Education is to develop caring, reflective, effective change agents when working with gifted individuals; to provide knowledge of the social, emotional, physical, and intellectual characteristics of the gifted child, including identification; to provide content knowledge and application skills in the study of gifted education programs, curricula, methodologies, media and materials.	1. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to gifted education.	1. A. Ninety percent of the graduate students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	1. A. The M.Ed. Gifted Education graduate students earned an overall score of 3.0 or higher on the written **Comprehensive Examination**. All students passed the examination on the first attempt. N=4 1-Theorists and models of intelligences 4.50 2-Constructivist classrooms 4.00 3-Differentiation of instruction 4.00 4-Atypical populations 3.50	**2018-2019 Data-Driven Decisions** Study Guides for the Gifted Education Comprehensive Examinations have been updated and aligned with CEC National Content Knowledge Standards. **2019-2020 Data-Driven Decisions** Additional content knowledge in atypical populations, especially gifted education with high-functioning autism, will be added to the curriculum.
		1. B. In EDU 653, **Thematic Unit**, students design a unit of instruction meeting the individual learner differences represented in a gifted classroom. Students will earn a 3.0 on a four-point Likert scale. Rubric: 1-Learner Development and Differences 2-Learning Environments 3-Curricular Content 4-Assessment 5-Instructional Planning and Strategies 6-Professional Learning	1. B. **Thematic Unit** has six indicators. 1-Development 3.31 (17-18 3.80) 2-Environments 3.69 (17-18 4.00) 3-Content 3.57 (17-18 3.90) 4-Assessment 3.50 (17-18 4.00) 5-Planning 3.23 (17-18 4.00) 6-Professionalism 3.35 (17-18 4.00) All indicators exceeded the standard. Instructional Planning and Strategies had the weakest score (3.23). The use of an interdisciplinary conceptual model will increase student planning skills. Current scores decreased from 2017-2018 scores in all indicators.	**2018-2019 Data-Driven Decisions** Faculty added a new indicator for the Thematic Unit requiring teachers to design professional development opportunities to help colleagues differentiate for gifted learners. **2019-2020 Data-Driven Decisions** The Thematic Unit will be updated using an interdisciplinary conceptual model (Tomlinson). This is more hands-on using a conceptual lens for lesson design. This should increase student performance in all indicators.

2. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	2. In the **Interdisciplinary Unit**, students plan, instruct, assess, analyze, and making data-driven instructional decisions. The group mean will be 3.0 on a four-point Likert scale. 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary	2. In the **Interdisciplinary Unit**, there are seven indicators: 1-Analysis 3.79 2-Planning 3.83 3-Engagement 3.79 4-Context 3.94 5-Commentary 3.82 The lowest scores (Student Engagement and Analysis - 3.79) suggest differentiation of the learning environment is not as well aligned to the varying student populations (ELL, Students with Disabilities, Gifted, IEP students, students on Tiered interventions). Student reflections for interventions tend to whole group responses rather than individual differentiation.	**2018-2019 Data-Driven Decisions** Faculty added sample Interdisciplinary Units focusing on differentiation of instruction to insure all students in the classroom receive specialized instruction to meet their interests, strengths, and identified weaknesses. **2019-2020 Data-Driven Decisions** After analyzing the Student Engagement data and anecdotal student reflections, faculty will insure activities have a focus on each student according to his/her academic needs, interests, and strengths in relationship to the secondary English classroom.
3. The student will demonstrate skills in interviewing a Gifted Education professional and will summarize the information gathered on the development and characteristics of gifted learners.	3. The student will conduct an interview using the **Interview Discussion.** The students will have a mean of 3.0 or higher on a four-point Likert Scale. 1-Assessment Strategies 2-Development Characteristics of Learners 3-Individual Learning Differences 4-Collaboration	3. There are four indicators in the **Interview Discussion**. 1-Assessment 3.74 (17-18 4.00) 2-Development Characteristics 3.79 (17-18 4.00) 3-Learning Differences 3.76 17-18 4.00) 4-Collaboration 3.48 (17-18 3.40) Collaboration mean met the standard but was the lowest score. The score increased from 2017-2018 (3.4 to 3.48).	**2018-2019 Data-Driven Decisions** Collaboration score was low. Faculty added concept-building in collaboration with real-world scenarios. **2019-2020 Data-Driven Decisions** Concerning the Collaboration indicator, students will meet in online groups and analyze interview questions for similarities and responses. Collaboration discussion rooms through Canvas will be created.
4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching model.	4.A. In EDU 640, Curriculum Planning, the students will demonstrate skills in planning focused, sequenced instruction through the **Planning Commentary** instrument. Students will earn a 3.0 out of a four-point Likert scale. 1-Planning focused, sequenced instruction 2-Using knowledge of students to inform teaching 3-Planning assessments to monitor and support student learning	3.C. In the **Planning Commentary** there are three indicators: 1-Planning 3.88 2-Knowledge of students 3.88 3-Assessments 3.71 All indicators were exceeded. Planning authentic assessments was the lowest mean.	**2018-2019 Data-Driven Decisions** Additional Planning Commentary samples were added this year to strengthen student skills. **2019-2020 Data-Driven Decisions** More samples of authentic performance assessments will be added to the course shell.

| | | 4. B. The graduate student will demonstrate performance skills when presenting a **Staff Development Presentation** in EDU 653. The performance is designed to have students organize and present curriculum for differentiated instruction, the inclusion classroom, and the co-teaching model for presentation to their colleagues. The S.L.O. is a total mean of 3.0 or higher on each of the four indicators.

1-Learner Development and Individual Differences
2-Learning Environments
3-Curricula Content Knowledge
4-Assessment
5-Professional Learning and Ethical Practice | 4. B. The S.L.O. was exceeded in all six indicators.

1-Development 3.91
2- Environments 3.58
3-Curriculum 3.67
4-Assessment 3.85
5-Professionalism 3.85

The indicators exceeded the standard. The lowest mean was Learning Environments (3.58). | **2018-2019 Data-Driven Decisions**
Creativity Exploration (3 days) and STEAM Saturday provided hands-on opportunities with actual gifted learners to understand how to plan and teach. Informal authentic performance and creation of thematic units were designed in each session.

2019-2020 Data-Driven Decisions
Students will present their Staff Development Presentation not only to teachers, but to parents of gifted learners. This will allow the students to demonstrate effective performance skills in front of a variety of stakeholders. |

MASTER OF EDUCATION WITH INTERSCHOLASTIC ATHLETIC ADMINISTRATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Interscholastic Athletic Administration is to build in students applied capabilities for effectively planning, organizing, and controlling the quality of interscholastic athletic and/or private sector sports programs; to understand and practice research-based leadership and management models.	1. Students apply an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation.	1. **The Field Research Study Project** provides the opportunity to study in greater depth an aspect of academic interest relating to the program outcome. With the assistance of the instructor, an appropriate topic is selected. The rubric has four performance levels ("Excellent", "Good", "Acceptable", and "Unacceptable"). Ninety percent of the students will score "Excellent" or "Good" when the scores are aggregated.	1. **The Field Research Study Project** had an N of 31. The students' mean scores were as follows. Indicators: 1-Proposal 100% 2-Full Action Plan 100% 3-Project Description 100% 4-Marketing Plan 100% 5-Financial Projections 100% When comparing 2017-2018 scores, the students maintained a high level of performance on the field work projects.	**2018-2019 Data-Driven Decisions** Faculty revised eleven course assignments to be delivered fully online. Faculty clarified Project Management assignments relative to better understanding of the rubric. Offered courses over a five-week period instead of the one week every day meetings. **2019-2020 Data-Driven Decisions** Faculty will provide clarification of the components of project management of planning and evaluating of results. The field trip to New Orleans will incorporate an additional experience at the New Orleans Saints NFL team and the New Orleans Pelicans NBA team training facilities which will include a tour and orientation of operations and potential career opportunities at those sites. For example, one student applied and obtained a position on the New Orleans Superdome staff this past year.
	2. Students will organize information, design a media tool, and present the results of their Field Project.	2. The PED 697, **Field Project Presentation**, had five categories with an S.L.O. of 3.5 or higher in a four-point Likert Scale.	2. The **Field Project Presentation** had an aggregate mean of 3.5 or higher across five indicators. 1-Organization 3.50 2-Topic Knowledge 3.90 3-Audience Adaptation 3.75 4-Language Use 3.80 5-Delivery 3.90	**2018-2019 Data-Driven Decisions** Faculty improved instructions relative to project proposals and development of PowerPoint presentations. Faculty implemented a pre-collaboration providing questions and answers for expectations for the final reports. **2019-2020 Data-Driven Decisions** Faculty will continue more involvement of other faculty to evaluate project presentations. Students will have additional feedback on quality of presentations by multiple observers. Faculty will

				implement students completing peer evaluations: commendations and recommendations.
	3. Students will develop leadership skills and adapt them to his/her own professional philosophy of education.	3. **The Leadership Paper** in PED 691 has eight indicators which cover the scope of the understanding of leadership and the skills to construct a well-written graduate research paper. The students will reach 3.00 on a four-point Likert Scale on each indicator.	3. The N was 16 students completing the writing project. The data is reported below: 1-Content Knowledge 3.70 2-Conceptualization 3.00 3-Organization 3.10 4-Argument 3.20 5-Resources 3.50 6-APA Style 2.80 The S.L.O. was met in all indicators except APA Style. This is the first graduate paper required in the program. It is a learning process across courses. The biggest challenge appears to be understanding the rules of plagiarism and proper APA referencing. There was a significant decrease in scores when compared to 2017-2018.	**2018-2019 Data-Driven Decisions** The Kouzes-Posner Leadership Challenge Assessment Instrument was implemented. This instrument developed skills in understanding the eight indicators of leadership - the basis of the research paper. This increased student skills to personally evaluate strengths and needed improvements relative to leadership behaviors. The assessment was extended to five colleagues who provided leadership feedback on the student. This proved to be a very strong collaborative activity. **2019-2020 Data-Driven Decisions** More upfront emphasis on use of direct quotes and proper paraphrases and referencing correctly. In Conceptualization, faculty will provide detailed information on best practices and their relationship to content knowledge and application.

4. Students will demonstrate the skills in evaluating (judgments about the value of material and methods for given purposes-Bloom 2010) the Interscholastic Athletic Administration program.	4. **The IAA Program Survey** is required to assess student perceptions of program effectiveness. The evaluation is divided into four sections: *Program Expectations, Goals and Objectives; *Time Commitment *General Instruction *Program Improvement and Suggestions This survey is based on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The S.L.O. is that a total mean of 4.5 or higher will be required with each indicator being at least 4.25 or higher.	4.. IAA Program Survey N= 25 **Program Expectations, Goals, and Objectives** 1-Program content met my needs 4.80 2- Understood program expectations and course structure 4.80 3-Class content was consistent with program objectives 4.75 4-I was satisfied with the pace of the program 4.90 5-Textbooks, materials, handouts were adequate 4.70 6-Class locations and equipment were adequate 4.60 7-Relevance of subject matter addressed my educational goals 5.00 8-The Field Work Project and Trip was beneficial to my learning 5.00 9-After completion of this program, I feel I have the necessary knowledge, skills, and abilities to be an effective administrator 4.75 **Time Commitment** Student response 7-8 hrs. per week **General Instruction** 1-Instructors were knowledgeable of the subject matter 5.00 2-Instructors were prepared 4.80 3-Instructors responded well to student questions 4.90 4-Instructors established a positive rapport with students 5.00 5-Instructors facilitated group discussion 4.90 6-Instructors emphasized real world application 4.80 7-Instructors provided feedback on performance 4.60 8-Instructors utilized a variety of delivery methods 4.90 **Program Improvement and Suggestions**	**2018-2019 Data-Driven Decisions** Clearer communication with adjunct faculty on moving courses to hybrid or online assignments. Several assignments across courses moved to online status. More specific advisement for new students enrolling in the program. **2019-2020 Data-Driven Decisions** Faculty will work more closely with the bookstore to provide clear instructions for required materials. Technology and AV equipment was inconsistent during class. Faculty will work more closely with Instructional Technology to assess equipment readiness before class.

			1-Communication and expectations of professors could be clearer communicated. 2-Program was great. A little more feedback on work instead of just a grade. 3-More totally online classes. 4-Improve rigor in some courses. 5-More communication ahead of deadlines. 6-More clarity on materials which need to be purchased. 7-Better communication with bookstore with providing materials.	

MASTER OF EDUCATION ART OF TEACHING ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the M.Ed. Master of Art of Teaching in Elementary Education is to provide an opportunity for an individual with a bachelor's degree in a non-teaching field to become a certified teacher who is knowledgeable in the following areas: 1-designing effective teaching strategies; 2-implementing successful classroom management techniques; 3-utilizing appropriate assessment practices; 4-collaborating with a school and community stakeholders; and 5-meeting individual needs of diverse learners.	1. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to a general education	1. Ninety percent of the graduate students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1.Elementary Instruction 2-Adaptation to Diverse Students 3-Assessment 4-Professionalism 5-Learning and Motivation	1. Across three testing periods (Summer, Winter, Spring), M.Ed. MAT Elementary Education students took the examination. 100% passed the examination with a 3.0 or higher. No student was required to retake the test. N=14 1-Elementary Instruction 4.07 2-Diverse Students 3.57 3-Assessment 3.14 4-Technology 4.50 5-Professionalism 4.64 6-Learning 4.93 All topics exceeded the SLO Standard. Assessment at 3.14 was the lowest score.	**2018-2019 Data-Driven Decisions** Comprehensive Examination guides were updated for Elementary Education. **2019-2020 Data-Driven Decisions** Assessment is an ongoing concern. Faculty intend to increase the use of assessment models during the seminars. The groups will be subdivided into content area groups in order to focus on specific content assessments (Reading, Mathematics, Writing, Social Studies, and Science).
	2. Students will demonstrate effective instructional skills and classroom management strategies of a first-year teacher.	2. As measured by students' principals, students will score the 3.00 or higher on five **Professional Dispositions**. The principals will be evaluating these students in their first year's work as a classroom teacher. Rubric: 1-Exhibit professional behaviors that all students can learn. 2-Collaborate and create positive relationships with stakeholders (family, colleagues, supervisors, children, and the community). 3-Exhibit awareness of students' needs. 4-Exhibit points, mature reflection, and sound judgment. 5-Engage in ongoing reflections, self-evaluation, and improvement.	2.. The **Professional Dispositions** (Principal Evaluation) has five indicators upon which professionalism and effective instruction are measured. N=14 1-All students can learn 3.64 2-Relationships 3.71 3-Awareness of student needs 3.71 4-Judgment 3.79 5-Self-Evaluation 3.71 All indicators exceeded the SLO of 3.00. Strong evidence of effective professional dispositions being exhibited as judged by principals.	**2018-2019 Data-Driven Decisions** Classroom management was the major focus in updating skills training for the students. An expert in classroom management was added to the first seminar. Classroom Management Class EDU 536 was completely restructured to emphasize preparing for the first day of school, dealing with misbehavior, writing effective lesson plans including creative strategies and student activities, differentiation of instruction, and building relations with students. **2019-2020 Data-Driven Decisions** Additional activities will be added to the internship emphasizing differentiated instruction and

			strengthening relationships with students.
	3. Students will demonstrate the ability to design effective differentiated instruction lessons.	3. All students will demonstrate the skills to design a differentiated instruction lesson, assessment the learning outcomes, and self-reflect on the analysis. All indicators will be at a 3.00 or higher on a 4.00 system. Rubric: 1-Apply scan and cluster skills 2-Align broad-based standards 3-Implement the construction of a curriculum umbrella 4-Implement the construction of a curriculum web 5-Design big understandings, big questions, big assessment tasks 6-Design task specific rubric 7-Define and defend the unit's relevance	3. When using the **Interdisciplinary Unit (EDU 606)**, there are seven indicators. 1-Apply scan and cluster skills 3.57 2-Align broad-based standards 3.57 3-Implement the construction of a curriculum umbrella 3.14 4-Implement the construction of a curriculum web 3.14 5-Design big understandings, big questions, big assessment tasks 3.57 6-Design task specific rubric 3.14 7-Define and defend the unit's relevance 4.00 All indicators exceeded the 3.00 SLO standard. There are three indicators which were low (3.14): curriculum web; big questions; and rubrics.	**2018-2019 Data-Driven Decisions** Faculty added more models of effective interdisciplinary units with additional videos demonstrating the development of big question, big understandings, and big assessment tasks. **2019-2020 Data-Driven Decisions** This is an online course. Faculty will add additional discussion boards allowing students to collaborate on the development of specific rubrics, provide more examples of big understandings, and display more models of curriculum webs.

	4. The student will demonstrate technology competencies and the ability to design technology-integrated lessons.	4. In EDU 625, Technology in Education, the students will demonstrate technology competencies in the design of a **Technology Unit** at a minimum of 3.00 or higher using the Intel Teach to the Future Certification standards. Rubric: 1-Organization 2-Teaching across Curriculum 3-Language Arts Skills 4-Multiple Intelligences 5-Technology Integration	4. In the **Technology Unit**, there were five indicators. N=60 1-Organization 3.80 2-Teaching 3.87 3-Language Arts 3.63 4-Multiple Intelligences 3.78 5-Integration 3.87 All indicators were exceeded. From anecdotal data, students are less familiar with multiple intelligences than were students in previous years.	**2018-2019 Data-Driven Decisions** The two-year technology upgrade initiative was completed with the building of new laboratory facilities, upgraded software, and new computers. This additional software upgrade allowed students to demonstrate advanced technology skills and new web-based computer applications. **2019-2020 Data-Driven Decisions** Multiple intelligences information will be increased with the addition of MI resource links into the course shell.
	5. The student will build an effective philosophy of classroom management including strategies, rules, procedures, communication with parents, and maintaining appropriate classroom behaviors.	5. In EDU 536, Classroom Management, students will design an effective **Classroom Management Plan**. Student will meet or exceed each indicator at a 3.00 or higher on a five-point Likert scale. Rubric: 1-Philosophy of Classroom Management (Based on current research theories) 2-Classroom Rules 3-Classroom Procedures 4-Managing Student Work 5-Communication with Parents 6-Maintaining Appropriate Behaviors in the Classroom 7-Managing Disruptive Behavior 8-Formatting and Grammar	5. There are eight indicators in the **Classroom Management Plan**. This plan is designed to meet the standards required by a majority of principals in public and private schools. N=22 1-Philosophy 2.86 2-Classroom Rules 3.43 3-Classroom Procedures 3.64 4-Managing Student Work 3.86 5-Communication with Parents 3.62 6-Appropriate Behaviors 3.62 7-Disruptive Behaviors 3.41 8-Formatting and Grammar 3.91 All indicators were exceeded except for Philosophy 2.86. There was a noted lack of references from theorists and current research strategies.	**2017-2018 Data-Driven Decisions** Faculty added more examples of effective strategies for maintaining appropriate behaviors and managing disruptive behaviors (especially with a diverse group of students). This was designed to build student resources in behavior management. **2018-2019 Data-Driven Decisions** Faculty will add more discussion sessions so that students will have the opportunity to collaboratively design a philosophy of classroom management. Activities will be added to provide additional research resources.

MASTER OF EDUCATION IN ART OF TEACHING MILD/MODERATE DISABILITIES
EFFECTIVENESS PROGRAM
2018-2019

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 **Program Mission** The mission of the M.Ed. Master of Art of Teaching in in Mild and Moderate Disabilities is to provide an opportunity for an individual with a bachelor's degree in a non-teaching field to become a certified teacher who is knowledgeable in the following areas:	1. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	1. In the **Interdisciplinary Unit**, students plan, instruct, assess, analyze, and making data-driven instructional decisions. The group mean will be 3.0 on a four-point Likert scale. Rubric 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary	1. In the **Interdisciplinary Unit**, there are five indicators: 1-Analysis 3.79 2-Planning 3.83 3-Engagement 3.79 4-Context 3.94 5-Commentary 3.82 The lowest scores were Student Engagement and Analysis of Student Learning (3.79) suggests differentiation of the learning environment is not as well aligned to the varying student populations (ELL, Students with Disabilities, Gifted, IEP students, students on Tiered interventions). Student reflections for interventions tend to whole group responses rather than individual differentiation.	**2018-2019 Data-Driven Decisions** Students must demonstrate effective skills in analyzing classroom learning; using data to craft instructional decisions; using feedback to guide learning; monitoring classroom student progress; planning targeted, developmentally appropriate and sequential learning experiences; and differentiate instruction in the classroom. When these skills have been demonstrated, the student is exempted from the Comprehensive Examination. **2019-2020 Data-Driven Decisions** After analyzing the Student Engagement data and anecdotal student reflections, faculty will individualize assignments for each student according to his/her academic needs, interests, and strengths.
	2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education.	2. The student will earn an overall rating of 3 or higher on a written **Comprehensive Examination** covering their subject matter field. Topics will include Professional Learning and Practice; Learning Environment; Curricular Content Knowledge; Individual Learning Differences; Assessment; Instructional Planning; and Instructional Strategies.	2. **The Comprehensive Examination** for Mild and Moderate Disabilities was calculated over three testing periods (November, April, July). The rubric is 1 to 5 with 3 being passing. The examination is based on Council for Exceptional Children International Standards. N=11 Total mean across questions –3.28 The examination mean exceeded the SLO. For the past five years, the mean has exceeded the SLO. Topics: 1-Professional Learning and Practice – 5.00	**2018-2019 Data-Driven Decisions** Study Guide of the Special Education Comprehensive Examination was updated and sent out to the students. **2019-2020 Data-Driven Decisions** Faculty will continue to update current special education research and update the comprehensive examination questions for next fall. Students will have more current research information especially concerning special education law.).

1-designing effective teaching strategies; 2-implementing successful classroom management techniques; 3-utilizing appropriate assessment practices; 4-collaborating with a school and community stakeholders; and 5-meeting individual needs of diverse learners.			2-Learning Environment – 5.00 3-Curricular Content Knowledge and Collaboration – 5.00 4-Learning Development and Individual Learner Differences – 4.00 5-Instructional Planning and Strategies – 5.00 6- Professional Learning and Strategies – 4.00	
	3. The student designs a Functional Behavioral Analysis to analyze student behavior and design an action plan to increase positive behavior from the student.	3. **Functional Behavioral Analysis:** The student will design a Functional Behavioral Analysis (FBA) on a selected student under his/her supervision. The completed project must meet all requirements under the Individuals with Disabilities Act, 2004. The ultimate goal of the FBA is to increase positive behavior from the student. Using a three-point rubric, students will score 2.5 or higher on the eight indicators of the FBA. -Behavior Targets 2-ABC Model 3-Hypothesis 4-Replacement Behaviors 5-Intervention Strategies 6-Evaluation Plan/Schedule 7-Emergency Plan 8-Mechanics and Organization	3. **The Functional Behavioral Analysis** process had eight indicators. N= 12 1-Behavior 4.00 2-ABC 4.00 3-Hypothesis 3.75 4-Replacement 3.75 5-Intervention 3.75 6-Evaluation Plan 3.75 7-Emergency 4.00 8-Mechanics 4.00 All indicators exceeded the S.L.O. mean. It is important to comment on the 4.00 in Mechanics and Organization since this is a school-wide goal for Professional Writing. Between 2017-18 and 2018-19, there was a decrease in Hypothesis (-0.25); Replacement (-0.15); Intervention (-0.15); Evaluation (-0.15) and an increase in Mechanics (increase from 3.80 to 4.00). This course was connected to three programs: M.Ed. Mild/Moderate; M.Ed. MAT Mild/Moderate; and M.Ed. Emotional and Behavioral Disorders.	**2018-2019 Data-Driven Decisions** Faculty added more investigative experiences to increase student diagnostic understanding. **2019-2020 Data-Driven Decisions** Faculty will give more opportunities for students to perform follow-up Functional Behavioral Assessments and then tie the assessments back to the revision of the Behavioral Intervention Plan.
	4. Students assess impact on students' learning in the classroom using informal and formal tools	4. **Assessing Student Learning:** Students will assess their students' learning through analysis of informal and formal performance indicators, feedback, monitoring and guiding students. The students will have a group mean of 3.0 or higher	4. The five performance indicators with their group means are listed: 1-Analysis 3.65 2-Assessment 3.82 3-Feedback 3.76 4-Monitoring 4.00	**2018-2019 Data-Driven Decisions** Faculty added more examples of a resources-rich remediation/action pack. Faculty added more instructional resources found on the web. A much heavier emphasis on

		on a four-point Likert scale. Key assessment started in 2016. Rubric 1-Analyzing Student Work 2-Using Assessment to Inform Instruction 3-Using Feedback to Guide Further Learning 4-Monitoring Student Progress and Adjusting Instruction 5-Understanding Language Demands and Resources	5-Resources 3.82 All indicators exceeded the SLO Standard of 3.00. There was a significant decrease in four of the five indicators from 2017-18 to 2018-2019. Analysis – 4.00 to 3.65 Assessment – 4.00 to 3.82 Feedback – 4.00 to 3.76 Monitoring – Same 4.00 Resources – 4.00 to 3.82	technology resources was implemented. **2019-2020 Data-Driven Decisions** The students will add internet searchers to find more therapeutic strategies and interventions to share with other students in the course. They will also identify and share software available for implementation into the classroom.
	5. Students will demonstrate professional/ethical behaviors and effective instructional behaviors inside and outside the classroom.	5. As measured by students' principals, students will score the 3.00 or higher on five **Professional Dispositions**. The principals will be evaluating these students in their first year's work as a classroom teacher. Rubric: 1-Exhibit professional behaviors that all students can learn. 2-Collaborate and create positive relationships with stakeholders (family, colleagues, supervisors, children, and the community). 3-Exhibit awareness of students' needs. 4-Exhibit points, mature reflection, and sound judgment. 5-Engage in ongoing reflections, self-evaluation, and improvement.	5. The **Professional Dispositions** (Principal Evaluation) has five indicators upon which professionalism and effective instruction are measured. N=14 1-All students can learn 3.50 2-Relationships 3.64 3-Awareness of student needs 3.64 4-Judgment 3.64 5-Self-Evaluation 3.71 Principals agreed that their first-year teacher interns were demonstrating the key professional dispositions to produce an effective safe learning environment.	**2018-2019 Data-Driven Decisions** Classroom management was the major focus in updating skills training for the students. An expert in classroom management was added to the first seminar. Classroom Management Class EDU 536 was completely restructured to emphasize preparing for the first day of school, dealing with misbehavior, writing effective lesson plans including creative strategies and student activities, differentiation of instruction, and building relations with students. **2019-2020 Data-Driven Decisions** Additional activities will be added to the internship emphasizing differentiated instruction and strengthening relationships with students.

MASTER OF EDUCATION ART OF TEACHING SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the M.Ed. Master of Art of Teaching in Secondary Education is to provide an opportunity for an individual with a bachelor's degree in a non-teaching field to become a certified teacher who is knowledgeable in the following areas: 1-designing effective teaching strategies; 2-implementing successful classroom management techniques; 3-utilizing appropriate assessment practices; 4-collaborating with a school and community stakeholders; and 5-meeting individual needs of diverse learners.	1-Students will demonstrate proficient skills in five domains of teaching performance: Domain 1-Planning and Preparation; Domain 2-Assessment; Domain 3-Instruction; Domain 4-Learning Environment; and Domain 5-Professional Responsibilities.	1-100% of the students in EDU 635 (Winter) Internship will demonstrate proficiency in 25 performance indicators using the Teacher Intern Assessment Instrument (TIAI). The overall means for each indicator will be 3.00 or higher on a four-point Likert Scale.	1. The student population in EDU 635 (Winter) Internship scored the following overall means: 1-Appropriate objectives 3.79 2-Incorporates diversity 3.79 3-Integrates knowledge from other subjects 3.79 4-Sequential procedures 3.79 5-Appropriate assessment 3.38 6-Plans differentiated learning 3.63 7-Communicates assessment criteria 3.25 8-Incorporates informal and formal assessments 3.38 9-Uses appropriate oral communication 3.50 10-Provides clear written directions 3.63 11-Communicates high expectations 3.50 12-Conveys enthusiasm 3.50 13-Provides cooperative interaction 3.75 14-Demonstrates subject knowledge 3.63 15-Uses a variety of strategies 3.25 16-Provides for differences 3.13 17-Engages in analytical and critical thinking 3.38 18-Elicits input 3.35 19-Uses family and community resources 3.00 20-Adjusts classroom environment 3.63 21-Attends to tasks 3.50 22-Uses a variety of behavior strategies 3.25 23-Maintains fairness 3.88 24-Maximizes time 3.25 25-Establishes communication for parents/guardians 3.0	**2018-2019 Data-Driven Decisions** Faculty revised one seminar into break-out sessions for specific instructional strategies in their content field: English, Mathematics, Social Studies, Biology, Physical Education, Art, Music, and Special Education. An annual Program Evaluation Survey conducted at the end of each internship cycle provided input for future planning in program improvement. Faculty have increased student activities in self-reflection: 1-Critiquing their own teaching video; 2-Evaluating their professional dispositions; 3-Rating their teaching performance skills using the Teacher Intern Assessment Instrument. **2019-2020 Data-Driven Decisions** Faculty will add into the seminars the following topics: 1-Content Integration; 2-Differentiated Instruction; 3-Classroom Management; 4-Emotional/Behavioral Disorders Instructional Strategies; 5-Inclusion Strategies with Special Education students.

			All indicators met or exceeded the SLO mean. The lowest indicator (Establishes communication for parents/guardians-3.00) is a skill learned in the real-world classroom setting.	
2. The student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design.	2.A. In EDU 625, Technology in Education, the students will demonstrate technology competencies in the design of a **Technology Unit** at a minimum of 3.00 or higher using the Intel Teach to the Future Certification standards Rubric: 1-Organization 2-Teaching across Curriculum 3-Language Arts Skills 4-Multiple Intelligences 5-Technology Integration	2.A. In the **Technology Unit**, there were five indicators. N=60 1-Organization 3.80 2-Teaching across Curriculum 3.87 3-Language Arts Skills 3.63 4-Multiple Intelligences 3.78 5-Technology Integration 3.87 All indicators were exceeded. From anecdotal data, students are less familiar with multiple intelligences than with students in previous years. Language Arts Skills (3.63) was the lowest on the rubric.	**2018-2019 Data-Driven Decisions** The two-year technology upgrade initiative was completed with the building of new laboratory facilities, upgraded software, and new computers. This assisted students in discovering new technology software and internet apps increased technology integration scores. **2019-2020 Data-Driven Decisions** Multiple intelligences strategies information will be increased with the addition of MI resource links into the course shell.
	2.B. In EDU 646, Secondary Methods, the candidates will design a **Choice Board-An Integrated Lesson Plan** using differentiated instruction to process information utilizing multiple intelligences. The project will be scored on a rubric with four indicators. The total group mean will be 3.00 or higher on four-point Likert scale. Rubric: 1-Familiarity with Frameworks 2-Activities Aligned with Learning Styles 3-Differentiation through learning activities 4-Measurable and Appropriate Assessment	2.B. There were four indicators on the rubric. 1-Frameworks 4.00 2-Learning Styles 3.93 3-Differentiation 3.86 4-Assessment 3.82 All indicators exceeded the SLO standard. There was no significant difference between 2017-18 and 2018-19 scores.	**2018-2019 Data-Driven Decisions** Faculty increased the number of discussion boards to engage students in higher order critical themes and questions. This provoked more class interaction and time involved in the content. Online conferences and chatrooms were used to increase the amount of content covered by students. There was an increase in instructor/student and student/student interaction. **2019-2020 Data-Driven Decisions** Differentiation through learning activities continues to be the highest priority in students demonstrating differentiated instruction. Faculty identified internet resources filled with activities meeting a wide range of learning abilities (learning styles, multiple intelligences, and special education strategies). These resources will be implemented starting in Fall 2019.

	3. Candidates are committed to completing field experiences to improve their professional development and to increase service to the community.	3. As measured by students' principals, students will score the 3.00 or higher on five **Professional Dispositions**. The principals will be evaluating these students in their first year's work as a classroom teacher. Rubric: 1-Exhibit professional behaviors that all students can learn. 2-Collaborate and create positive relationships with stakeholders (family, colleagues, supervisors, children, and the community). 3-Exhibit awareness of students' needs. 4-Exhibit points, mature reflection, and sound judgment. 5-Engage in ongoing reflections, self-evaluation, and improvement.	3. The **Professional Dispositions** (Principal Evaluation) has five indicators upon which professionalism and effective instruction are measured. N=14 1-All students can learn 3.71 2-Relationships 3.71 3-Awareness of student needs 3.79 4-Judgment 3.71 5-Self-Evaluation 3.86 All indicators exceeded the SLO of 3.00. Strong evidence of effective professional dispositions being exhibited as judged by principals.	**2018-2019 Data-Driven Decisions** Classroom management was the major focus in updating skills training for the students. An expert in classroom management was added to the first seminar. Classroom Management Class EDU 536 was completely restructured to emphasize preparing for the first day of school, dealing with misbehavior, writing effective lesson plans including creative strategies and student activities, differentiation of instruction, and building relations with students. **2019-2020 Data-Driven Decisions** Additional activities will be added to the internship emphasizing differentiated instruction and strengthening relationships with students.

MASTER OF EDUCATION WITH MATHEMATICS EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Mathematics Education is to prepare secondary educators to become reflective, caring, positive change agents in building secondary mathematics learning environments founded on the nature of mathematics, mathematical fundamental principles, trends and issues in algebra, geometry, analysis, statistics, probability, and instructional methods/assessments.	1. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and differentiate instruction throughout the classroom.	1. In the **Interdisciplinary Unit**, students plan, instruct, assess, analyze, and making data-driven instructional decisions. The group mean will be 3.0 on a four-point Likert scale. Rubric 1-Analysis of Student Learning 2-Lesson Planning 3-Student Engagement 4-Context for Learning 5-Planning Commentary	1. In the **Interdisciplinary Unit**, there are seven indicators: N=17 1-Analysis 3.79 2-Planning 3.83 3-Engagement 3.79 4-Context 3.94 5-Commentary 3.82 The lowest score (Student Engagement-3.79) suggests differentiation of the learning environment is not as well aligned to the varying student populations (ELL, Students with Disabilities, Gifted, IEP students, students on Tiered interventions). Student reflections for interventions tend to whole group responses rather than individual differentiation.	**2018-2019 Data-Driven Decisions** Faculty added resources that included Mathematics Interdisciplinary Units linked to hands-on learning strategies for Mathematics classrooms. **2019-2020 Data-Driven Decisions** Students in Mathematics Education will be identified by the faculty who will devise individualized learning projects to focus on the Mathematics classroom.
	2. Candidates demonstrate advanced knowledge of effective pedagogy, best practices, and Mathematics Education content that support teaching and learning.	2. Ninety percent of the graduate students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	2. The M.Ed. Mathematics graduate students earned an overall score of 3.0 or higher on the written **Comprehensive Examination**. 100% of the graduate students taking the examination passed it with a 3.0 mean or higher. N=2 Topics: 1-Geometry 2-Abstract Algebra 3-Calculus 4-Differential Equations 5-Probability	**2018-2019 Data-Driven Decisions** Study Guide for the Comprehensive Examinations has been updated and aligned with National Content Knowledge Standards (Mathematics Education). **2019-2020 Data-Driven Decisions** Faculty additional information to content knowledge mathematics modules in all core courses and will add additional hands-on geometric activities using manipulatives.

3. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design.	3. **Planning Commentary Interdisciplinary Integrated Unit** – The student will show understanding of how to use a variety of instructional strategies to encourage learners to develop deep understanding of integrated content. The student will achieve a 3.0 or higher out of a four-point Likert scale. The planning commentary was implemented August 2017 as a new comprehensive package based on the Educational Teacher Performance Assessment (edTPA).	3. In the Planning Commentary there are three indicators: 1-Planning focused, sequenced instruction 3.88 2-Using knowledge of students to inform teaching 3.88 3-Planning assessments to monitor and support student learning 3.71 All indicators were exceeded. Planning authentic assessments was the lowest mean.	**2018-2019 Data-Driven Decisions** Additional Planning Commentary samples were added this year to strengthen student skills. **2019-2020 Data-Driven Decisions** The outcome will be raised from 3.00 to 3.50 out of a four-point Likert scale. Students require more samples of classroom assessments in order to increase student learning in planning assessments and monitor class growth.
4. Students will apply Euclidean and non-Euclidean geometries, with emphasis on their logical development from basic assumptions.	4. In MAT 536 (Geometry), students will score 3.00 out of 4.00 in the assessment examination.	4. 100% of the students scored 4.00 on the **Geometry Assessment.** This is an internal examination prepared by the faculty. N=5	**2018-2019 Data-Driven Decisions** To enhance student learning in geometry, the department acquired new geometric manipulatives to increase hands-on activities. **2019-2020 Data-Driven Decisions** This course will differ from the undergraduate section by significantly increasing the content on non-Euclidean geometry. This will expand student knowledge of the spectrum of geometry.
5. Students will apply knowledge of sets, mathematical induction, relations and functions, Boolean algebra, and algorithms.	5. As measured by the **Problem Sets assessment** for MAT 690 (Discrete Mathematics), students will score at least 3.00 out of 4.00.	5. 50% of the students scored 4.00 on the **Problem Sets Assessment** rubric. N=2	**2018-2019 Data-Driven Decisions** Faculty significantly increased video resources about a variety of topics for students to use online. **2019-2020 Data-Driven Decisions** Faculty will expand the Student Presentation Project where students choose a topic. Students will be required to add more research-based sources and increased the length of the presentation. This will require more content added to the presentation.

MASTER OF EDUCATION IN MILD/MODERATE DISABILITIES – ONLINE PROGRAM
EFFECTIVENESS PROGRAM
2018-2019

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	1. Students will design a five-day instructional unit, covering all major subject areas, including enrichment and remediation activities, differentiated instruction, accommodations / modifications, procedures, resources, student-made materials, goals/objectives, aligned with state standards, assessment tools, and procedures	1. On the **Five-Day Instructional Unit**, students will score 3.00 or higher on a four-point Likert Scale when designing an instructional unit ready to be implemented in a classroom. Rubric 1-Frameworks – College and Career Readiness Standards 2-Specific Learning Disabilities – Performance-based actions and rubrics – 3-Procedures – Detailed steps for implementation for the unit – 4-Materials – Supplies, equipment, and technologies required – 5-Assessment – Pre- and Post-Assessment tools, informal, formal, and authentic – 6-Differentiated Instruction Meeting the specific needs and interests of all students –	1. There are six indicators for the **Five-Day Instructional Unit**. N=16 1-Frameworks 4.00 (3.9 - 17-18) 2-Specific Learning Disabilities 3.88 (3.8 - 17-18). 3-Procedures 3.63 (3.8 – 17-18) 4-Materials 3.56 (3.6 – 17-18) 5-Assessment 3.63 (3.3 - 17-18) 6-Differentiated Instruction 3.88 (3.6 – 17-18) All indicators exceeded the SLO standard of 3.00. Frameworks, Specific Learning Disabilities, Assessment, and Differentiated Instruction scores increased from the previous year. Procedures and Materials scores decreased from 2017-2018.	**2018-2019 Data-Driven Decisions** Students were coached by faculty in the collaborative development of instructional units for children with disabilities or disorders. This was evident in the increase of scores in Frameworks, Assessments, and Differentiated Instruction. **2019-2020 Data-Driven Decisions** Procedures and Materials continual to be low student performance areas. Faculty will demonstrate the process a teacher undergoes when writing procedures. This reflective process approach should assist students in developing the planning process for intervention plans.
Program Mission The mission of the Master of Education in Mild and Moderate Disabilities is to train professionals in the identification of mild and moderate disabilities, basic assessment procedures, selection and utilization of methods, materials and individualized programming for individuals with mild intellectual disabilities.	2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to mild/moderate disabilities education.	2. A. The student will earn an overall rating of 3 or higher on a written **Comprehensive Examination** covering their subject matter field. See examination topics in Column 4. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	2. A. **The Comprehensive Examination** for Art of Teaching (MAT) Mild and Moderate Disabilities was calculated over three testing periods (November, April, July). The rubric is 1 to 5 with 3 being passing. The examination is based on Council for Exceptional Children International Standards. N=1 Total mean across questions – 4.61 Topics: 1-Professional Learning and Practice – 5.00 2-Learning Environment – 5.00 3-Curricular Content Knowledge	**2018-2019 Data-Driven Decisions** Study Guide of the Special Education Comprehensive Examination was updated and sent out to the students. **2019-2020 Data-Driven Decisions** Faculty will continue to update current special education research and update the comprehensive examination questions for next fall. Students will have more current research information especially concerning special education law.

		and Collaboration – 5.00 4-Learning Development and Individual Learner Differences – 4.00 5-Instructional Planning and Strategies – 5.00 6- Professional Learning and Strategies – 4.00 The SLO was exceeded for the examination. The examination results have exceeded the SLO requirement for the past five years. The 2017-18 scores were not significantly different from this year's results.	
3. The student designs a Functional Behavioral Analysis to analyze student behavior and design an action plan to increase positive behavior from the student.	3. **Functional Behavioral Analysis:** The student will design a Functional Behavioral Analysis (FBA) on a selected student under his/her supervision. The completed project must meet all requirements under the Individuals with Disabilities Act, 2004. The ultimate goal of the FBA is to increase positive behavior from the student. Using a three-point rubric, students will score 2.5 or higher on the eight indicators of the FBA. -Behavior Targets 2-ABC Model 3-Hypothesis 4-Replacement Behaviors 5-Intervention Strategies 6-Evaluation Plan/Schedule 7-Emergency Plan 8-Mechanics and Organization	3. **The Functional Behavioral Analysis** process had eight indicators. N= 12 1-Behavior 4.00 2-ABC 4.00 3-Hypothesis 3.75 4-Replacement 3.75 5-Intervention 3.75 6-Evaluation Plan 3.75 7-Emergency 4.00 8-Mechanics 4.00 All indicators exceeded the S.L.O. mean. It is important to comment on the 4.00 in Mechanics and Organization since this is a school-wide goal for Professional Writing. Between 2017-18 and 2018-19, there was a decrease in Hypothesis (-0.25); Replacement (-0.15); Intervention (-0.15); Evaluation (-0.15) and an increase in Mechanics (increase from 3.80 to 4.00). This course was connected to three programs: M.Ed. Mild/Moderate; M.Ed. MAT Mild/Moderate; and M.Ed. Emotional and Behavioral Disorders.	**2018-2019 Data-Driven Decisions** Faculty added more investigative experiences to increase student diagnostic understanding. **2019-2020 Data-Driven Decisions** Faculty will give more opportunities for students to perform follow-up Functional Behavioral Assessments and then tie the assessments back to the revision of the Behavioral Intervention Plan.

	4. Students assess impact on students' learning in the classroom using informal and formal tools	4. A. **Assessing Student Learning:** Students will assess their students' learning through analysis of informal and formal performance indicators, feedback, monitoring and guiding students. The students will have a group mean of 3.0 or higher on a four-point Likert scale. Key assessment started in 2016. Rubric 1-Analyzing Student Work 2-Using Assessment to Inform Instruction 3-Using Feedback to Guide Further Learning 4-Monitoring Student Progress and Adjusting Instruction 5-Understanding Language Demands and Resources	4. A. The five performance indicators with their group means are listed: 1-Analysis 3.65 2-Assessment 3.82 3-Feedback 3.76 4-Monitoring 4.00 5-Resources 3.82 All indicators exceeded the SLO Standard of 3.00. There was a significant decrease in four of the five indicators from 2017-18 to 2018-2019. Analysis – 4.00 to 3.65 Assessment – 4.00 to 3.82 Feedback – 4.00 to 3.76 Monitoring – Same 4.00 Resources – 4.00 to 3.82	**2018-2019 Data-Driven Decisions** Faculty added more examples of a resources-rich remediation/action pack. Faculty added more instructional resources found on the web. A much heavier emphasis on technology resources was implemented. **2019-2020 Data-Driven Decisions** The students will add internet searchers to find more therapeutic strategies and interventions to share with other students in the course. They will also identify and share software available for implementation into the classroom.
		4. B. **Individualized Education Plan (IEP):** The student will design an Individual Educational Plan which is a blueprint for each student's identified needs: academically, physically, emotionally, and socially. Using a three-point rubric, the students when designing the IEP will score 3.00 or higher on each performance indicator. Rubric: 1-Basic Information – Student's demographics: age, birthday, and specific learning problems 2-Annual Short-Term Goals – Outcomes that are measurable and effective 3-Measured Progress – Results from the former and current years 4-Service Placement – Inclusion or self-contained or hybrid 5-Percentage of student's non-participation – School activities and extra-curriculum activities 6-Supplemental Aids and Services-Technologies, therapies,	4. B. **The Individual Education Plan (IEP)** has eight performance indicators. N=31 1-Basic Information 4.00 2-Annual Short-Term Goals 4.00 3-Measured Progress 4.00 4-Service Placement 4.00 5-Percentage of Student's Non-Participation 4.00 6-Supplemental Aids and Services 4.00 7-State and District Assessments 4.00 8-Extended School Year 4.00 There were no significant differences in scores between 2017-2018 and 2018-2019.	**2018-2019 Data-Driven Decisions** A strong focus on research in autism, identification of autism, and teaching strategies for children with autism was implemented. **2019-2020 Data-Driven Decisions** Strong emphasis on building an effective individual educational instruction plan will be implemented this year. Students experience difficulty in dealing with the wide variety of learning disabilities. Special attention by faculty will be focused on innovative interventions to build each child's strengths and to accommodate their weaknesses with effecting learning activities.

		equipment, and outside resources 7-State and District Assessments – Informal and formal academic assessments 8-Extended School Year – Additional days in school		

MASTER OF EDUCATION WITH SECONDARY EDUCATION ONLINE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission**	1. A student demonstrates his/her ability to assess and reflect on student learning and its instructional impact in the classroom.	1. In EDU 640 Curriculum Planning, the **Assessing Student Learning activity**, the students assess their students' learning through analysis of informal and formal performance indicators, feedback, monitoring, and guiding students in the classroom. The group mean from the Assessing Student Learning will be 3.0 or higher on a four-point scale. Rubric: 1-Analyzing student work 2-Using assessment to inform instruction 3-Using feedback to guide further learning 4-Monitoring student progress and adjusting instruction 5-Understanding language demands and resources	1.There are five indicators in the assessment. 1-Analysis 3.65 2-Assessment 3.82 3-Feedback 3.76 4-Monitoring 4.00 5-Resources 3.82 There was significant decrease in scores from 2017-2018 to 2018-2019 in all indicators. New faculty were added this past year. All means exceeded the 3.00 standard.	**2018-2019 Data-Driven Decisions** Assessment training was completed for new faculty members. National standards were aligned to all course assignments. Examples of feedback to secondary students were added to further clarify the importance of feedback strategies in the following content knowledge areas (Biology, Art, English, Mathematics, Physical Education, Chemistry, and Social Studies). **2019-2020 Data-Driven Decisions** Faculty have adapted the course to more clearly meet the professional needs of each student. This will be accomplished by an open-ended response survey allowing the student to share background information and goals he/she wish to achieve in this course. Faculty will direct students to implement these strategies directly into the secondary classrooms they teach.
The mission of the Master of Education in Secondary Education is to prepare secondary educators to become reflective, positive change agents in management, instruction and evaluation processes and practices within secondary schools; to build safe, caring, 21st century learning communities.	2. The student will demonstrate knowledge and application of technology within the classroom learning environment through technology integrated instructional planning.	2. In EDU 625, Technology in Education, the students will demonstrate technology competencies in the design of a **Technology Unit** at a minimum of 3.00 or higher using the Intel Teach to the Future Certification standards Rubric: 1-Organization 2-Teaching across Curriculum 3-Language Arts Skills 4-Multiple Intelligences 5-Technology Integration	2. In the **Technology Unit**, there were five indicators. N=60 1-Organization 3.80 2-Teaching across Curriculum 3.87 3-Language Arts Skills 3.63 4-Multiple Intelligences 3.78 5-Technology Integration 3.87 All indicators were exceeded. From anecdotal data, students are less familiar with multiple intelligences than with students in previous years. Language Arts Skills (3.63) was the lowest on the rubric.	**2018-2019 Data-Driven Decisions** The two-year technology upgrade initiative was completed with the building of new laboratory facilities, upgraded software, and new computers. This assisted students in discovering new technology software and internet apps increased technology integration scores. **2019-2020 Data-Driven Decisions** Multiple intelligences strategies information will be increased with the addition of MI resource links into the course shell.

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	3. The student will apply the principles of differentiation and multiple intelligences to design an integrated lesson plan for the secondary classroom.	3. In EDU 646, Secondary Methods, the candidates will design a **Choice Board-An Integrated Lesson Plan** using differentiated instruction to process information utilizing multiple intelligences. The project will be scored on a rubric with four indicators. The total group mean will be 3.00 or higher on four-point Likert scale. Rubric: 1-Familiarity with Frameworks 2-Activities Aligned with Learning Styles 3-Differentiation through learning activities 4-Measurable and Appropriate Assessment	3. There were four indicators on the rubric. 1-Frameworks 4.00 2-Learning Styles 3.93 3-Differentiation 3.86 4-Assessment 3.82 All indicators exceeded the SLO standard. There was no significant difference between 2017-18 and 2018-19 scores.	**2018-2019 Data-Driven Decisions** Faculty increased the number of discussion boards to engage students in higher order critical themes and questions. This provoked more class interaction and time involved in the content. Online conferences and chatrooms were used to increase the amount of content covered by students. There was an increase in instructor/student and student/student interaction. **2019-2020 Data-Driven Decisions** Differentiation through learning activities continues to be the highest priority in students demonstrating differentiated instruction. Faculty identified internet resources filled with activities meeting a wide range of learning abilities (learning styles, multiple intelligences, and special education strategies). These resources will be implemented starting in Fall 2019.
	4. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to an elementary education.	4. Ninety percent of the graduate students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1-Comprehensive answer 2-Up-to-date information	4. The M.Ed. Elementary Education graduate students earned an overall score of 3.0 or higher on the written **Comprehensive Examination**. 100% of the graduate students taking the examination passed it with a 3.00 mean or higher. N=1 Total Mean – 3.90 Topics: 1-Secondary Methods 3.00	**2018-2019 Data-Driven Decisions** Study Guide for Secondary Education was updated. **2019-2020 Data-Driven Decisions** Faculty added additional information to content knowledge modules to strengthen the knowledge of current research Secondary Integrated Curriculum and Secondary Methods.

| | | 3-Documented by three or more references
4-Proper grammar and spelling
5-Appropriate transitions in writing
6-Reflects good writing style. | 2-Assessment 4.00
3-Integrated Curriculum 3.50
4-Technology 5.00
5-Trends in Education 4.00
6-Learning and Motivation 4.00

All indicators met or exceeded the SLO standard. | |

MASTER OF EDUCATION WITH SOCIAL STUDIES EDUCATION
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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	1. Students demonstrate advanced knowledge of effective pedagogy, best practices, and Social Studies Education content that support teaching and learning.	1. Ninety percent of the students will earn an overall rating of 3.0 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale. Rubric: 1-Comprehensive answer 2-Up-to-date information 3-Documented by three or more references 4-Proper grammar and spelling 5-Appropriate transitions in writing 6-Reflects good writing style.	1. The Department of History prepares the questions for the Social Studies M.Ed. **Comprehensive Examination**. The department reported back that all examinees (N=2) scored a 3.00 or higher on each question. Mean-4.50 Topics: 1-Ship Money 2-Mississippi History 3-Civil War River Battles	**2018-2019 Data-Driven Decisions** To improve content knowledge, faculty based on the collected data adapted coursework to an online or hybrid environment without sacrificing content delivery. All courses were evaluated by outside reviewers on a fifty-item checklist to improve instruction. Those recommendations were completed in HIS 624, HIS 690 (French Revolution), HIS 621, HIS 690 (Plagues), HIS 590 (Mississippi), HIS 625, HIS 698, HIS 699. **2019-2020 Data-Driven Decisions** Faculty will add additional research tools to assist students in updating current historical research.
The School of Education Mission Through course work and field experiences with a Christian environment, from a liberal arts pre-service curriculum to advanced preparation for those in-service, the intent of the School of Education is to prepare individuals who are confident, caring, and reflective educators. The School of Education Conceptual Framework Outcomes for Educators: 1-Innovative thinkers;	2. The student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals ; Ed. Goals 1, 2, 3, 5, 7)	2. A. In EDU 640, *Curriculum Planning*, the students will demonstrate skills in planning focused, sequenced instruction through the **Planning Commentary** instrument. Students will earn a 3.0 out of a four-point Likert scale. Rubric: 1-Planning focused, sequenced instruction 2-Using knowledge of students to inform teaching 3-Planning assessments to monitor and support student learning	2.A. In the **Planning Commentary** there are three indicators: 1-Planning 3.88 2-Using knowledge of students 3.88 3-Planning assessments 3.71 All indicators were exceeded. Planning authentic assessments was the lowest mean.	**2018-2019 Data-Driven Decisions** Additional Planning Commentary samples were added this year to strengthen student skills. **2019-2020 Data-Driven Decisions** More samples of authentic assessments will be added to the course shell.

2-Effective Communicators; 3-Advocates for Diverse Learners; 4-Integrators of Technology; 5-Life-Long Learners; and 6-Stewards of the Profession. **Program Mission** The mission of the Master of Education in Social Studies is to promote an understanding of past and present human societies in order to enhance student learning; to develop social studies educators as reflective, positive, change agents in secondary Social Studies classes; and develop content knowledge in curriculum content, unit and lesson design, teaching strategies, assessment and evaluation methods, media and technology appropriate for teaching history in the K-12 schools.		2. B. In **Assessing Student Learning**, the students assess their students' learning through analysis of informal and formal performance indicators, feedback, monitoring, and guiding students in the classroom. The group mean will be 3.0 or higher on a four-point scale.	2. B. There are five indicators in the assessment. 1-Analyzing student work 3.65 2-Using assessment to inform instruction 3.82 3-Using feedback to guide further learning 3.76 4-Monitoring student progress and adjusting instruction 4.00 5-Understanding language demands and resources 3.82 There was significant decrease in scores from 2017-2018 to 2018-2019 in all indicators. New faculty were added this past year.	**2018-2019 Data-Driven Decisions** Faculty mentoring has been an important factor since the lead faculty retired. EDU 640 Assessment training was completed for new faculty members. Departmental meeting in the spring was designed to update the standards alignment for each course. **2019-2020 Data-Driven Decisions** Faculty have adapted the course to more clearly meet the professional needs of each student. This will be accomplished by an open-ended response survey allowing the student to share background information and goals he/she wish to achieve in this course.
	3.Students will demonstrate through examinations and research papers their knowledge of history and demonstrate the use of research tools in the study of history.	3. In the overall course GPA, students will demonstrate their content knowledge and application of research skills through examinations and research papers. The Student Learning Outcome mean will be 3.00 or higher on a four-point Likert Scale.	2018-19 GPA scores for M.Ed. students: HIS 570 Roman Republic: (N=1) 4.0 HIS 601 Empires & Imperialisms: (N=3) 4.0 HIS 621 British History: (N=2) 3.5 HIS 624 French Rev.: (N=5) 3.6 HIS 625 Mississippi History: (N=1) 4.0 HIS 649 Age of Jackson: (N=1) 4.0 HIS 690 Roman Empire: (N=3) 4.0 HIS 690 Plagues & Pandemics: (N=6) 4.0	**2018-2019 Data-Driven Decisions** Faculty increased the research tools needed by students to conduct updated research projects on the internet. **2019-2020 Data-Driven Decisions** Faculty is moving courses to an online or hybrid format. This raises concerns about the ability for students to discuss issues and current research trends in each course. Faculty will be adding discussion boards to each course.

MASTER OF EDUCATION WITH TEACHING AND LEARNING GLOBALLY ONLINE
EFFECTIVENESS PROGRAM
2018-2019

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	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 **Program Mission** The mission of the Master of Education in Teaching and Learning Globally is to prepare educators to be skilled in identifying best practices across nations; to demonstrate understanding on an international scale the vision and mission for educating children across nations; to compare and contrast best practices and student learning performance across nations; and to present recommendations for improved educational performance in one's own nation.	1. A graduate student exhibits scholarly professional writing skills when considering current research trends in reading and writing. (WCU Goal 1, 4; Ed Goals 1, 3, 4, 5, 6)	1. In EDU 636, **The Reflective Question**, students as a group will score 3.00 or higher on a four-point scale. Rubric: 1-Synthesis – the ability to combine information and ideas into a theory or system 2-Application – the application of rules to specific cases 3-Reflection – serious thought or consideration 4-Clarity – the quality of coherence & intelligibility	1. The data was collected across four indicators: N=8 1-Synthesis 3.50 2-Application 3.25 3-Reflection 3.50 4-Clarity 3.38 The means exceeded the SLO standard in all indicators. Application was the lowest score followed by Clarity.	**2018-2019 Data-Driven Decisions** The Reflective Question assessment was revised to include the practical applications of theory in real-world classroom settings. Additional questions were added to assist students in clarifying their responses. **2019-2010 Data-Driven Decisions** The Reflective Question has four indicators. Faculty will implement a requirement to add real-world data to the application responses. This will require a higher level of cognitive work on the part of the students.
	2. 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 4; Ed. Goals 1, 2, 3, 5, 7)	2. In EDU 640, Curriculum Planning, the students will demonstrate skills in planning focused, sequenced instruction through the **Planning Commentary** instrument. Students will earn a 3.0 out of a four-point Likert scale. Rubric: 1-Planning focused, sequenced instruction based on curriculum standards and student needs 2-Using knowledge of students to inform teaching 3-Planning assessments to monitor and support student learning	2. In the **Planning Commentary** there are three indicators: 1-Planning instruction 3.88 2-Using knowledge of students 3.88 3-Planning assessments 3.71 All indicators were exceeded. Planning authentic assessments was the lowest mean.	**2018-2019 Data-Driven Decisions** Additional Planning Commentary samples were added this year to strengthen student skills in planning activities to meet the needs of the students and the curriculum standards. **2019-2020 Data-Driven Decisions** More samples of authentic assessments will be added to the course shell. Authentic assessments are performance-based (hands-on) rather than tests or worksheets.
	3. The student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, making data-driven decisions, planning targeted learning experiences, and	3. In the **Interdisciplinary Unit**, students plan, instruct, assess, analyze, and making data-driven instructional decisions. The group mean will be 3.0 on a four-point Likert scale.	3. In the **Interdisciplinary Unit**, there are seven indicators: 1-Analysis 3.79 2-Planning 3.83 3-Engagement 3.79 4-Context 3.94	**2018-2019 Data-Driven Decisions** Faculty designed additional activities for students to demonstrate effective skills in analyzing classroom learning; use data to craft instructional decisions; use feedback to guide learning;

| | differentiate instruction throughout the classroom. | Rubric:
1-Analysis of Student Learning
2-Lesson Planning
3-Student Engagement
4-Context for Learning
5-Planning Commentary | 5-Commentary 3.82

The lowest score (Student Engagement-3.79) suggests differentiation of the learning environment is not as well aligned to the varying student populations (English Learners, Students with Disabilities, Gifted, students with disabilities). Student reflections for interventions tend to whole group responses rather than individual differentiation. | monitor classroom student progress; plan targeted, developmentally appropriate and sequential learning experiences; and differentiate instruction in the classroom.

2019-2020 Data-Driven Decisions
After analyzing the Student Engagement data and anecdotal student reflections, faculty will differentiate activities and instruction to meet each individual student's academic needs, interests, and strengths in Global Education. |