

**B.S. Elementary Education
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Report
School of Education
Department of Curriculum and Instruction**

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 from the Institutional Plan

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

BACHELOR OF SCIENCE – ELEMENTARY EDUCATION

Goal for Departmental Program/Unit

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.

Student Learning Outcome # 1— Students will demonstrate knowledge of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage active engagement in learning.

Assessment Criteria and Procedures— The Teacher Intern Assessment Instrument (TIAI) is administered twice during Residency II (EDU483) by the University Supervisor and the Cooperating Teacher. The data shown below in the table is the result of the final evaluation by the University Supervisor. The TIAI measures student teachers (Residency II) in twenty-five areas of professional performance (See Table 1 in Assessment Results). 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. In fall of 2018 the TIAI instrument moved from the Likert Scale of 1-4 to 0-3. The SLO mean goal will move to a 2.0 or higher.

Assessment Results— Professional Performance Evaluation

Table 1.

Academic Years	2017-2018 (1-4)	2018-2019 (0-3)	2019-2020 (0-3)
Develops appropriate objectives	4.00	2.90	2.97
Develops diverse learning experiences	4.00	2.82	2.61
Integrates core content across subject areas	3.92	2.90	2.83

Plans appropriate and sequential teaching procedures	4.00	2.92	2.75
Plans appropriate assessments	4.00	2.72	2.67
Plans include technology	3.92	2.92	2.81
Communicates and provides assessment and academic performance feedback to students	4.00	2.68	2.72
Uses formative and summative assessments to differentiate learning	4.00	2.74	2.72
Uses standard oral, written and nonverbal communication in instructions	4.00	2.86	2.83
Provides explicit directions for instruction	3.92	2.90	2.86
Communicates positive expectations for all students	4.00	2.98	2.89
Conveys enthusiasm for teaching and learning for all students	4.00	2.98	2.89
Provides cooperative interaction to enhance learning	4.00	2.90	2.89
Demonstrates content knowledge	4.00	2.82	2.64
Uses a variety of strategies and technology to impact student development	4.00	2.90	2.81
Learning experiences accommodate differentiation	4.00	2.78	2.44
Engages students in critical thinking and higher order questioning	3.92	2.71	2.69
Adjusts instruction as needed	4.00	2.96	2.75
Uses family and community resources in instruction	4.00	2.70	2.83
Adjusts classroom environment to enhance positive relationships	4.00	3.00	2.83
Attends to and delegates tasks	4.00	2.78	2.75
Uses a variety of strategies to foster appropriate behavior	3.92	2.80	2.72
Creates a culturally inclusive environment	4.00	3.00	2.89
Maximizes instructional time	3.92	2.90	2.78
Collaborates with colleagues to communicate with parents	4.00	2.78	4.0
Mean	3.96 100% pass	2.84 100% pass	2.82
Number	13	50	36

Use of Results—

2018-2019 Data-Driven Decisions

Provided and mandated the state-wide Teacher Intern Assessment Instrument (TIAI) training sessions be completed for faculty teaching EDU 300 (Introduction to Education), Residency I and II along with each cooperating teacher. The SLO objectives were exceeded in all indicators. Faculty will move toward using the “exceeds standard” only when warranted and will accept “meets standard” as the norm.

2019-2020 Data-Driven Decisions

The SLOs were exceeded in all areas. Res I and II Seminars will focus on the assessment indicators pertaining to giving actionable assessment feedback and guidance for improvement to students along with instruction in how to use formative and summative data to differentiate instruction. The score for indicator 16, Learning experiences accommodate differentiation, was a 2.44 and the lowest score on the overall TIAI. Faculty will add more instruction and support throughout Residency II in the area of differentiating instruction based on this data.

2020-2021 Data-Drive Decisions

Student Learning Outcome # 2— The student will exhibit effective professional dispositions required to build a safe, growing learning environment in which all students can learn.

Assessment Criteria and Procedures— The Cooperating Teacher and University Supervisor rate the student’s professional dispositions during EDU 483, Residency II and provide feedback to the candidate. The data provided below reflects the evaluation provided by the University Supervisor. The Professional Dispositions Document contains 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 (See Table 2 in Assessment Results). In fall of 2018 the Professional Dispositions scale moved from the Likert Scale of 1-4 to 0-3. The SLO mean goal will move to a 2.0 or higher.

Assessment Results— Professional Disposition Evaluation

Table 2.

Academic Years	2017-2018 (1-4)	2018-2019 (0-3)	2019-2020 (0-3)
Protects Confidential Info	4.00	3.00	3.0
Demonstrates Maturity and Sound Judgement	3.94	2.92	2.82
Follows all WCU and P-12 School Policies	4.00	3.00	2.97
Exemplifies Honesty and Integrity	3.94	2.96	2..92
Accepts Constructive Criticism	3.94	2.98	2.90
Provides Fair and Equitable Opportunities	3.94	3.00	2.95
Maintains Professional Relationship with All Students	4.00	3.00	3.0
Mean and pass rate	3.96 100% pass	2.98 100% pass	2.93 100%
N=	36	50	39

Use of Results—

2018-2019 Data-Driven Decisions

The newly adopted state-wide assessment, Professional Dispositions Document, will be introduced to students during in EDU 300 and they will be evaluated by their course instructor. Professional Dispositions will be added to courses having field experience hours. Students in Residency I and II will be evaluated by and provided feedback by their University Supervisor and cooperating teacher twice. Students will be given feedback by the Cooperating Teacher and the University Supervisor.

2019-2020 Data-Driven Decisions

Seminars will focus on clarifying expectations for dispositions. Real-life scenarios will be added to the student content describing particular problems then asking students to discuss the appropriate approach to solving the problem. Faculty will work together on rater reliability in relation to professional dispositions.

2020-2021 Data-Driven Decisions

Student Learning Outcome # 3—Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Assessment Criteria and Procedures— In EDU 372, *Survey of the Exceptional Child*, teacher candidates will submit items/reflections to a **field experience binder** (See Table 3 in Assessment Results). The Student Learning Outcome will be set at 3.0 for the mean score for each indicator when “Target” and “Acceptable” are aggregated.

Assessment Results— Field Experience Binder

Table 3.

Academic Years	2017-2018	2018-2019	2019-2020
Confidentiality form	4.0	4.00	4.0
Verification Form	3.94	3.95	4.0
Activity Log	4.0	4.00	4.0
Summary	3.94	3.96	4.0
Self-Reflection or Assessment	3.94	3.96	4.0
Lesson Plan	3.94	3.53	4.0
Mean	3.96	3.95 100% pass	4.0
Number	36	50	1

Use of Results—

2018-2019 Data-Driven Decisions

Faculty changed the Individual Educational Plan (IEP) assignment from developing an IEP to critiquing an IEP.

2019-2020 Data-Driven Decisions

Students 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. Only 1 response was submitted for 2019-2020. New faculty taught this course for the first time. Faculty will ensure that all students post information to TK20 in the upcoming year.

2020-2021 Data-Driven Decisions

Student Learning Outcome # 4— Students will employ literacy skills to develop and implement an early literacy lesson on phonics.

Assessment Criteria and Procedures— In EDR 308, *Early Literacy I*, students will demonstrate a mean of 3.0 or higher in the **Phonics Lesson Plan** (See Table 4 in Assessment Results).

Assessment Results— Phonics Lesson Plan

Table 4.

Academic Years	2017-2018	2018-2019	2019-2020
Curriculum Standards	3.88	4.00	3.94
Objectives	3.80	3.89	3.91
Procedure and Materials	3.80	4.00	3.66
Assessment	3.68	4.00	3.41
Differentiated Instruction	3.84	3.89	3.56
Mean and Pass Rate	3.80 100% pass	3.95 100% pass	3.69
N=	25	28	32

Use of Results—

2018-2019 Data-Driven Decisions

Faculty will increase the amount of feedback and support given on the student lesson plan to ensure students show depth of knowledge in the area of phonics.

2019-2020 Data-Driven Decisions

Teacher candidates exceeded the SLO for this assignment. Based on Foundations of Reading Licensure Exam, phonics instruction in EDR 308 will be aligned to the examination which measures knowledge of the science of reading. The mean pass rate was lower than the past two years but believe that the rater reliability level is better.

2020-2021 Data-Driven Decisions

Student Learning Outcome # 5— Students will demonstrate a variety of curriculum planning skills to plan an integrated ten-day unit. (Objectives, Procedures, Assessment, and Differentiated Instruction).

Assessment Criteria and Procedures— In EDR 407, *Communications in the Elementary School*, the **Integrated Ten-Day Unit** is a key assessment of students' ability to plan instruction (See Table 5 in Assessment Results). The S.L.O is 3.0 or higher on a four-point Likert Scale measuring eight indicators.

Assessment Results— Integrated Unit Evaluation Plan

Table 5.

Academic Years	2017-2018	2018-2019	2019-2020
Bulletin Board	3.09	4.00	3.05
Booklist	3.03	3.45	2.92
State Standards	3.79	3.91	3.72
Objectives	3.71	3.91	3.96
Procedures	3.79	3.91	3.80
Assessment	3.76	4.00	3.88
Differentiated Instruction	3.91	4.00	3.92
Reflection	3.44	3.45	3.13
Mean and pass rate	3.56 100% pass	3.89 100% pass	3.54 100% pass

Use of Results—

2018-2019 Data-Driven Decisions

Focus on differentiated instruction in the lesson plan to include children with special needs (Note: 4.0 in this indicator).

2019-2020 Data-Driven Decisions

Students exceeded the SLO for the Integrated Unit Evaluation. There will be a concerted effort to move text-based content in the ten-day unit from fiction to informational text. Students will continue to focus on differentiating instruction for students with special needs. New instructors for this course are rating the students on a higher level – the booklist and reflection components specifically.

2020-2021 Data-Driven Decisions

Student Learning Outcome # 6—The student will demonstrate content knowledge and performance skills across content pedagogy courses and assessment tests in preparation for the final field experience.

Assessment Criteria and Procedures—When taking the **PRAXIS II Subject Area Examination**, 90% of the students will achieve a passing score on the first attempt (See Table 6 in Assessment Results).

Assessment Results—PRAXIS II Subject Area Examination

Table 6.

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	93.3	87.5%	158.31 65.52%
N=	30	24	29

Use of Results—

The SLO was not met. This is partially due to low test enrollment (24). Three students failed to pass the examination on the first attempt. They successfully completed the examination after additional tutoring. Faculty provided additional test preparation workshops for the examination. The pass rate for the first attempts did not meet expectations. Faculty will revisit coursework integration with material on the Praxis II.

Student Learning Outcome # 7—The student will demonstrate pedagogical knowledge and application skills in learning and teaching.

Assessment Criteria and Procedures—When taking the **PRAXIS Principles of Teaching and Learning**, 90% of the students will achieve a passing score on the first attempt (See Table 7 in Assessment Results).

Assessment Results—PRAXIS II Principles of Teaching and Learning

Table 7.

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	89.2	91.2%	168.33 87.50%
N=	37	24	24

Use of Results—

The PLT tested items are application-based which faculty correlated the 91% passing rate with the number of clinical hours required of students during Residency I & II. First attempts at passing the PLT were not met. Faculty will review coursework for material tested on the PLT.

Student Learning Outcome # 8—The student will demonstrate knowledge and practice of the theories of literacy.

Assessment Criteria and Procedures—When taking the **Mississippi Foundations of Reading Assessment**, 90% of the students will achieve a passing score on the first attempt (See Table 8 in Assessment Results).

Assessment Results—MS Foundation of Reading Assessment for Licensure

Table 8.

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	--	60%	--
N=	--	20	--

Use of Results—

2018-2019 Data-Driven Decisions

The SLO was not met. A number of students did not take the Assessment after completion of EDR 308 *Early Literacy I*. This is a major factor for the failure rate. Faculty provided additional test preparation workshops and theory reviews prior to the examination.

2019-2020 Data-Driven Decisions

This test is fairly new. Faculty have been adjusting their content to encompass the reading questions.

2020-2021 Data-Driven Decisions

B.S. HEALTH, PHYSICAL EDUCATION, AND RECREATION EFFECTIVENESS PROGRAM

2019-2020

PROGRAM ASSESSMENT REPORT

Department of Health, Physical Education, and Recreation

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 from the Institutional Plan

1. Provide academic programs to promote student learning
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BACHELOR OF SCIENCE - HEALTH, PHYSICAL EDUCATION, RECREATION DEPARTMENT

Mission: It is the mission of the department to provide individuals seeking a degree with the knowledge necessary to educate others about wellness for life. It is also the aim of the department to give department majors, minors, and coaches a clear understanding of procedures, methods, techniques, and materials for effective, competent teaching and coaching. 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.

Student Learning Outcome # 1(a) — The student will build and implement a plan for reaching health enhancing fitness goals.

Assessment Criteria and Procedures—

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% (See Table 1 in Assessment Results).

Assessment Results— HEA 300 Content Knowledge Examination

Table 1.

Academic Years	2017-2018	2018-19	2019-2020
Mean/Pass Rate	92%; Class pass rate: NA	91%; Class pass rate: 90%	91%; Class pass rate: 86%
N=	242	228	291

Use of Results—

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.

Student Learning Outcome # 1(b) — The student will demonstrate knowledge of effectively consuming health enhancing productsP

Assessment Criteria and Procedures—

Annotated Bibliography—In HEA 323, Consumer Health, the candidates will summarize three peer reviewed articles in an annotated bibliography (See Table 1(b) in Assessment Results). This assessment requires research aimed at improving the student's ability to become a better consumer of health enhancing products. The SLO for the annotated bibliography will be an overall mean of 80% or higher when rated.

Assessment Results— Annotated Bibliography

Table 1(b).

Academic Years	2017-2018	2018-2019	2019-2020
Mean and pass rate	82%; Class Pass Rate: 89%	80%; Class Pass Rate: 83%	84%; Class Pass Rate: 89%
N=	39	31	56

Use of Results—

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.

Student Learning Outcome # 1(c) — The student will demonstrate knowledge outdoor recreation.

Assessment Criteria and Procedures—

Content Knowledge Exam—In REC 301, the student will demonstrate 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 (See Table 1(c) in Assessment Results).

Assessment Results— REC 301 Content Knowledge Exam

Table 1(c).

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	93%; Class Pass Rate: 100%	91%; Class Pass Rate: 95%
N=	NA	20	20

Use of Results—

2018-2019 Data-Driven Decisions

(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.

Student Learning Outcome # 2— The student demonstrates the characteristics of a physically literate individual.

Assessment Criteria and Procedures—

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 (See Table 2 in Assessment Results) given at the end of the course.

Assessment Results— PED 231 Content Knowledge Examination

Table 2.

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	90%; Class Pass Rate: 95%	NA
N=	NA	20	NA

Use of Results—

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.

Student Learning Outcome # 3(a) — The student will demonstrate and apply in practical situations knowledge about physical education/fitness programs and professions and demonstrate characteristics of a physically literate individual.

Assessment Criteria and Procedures— 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 (See Table 3(a) in Assessment Results) given at course's end.

Assessment Results—PED 231 Fitness Knowledge Exam

Table 3(a)

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	91%; Class Pass Rate: 91%	90%; Class Pass Rate: 95%	89%; Class Pass Rate: 88%
N=	19	20	50

Use of Results—

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.

Student Learning Outcome #3(b) — The student will demonstrate knowledge about physical education/fitness programs and professions.

Assessment Criteria and Procedures—

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 (See Table 3(b) in Assessment Results) at the local YMCA. The target outcome will be 100%.

Assessment Results— REC 305 Practicum

Table 3(b)

Academic Years	2017-2018	2018-19	2019-2020
Pass Rate	NA	86%	NA
N=	NA	20	NA

Use of Results—

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.

Student Learning Outcome # 3(c) — The student will gain knowledge about physical education/fitness programs and professions.

Assessment Criteria and Procedures—

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 (See Table 3(c) in Assessment Results).

Assessment Results— REC 306 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	100%; Class Pass Rate: 100%	94%; Class Pass Rate: 86%
N=	NA	25	21

Use of Results—

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.

Student Learning Outcome # 4(a) — The student gain knowledge of sport programs and professions and will demonstrate the knowledge of scouting techniques, organizing practice sessions for football, basketball, and baseball as required in the coaching profession.

Assessment Criteria and Procedures—

Content Knowledge Examination (See Table 4(a) in Assessment Results)—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.

Assessment Results—PED 222 Content Knowledge Examination

Table 4(a)

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	84%; Class Pass Rate: 87%	84%; Class Pass Rate: 88%
N=	NA	39	40

Use of Results—**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%.

Student Learning Outcome # 4(b) — The student demonstrates theoretical and practical knowledge of coaching basketball.

Assessment Criteria and Procedures—

Content Knowledge Examination (See Table 4(b) in Assessment Results)—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.

Assessment Results— PED 331 Content Knowledge Examination

Table 4(b)

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	78%; Class Pass Rate: 90%	81%; Class Pass Rate: 83%
N=	NA	41	42

Use of Results—**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%.

Student Learning Outcome # 4(c) — The student will gain knowledge of sport programs and professions and will demonstrate practical knowledge of coaching baseball: practice planning, specific positions, conditioning, injuries, and strategies.

Assessment Criteria and Procedures—

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 (See Table 4(c) in Assessment Results).

Assessment Results—

Table 4(c)

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	82%; Class Pass Rate: 90%	86%; Class Pass Rate: 89%
N=	NA	16	19

Use of Results—**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%.

Student Learning Outcome # 4(d) — The student will gain knowledge of sport programs and professions.

Assessment Criteria and Procedures— 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 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 (See Table4(d) in Assessment Results).

Assessment Results— PED 334 Content Knowledge Examination

Table 4(d).

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	91%; Class Pass Rate: 100%	88%; Class Pass Rate: 95%
N=	NA	43	42

Use of Results—**2018-2019 Data-Driven Decisions**

4(d) Data indicates that the course meets goals set. The instructor required more frequent visits to soccer games and interviews with coaching personnel in our area.

2018-2019 Data-Driven Decisions

Field experience by attending more soccer games and practices throughout our area will increase by 10%.

Student Learning Outcome # 5(a) — The student will demonstrate knowledge of human anatomy, motor development, and kinesthesia on a written examination.

Assessment Criteria and Procedures—

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 (See Table 5(a) in Assessment Results).

Assessment Results— PED 324 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean; Pass Rate	NA	87%; Class Pass Rate: 93%	82%; Class Pass Rate: 97%
N=	NA	41	37

Use of Results—**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.

Student Learning Outcome # 5(b) — The student will exhibit on a written examination knowledge of human anatomy, motor development, and kinesthesia.

Assessment Criteria and Procedures—

Content Knowledge Examination (See Table 5(b) in Assessment Results)—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.

Assessment Results— PED 325 Content Knowledge Examination

Table 5(b).

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	NA	83%; Class Pass Rate 86%	87%; Class Pass Rate: 86%
N=	NA	21	41

Use of Results—**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.

Student Learning Outcome # 5(c) — The student will exhibit theoretical and practical knowledge of human anatomy, motor development, and kinesthesia.

Assessment Criteria and Procedures—

Content Knowledge Examination (See Table 5(c) in Assessment Results)—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.

Assessment Results—PED 336 Content Knowledge Examination

Table 5(c).

Academic Years	2017-2018	2018-19	2019-2020
Mean and pass rate	86%; Class Pass Rate: 100%	82%; Class Pass Rate 77%	81%; Class Pass Rate: 86%
N=	19	17	42

Use of Results—

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.

B.S. PHYSICAL EDUCATION LICENSURE
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION

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 from the Institutional Plan

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

BACHELOR OF SCIENCE - Physical Education Licensure Goal for Departmental Program/Unit

The Health and Physical Education Licensure Degree is a compilation of health and physical education courses. Teacher candidates also take the necessary required courses specified by the Mississippi Department of Education and current law that lead to licensure. Completion of the program does not guarantee licensure until all requirement are met.

Student Learning Outcome # 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.

Assessment Criteria and Procedures—As measured by 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.

Assessment Results— Performance Categories Evaluation

Categories	2017-2018	2018-2019	2019-2020
Appropriate objectives	4		4
Diversity in lessons	4		4
Content from other subjects	4		4
Teaching procedures	4		4
Appropriate assessment	4		4
Learning experiences	4		4
Mean and Pass Rate	4; 100%		4; 100%
N=	3	0	1

Use of Results— The target scores were reached on all Summative TIAI evaluation for candidates. We will continue to emphasize the components on the TIAI in EDU, PED, and HEA method classes.

Student Learning Outcome # 2— 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

Assessment Criteria and Procedures—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".

Assessment Results— Learning Environment Evaluation

Academic Years	2017-2018	2018-2019	2019-2020
Classroom Environment	4		4
Routine Tasks	4		4
Strategies	4		4
Fairness	4		4
Mean and Pass Rate	4; 100%		4; 100%
N=	3	0	1

Use of Results— The target scores were reached on all Summative TIAI evaluation for candidates. We will continue to emphasize the components on the TIAI in EDU, PED, and HEA method classes.

Student Learning Outcome # 3— 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

Assessment Criteria and Procedures— 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
- 11) 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).

Assessment Results— Instructional Skills Evaluation

Academic Years	2017-2018	2018-2019	2019-2020
Communication	4		4
Instructional Activities	4		4
High Expectations	4		4
Enthusiasm	4		4
Opportunities for Cooperation	4		4
Knowledge of Content	4		4
Variety of teaching strategies	4		4
Accommodating Learning Differences	4		4
Provides for analytical, creative, and critical thinking	4		4
Elicits Student Input	4		4
Use of Resources	4		4
Mean and Pass Rate	4; 100%		4; 100%
N=	3	0	1

Use of Results— The target scores were reached on all Summative TIAI evaluation for candidates. We will continue to emphasize the components on the TIAI in EDU, PED, and HEA method classes.

Student Learning Outcome # 4— 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.

Assessment Criteria and Procedures—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."

Assessment Results—Communication and Assessment Evaluation

Academic Years	2017-2018	2018-2019	2019-2020
Communicates Criteria and Standards	4		4
Incorporates Varied Assessments	4		4
Mean and Pass Rate	4; 100%		4; 100%
N=	3	0	1

Use of Results— The target scores were reached on all Summative TIAI evaluation for candidates. We will continue to emphasize the components on the TIAI in EDU, PED, and HEA method classes.

Student Learning Outcome # 5— The student will demonstrate and apply in practical situations knowledge about physical education/fitness programs and professions and demonstrate characteristics of a physically literate individual.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 231 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	91%; Class Pass Rate: 91%	90%; Class Pass Rate: 95%	89%; Class Pass Rate: 88%
N=	19	20	50

Use of Results—

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.

Student Learning Outcome # 6 — The student will acquire knowledge of human anatomy, motor development, and kinesthesia on a written examination.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 324 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	87%; Class Pass Rate: 93%	82%; Class Pass Rate: 97%
N=	NA	41	37

Use of Results—

2018-2019 Data-Driven Decisions

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.

Student Learning Outcome # 7 — The student will acquire knowledge of human anatomy, motor development, and kinesthesia.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 325 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	83%; Class Pass Rate: 86%	87%; Class Pass Rate: 86%
N=	NA	21	41

Use of Results—**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.

Student Learning Outcome # 8 — The student will acquire knowledge of human anatomy, motor development, and kinesthesia.

Assessment Criteria and Procedures— 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.

Assessment Results— PED 336 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	86%; Class Pass Rate: 100%	82%; Class Pass Rate: 77%	81%; Class Pass Rate: 86%
N=	19	17	42

Use of Results—**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.

Student Learning Outcome # 9— The student will pursue a health-enhancing level of fitness.

Assessment Criteria and Procedures— 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.

Assessment Results—

Academic Years	2017-2018	2018-2019	2019-2020
Mean and Pass Rate	100; Class Pass Rate 100%	95; Class Pass Rate 95%	95; Class Pass Rate 88%
N=	25	17	12

Use of Results—**2018-2019 Date Driven Decisions**

Analysis of PED 337 data indicates that the students are on target in fitness and skill tests. Continued emphasis will be placed on daily physical fitness and skill activities throughout trimester.

2019-2020 Data-Driven Decisions

Pre fitness test will be administered. Continued emphasis will be placed on daily fitness and skill activities throughout trimester.

Student Learning Outcome # 10— The student is physically literate.

Assessment Criteria and Procedures— 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.

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.

Assessment Results—

Academic Years	2017-2018	2018-2019	2019-2020
Mean and Pass Rate PED 337	90; Class Pass Rate 80%	91; Class Pass Rate 95%	95; Class Pass Rate 88%
N=	25	17	12
Mean and Pass Rate PED 339	90; Class Pass Rate 88%	96; Class Pass Rate 96%	86; Class Pass Rate 74%
N=	16	35	55

Use of Results—**2018-2019 Date Driven Decisions**

Analysis of data indicates that students met the mean of 90%. Along with step-by-step instruction in the classroom and demonstration of teaching movement concepts and skill themes, video/audio voice over will be used to explain lesson plans step-by-step for clarity of information. This will enable students to follow as they design their lesson plans for the 2 units.

2019-2020 Data-Driven Decisions

Continuing step-by-step instruction in the classroom and demonstration of teaching movement concepts and skill themes (PED 337), along with combining skills and lead-up games (PED 339). Video/audio voice over will be used to explain lesson plans step-by-step for clarity of information. Half of the unit will

be due the 9th week (PED 337/Unit 1 and PED 339/1-5 lesson plans of Unit) and the other half due the 10th week (PED 337/Unit 2 and 6-10 lesson plans to complete Unit), so students can prepare each lesson plan with detail. This will enable students to follow scope and sequence as they design their lesson plans for the 2 units/5 lesson plans and 1 unit/10 lesson plans assignments.

**B.S. PHYSICAL EDUCATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

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 from the Institutional Plan

1. Provide academic programs to promote student learning
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5. Strengthen organizational and operational effectiveness
6. Strengthen financial resources

BACHELOR OF SCIENCE – PHYSICAL EDUCATION

Program 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.

Student Learning Outcome # 1(a) — The student will pursue a health enhancing level of fitness.

Assessment Criteria and Procedures—

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%.

Assessment Results— HEA 300 Assessment

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	92%; Class pass rate: NA	91%; Class pass rate: 90%	91%; Class pass rate: 86%
N=	242	228	291

Use of Results—**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.

Student Learning Outcome # 1(b) — The student will pursue a health enhancing level of fitness and demonstrate knowledge of effectively consuming health enhancing products.

Assessment Criteria and Procedures—

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.

Assessment Results— Annotated Bibliography

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	82%; Class pass rate: 89%	80%; Class Pass Rate: 83%	84%; Class Pass Rate: 89%
N=	39	31	56

Use of Results—**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.

Student Learning Outcome # 2— The student will demonstrate and apply in practical situations knowledge about physical education/fitness programs and professions and demonstrate characteristics of a physically literate individual.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 231 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	91%; Class Pass Rate: 91%	90%; Class Pass Rate: 95%	89%; Class Pass Rate: 88%
N=	19	20	50

Use of Results—

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.

Student Learning Outcome # 3(a) — The student will gain knowledge of sport programs and professions and demonstrate knowledge of scouting techniques, organizing practice sessions for football, basketball, and baseball as required in the coaching profession.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 222 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	84%; Class Pass Rate: 87%	84%; Class Pass Rate: 88%
N=	NA	39	40

Use of Results—

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%.

Student Learning Outcome # 4(b) — The student will gain knowledge of sport programs and professions.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 331 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	78%; Class Pass Rate: 90%	81%; Class Pass Rate: 83%
N=	NA	41	42

Use of Results—

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%.

Student Learning Outcome # 4(c) — The student will gain knowledge of sport programs and professions.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 333 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	82%; Class Pass Rate: 90%	86%; Class Pass Rate: 89%
N=	NA	16	19

Use of Results—

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%.

Student Learning Outcome # 4(d) — The student will gain knowledge of sport programs and professions.

Assessment Criteria and Procedures—

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 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.

Assessment Results— PED 334 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	91%; Class Pass Rate: 100%	88%; Pass Class Rate: 95%
N=	NA	43	42

Use of Results—

2018-2019 Data-Driven Decisions

(4d) Data indicates that the course meets goals set. The instructor required more frequent visits to soccer games and interviews with coaching personnel in our area.

2018-2019 Data-Driven Decisions

Field experience by attending more soccer games and practices throughout our area will increase by 10%.

Student Learning Outcome # 5(a) — The student will acquire knowledge of human anatomy, motor development, and kinesthesia on a written examination.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 324 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	87%; Class Pass Rate: 93%	82%; Class Pass Rate: 97%
N=	NA	41	37

Use of Results—

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.

Student Learning Outcome # 5(b) — The student will acquire knowledge of human anatomy, motor development, and kinesthesia.

Assessment Criteria and Procedures—

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.

Assessment Results— PED 325 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	NA	83%; Class Pass Rate: 86%	87%; Class Pass Rate: 86%
N=	NA	21	41

Use of Results—**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.

Student Learning Outcome # 5(c) — The student will acquire knowledge of human anatomy, motor development, and kinesthesia.

Assessment Criteria and Procedures— 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.

Assessment Results— PED 336 Content Knowledge Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	86%; Class Pass Rate: 100%	82%; Class Pass Rate: 77%	81%; Class Pass Rate: 86%
N=	19	17	42

Use of Results—**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.

**B.S. Secondary Education
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Report
School of Education
Department of Curriculum and Instruction**

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.

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1. Provide academic programs to promote student learning
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4. Provide an environment that supports student learning
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6. Strengthen financial resources

BACHELOR OF SCIENCE – SECONDARY EDUCATION

Mission: The purpose of the School of Education is to provide professional training and study that will prepare the education student to pursue a career in the field of education. This training is characterized by course content, field assignments, practica, and clinical experiences. All teacher candidates are evaluated on content knowledge, pedagogy, and dispositions.

Our mission: The school of Education serves to prepare confident, caring, and reflective educators within a Christian environment from a liberal arts curriculum for preservice educators. The School of Education is responsible for the development of undergraduate curricula in (1) elementary education, (2) secondary education, and (3) other add-on certification areas and for supervision and preparation of teachers with majors in those areas.

Student Learning Outcome # 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.*

Assessment Criteria and Procedures— 1. A. Teacher Intern Assessment Instrument measures student teachers in twenty-five areas of professional performance. The teacher candidates will be rated on 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**.

Assessment Results—

Table 1. A. Teacher Intern Assessment

Indicators	2017-2018	2018-2019	2019-2020
Appropriate Objectives		3.63	
Diversity		3.25	
Knowledge from Other Subjects		3.38	
Sequential Procedures		3.13	
Appropriate Assessments		3.38	
Differentiated Learning		3.63	
Communicates Assessment Criteria		3.25	
Formal and Informal Assignments		3.38	
Oral Communication		3.5	
Clear Written Directions		3.63	
High Expectations		3.5	
Conveys Enthusiasm		3.5	
Cooperative Interaction		3.75	
Subject Knowledge		3.63	
Variety of Strategies		3.25	
Provides for Differences		3.13	
Analytical and Critical Thinking		3.38	
Elicits Input		3.35	
Family and Community Resources		3.0	
Classroom Environment		3.63	
Attends to Tasks		3.5	
Behavior Strategies		3.25	
Maintains Fairness		3.88	
Maximizes Time		3.25	
Parent/Guardian Communication		3.0	
N=		8	

Use of Results—

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 Rubric

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.

Assessment Criteria and Procedures— 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.

Assessment Results—

Table 1. B. Residency II Professional Disposition

Indicators	2017-2018	2018-2019	2019-2020
Protects Confidential Info		3.88	
Maturity and Sound Judgement		3.38	
WCU and P-12 Policies		4.0	
Honesty and Integrity		3.88	
Constructive Criticism		3.75	
Fair and Equitable Opportunities		3.63	
Professional Relationship		3.5	
N=		8	

Use of Results—

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.

Assessment Criteria and Procedures— 1. C. The **University Supervisor** 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.

Assessment Results—

Table 1. C. Residency II Professional Dispositions

Indicators	2017-2018	2018-2019	2019-2020
Protects Confidential Info		3.75	
Maturity and Sound Judgement		3.25	
WCU and P-12 Policies		2.63	
Honesty and Integrity		3.63	
Constructive Criticism		3.5	
Fair and Equitable Opportunities		3.63	
Professional Relationship		3.5	
N=		8	

Use of Results—

2018-2019 Data-Driven Decisions: The Mississippi Educator Code of Ethics was revised this year. Faculty met to make adjustments in the Professional Dispositions or 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.

Assessment Criteria and Procedures— 1. D. TIAI Addenda

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.

Assessment Results—

Table 1. D. TIAI Addenda

Indicators	2017-2018	2018-2019	2019-2020
N=			

Use of Results—

2018-2019 Data-Driven Decisions: 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.

Student Learning Outcome # 2— The student will demonstrate content knowledge and performance skills across content pedagogy courses and assessment tests in preparation for the final field experience.

Assessment Criteria and Procedures— 2. A. When taking the **PRAXIS II Subject Area Examination**, 90% of the students will achieve a passing score.

Assessment Results—

Table 2. PRAXIS II Pass Rate

Indicators	2017-2018	2018-2019	2019-2020
English (N=4)		100%	
Biology (N=1)		100%	
Mathematics (N=2)		100%	
N=		7	

Use of Results—

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.

Assessment Criteria and Procedures— 2. B. When taking the **PRAXIS Principles of Learning and Teaching (7-12)**, 85% of the students will achieve a passing score.

Assessment Results—

Table 2. PLT Examination

Indicators	2017-2018	2018-2019	2019-2020
Pass Rate		94.74%	
N=		19	

Use of Results—

2018-2019 Data-Driven Decisions: The faculty did not incorporate edTPA standards this 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.

Program Objective # 1—

Assessment Criteria and Procedures—

Assessment Results—

Table 5. PRAXIS Secondary Education Means

Indicators	2017-2018	2018-2019	2019-2020

Use of Results—

Program Objective # 2—

Assessment Criteria and Procedures—

Assessment Results—

Indicators	2017-2018	2018-2019	2019-2020
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Passing Rate			
N=			

Use of Results—

Program Objective # 3—

Assessment Criteria and Procedures—

Assessment Results—

Academic Years	2017-2018	2018-2019	2019-2020
Mean and Pass Rate			
N=			

Use of Results—

**Ed.D. Educational Leadership
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Program
School of Education
Department of Educational Leadership**

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 from the Institutional Plan

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

DOCTOR OF EDUCATION – EDUCATIONAL LEADERSHIP

Goal for Departmental Program/Unit

The mission of the Ed.D. in Educational Leadership degree program will prepare professional educator to become change agents in the field of education and in schools. The program will guide students through visionary planning, strategic utilization of resources, effective management and leadership, and practical application of research.

Student Learning Outcome # 1—Students will identify and demonstrate skills in building nurturing, diverse, and caring educational environments including students and teacher advocacy.

Assessment Criteria and Procedures— 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.

Assessment Results—

Table 1. Positive School Culture Plan

Rubric Criteria	2017-2018	2018-2019	2019-2020
Introduction	4.00	3.94	3.91
Leadership	4.00	3.89	3.80
Application of Mission and Vision	4.00	3.91	3.76
Smart Goals	4.00	4.00	3.89
Criteria for Goals	4.00	3.86	3.80
Strategies	4.00	4.00	3.96

Use of Results— As students show that they are improving the culture, they also must address diversity. Faculty will add a learning outcome about diversity – develop a plan to improve the culture and diversity (Videos, articles, and case studies). The pandemic has changed school culture causing teachers to convert their curriculum to an online environment. This will require more extended discussions and innovative projects to assist teachers in changing the culture.

Student Learning Outcome #2— Students will design an advocacy program that promotes active and positive working relationships between a school and the community.

Assessment Criteria and Procedures—As measured by the School Community Service Design (EDL 832), students will develop an advocacy program to build strong bridges (relationships) between all stakeholders. Students will achieve an overall mean of 3.00.

Assessment Results—

Table 2. School Community Service Design

Academic Years	2017-2018	2018-2019	2019-2020
Demographics	3.95	4.00	4.00
Demographic Analysis	3.95	4.00	4.00
Poverty Analysis	3.71	3.90	3.97
Cultural Diversity	3.93	4.00	4.00
Conflict Analysis	3.71	4.00	4.00
Needs Assessment	3.85	3.97	3.97
Community Resources	3.85	3.89	3.89
Proposal Analysis	3.71	3.79	3.79
Proposal Viability	3.56	3.83	3.83

Use of Results— Faculty will review more recent articles concerning the School Safety and the Community to read and reflect. The pandemic has closed schools moving to an online environment.

Due to the pandemic, faculty will review federal plans for reopening schools and connect with other schools and states to review what their strategies.

Student Learning Outcome # 3—Students will design a professional learning plan for professional educators (school and/or district) aligned to the Learning Forward Standards as required by Mississippi and many other State Departments of Education.

Assessment Criteria and Procedures—As measured by the Professional Learning Plan (EDL 801) using SMART Goals process (specific, measurable, achievable, relevant and time-bound), students analyze what already exists and locate weaknesses in order to identify areas to be addressed in the PLP. Students will have a group mean of 3.00 or higher on each indicator.

Assessment Results—

Table 3. Professional Learning Plan

Academic Years	2017-2018	2018-2019	2019-2020
Professional Learning Plan	--	3.97	3.23
Activities	--	3.98	3.54
Target Audience	--	4.00	3.92
Evaluation	--	4.00	3.54
Person Responsible	--	4.00	4.00
Question Responses	--	4.00	3.77
Spelling Mechanics	--	4.00	4.00

*This assessment was started in 2018-2019.

Use of Results—Faculty will add a virtual platform to meet with students to provide an overview of the course and review the dissertation process. EDL 801 is the introductory course in the doctoral program.

Student Learning Outcome # 4—Students design a technology plan after analyzing school/district data to organize resources the most effective and appropriate technologies to support learning.

Assessment Criteria and Procedures—As measured by Technology Plan (EDL 732), students will 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 or higher on a four-point Likert Scale.

Assessment Results—

Table 4. Technology Plan

Academic Years	2017-2018	2018-2019	2019-2020
Create and implement plan	4.00	3.85	3.88

Use most effective and appropriate technologies	4.00	3.77	3.81
Access and analyze emerging trends	4.00	3.85	3.84
Initiate and manage school and system-wide change	4.00	3.85	3.91
Collect and use data to identify goals and promote organizational learning	4.00	3.77	3.70
Ensure instruction that is authentic and relevant	4.00	3.83	3.88
Partners construct mutually beneficial P-12 school and community arrangements on technology-based information	4.00	3.77	3.79

Use of Results—This past year has been unique considering teachers across the nation were required to convert their curriculum to an online environment and differentiate instruction in an online environment. This next year will experience similar circumstances requiring the implementation of new technology strategies to communicate with parents and students. Students will share new technologies employed by their districts. Mississippi Department of Education has designed a statewide Technology Needs Assessment. Each student will assess their district's technology needs and the individual school needs. The third part will be to fill out the MDE Spreadsheet: DLP Digital Learning Plan (MDE Requirement). How the plan will support Virtual Learning and Traditional Learning.

Student Learning Outcome # 5—Students will demonstrate the application of educational leadership content knowledge and skills through a doctoral comprehensive examination.

Assessment Criteria and Procedures—As measured by the Doctoral Comprehensive Examination (EDL 900), students using the content courses in the doctoral program are given several scenarios describing problems in a school. The students design a solution to the problem (cultural, community and school, conflict resolution).

Assessment Results— Comprehensive Examination

Academic Years	2017-2018	2018-2019	2019-2020
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Addresses question comprehensively	4.58	4.77	5.00
Reflects important points with up-to-date information	4.58	4.77	4.64
Documented with six or more applicable references	4.58	4.77	4.64
Uses complete sentences and appropriate grammar	4.76	5.00	5.00
Has no major spelling errors	5.00	5.00	5.00
Has appropriate transitions	4.76	4.65	4.90
Reflects good writing style	4.58	4.65	5.00
Mean	4.64	4.71	4.88
Pass Rate	100%	94.3%	100%

Use of Results—The Comprehensive Examination guide will be developed as a topic in the Doctoral Orientation Manual. Faculty will continue Orientation and a fully developed Manual which will include a Comprehensive Examination Guide.

**Ed.D. Higher Education Administration
EFFECTIVENESS PROGRAM
2019-2020**

**Program Assessment Report
School of Education
Department of Educational Leadership**

2020-Program Status

Consideration was being given to deactivate the program; however, early this academic year several students have applied and hope to pursue the EDD. With that in mind, the intention is to continue the program if enough interest is expressed.

University Mission

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Expanded Statement of Mission from the Institutional Plan

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6. Strengthen financial resources

DOCTOR OF EDUCATION – HIGHER EDUCATION ADMINISTRATION

Goal for Departmental Program/Unit

The mission of the Ed.D. Higher Education Administration degree program is to prepare candidates to be successful leaders in post-secondary institutions through visionary planning, strategic utilization of resources, effective management and leadership, and practical application of research.

Student Learning Outcome # 1— Students will demonstrate understanding of the importance of cultivating teamwork in leadership and professional responsibilities in higher education institutions.

Assessment Criteria and Procedures— 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).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate		<i>n/a</i>	<i>n/a</i>
N=		<i>n/a</i>	<i>n/a</i>

Use of Results— n/a

Student Learning Outcome # 2— Students will compose a philosophy of leadership as it relates to leading a higher education institution.

Assessment Criteria and Procedures— 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: “Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate		<i>n/a</i>	<i>n/a</i>
N=		<i>n/a</i>	<i>n/a</i>

Use of Results— n/a

Student Learning Outcome # 3— Students will be able to discuss and interpret the Blake-Mouton Grid as it relates to several leadership styles/cultures in higher education.

Assessment Criteria and Procedures— 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 and Case Study will achieve “Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate		<i>n/a</i>	
N=		<i>n/a</i>	<i>n/an/a</i>

Use of Results— n/a

Student Learning Outcome # 4— *Students will demonstrate an understanding of descriptive statistics as well as common statistical procedures used in the field of education.*

Assessment Criteria and Procedures— In RSH 780, Quasi-Experimental Designs and Analysis, students will be assigned a mock research 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).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate		<i>n/a</i>	<i>n/a</i>
N=		<i>n/a</i>	<i>n/a</i>

Use of Results—

Student Learning Outcome # 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.*

Assessment Criteria and Procedures— 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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate		<i>n/a</i>	<i>n/a</i>
N=		<i>n/a</i>	<i>n/a</i>

Use of Results— n/a

Student Learning Outcome # 6— *Students will analyze and synthesize existing knowledge and then develop an original problem to research in higher education.*

Assessment Criteria and Procedures— *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.*

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate		<i>n/a</i>	<i>n/a</i>
N=		<i>n/a</i>	<i>n/a</i>

Use of Results— n/a

Program Objective # 1—

Assessment Criteria and Procedures—

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate			
N=			

Use of Results—

Program Objective # 2—

Assessment Criteria and Procedures—

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate			
N=			

Use of Results—

Program Objective # 3—

Assessment Criteria and Procedures—

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate			
N=			

Use of Results—

**ED.S DYSLEXIA THERAPY
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

University Mission

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MASTER OF EDUCATION – DYSLEXIA THERAPY

Goal for Departmental Program/Unit

The mission of the M.Ed. Dyslexia Therapy degree program is to train candidates in research-based Orton-Gillingham methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Upon completion of the program, the candidate will have met the requirements for attaining a state AA license in dyslexia therapy. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Therapy Association (ALTA) examination for the opportunity to gain national certificate as a certified academic language therapist (CALT). The M.Ed. in Dyslexia Therapy program is accredited through the International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading. The program is designed to be in compliance with the 2012 Mississippi Dyslexia Law (MS Code Se. 37-173-1).

Student Learning Outcome # 1— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.S. Dyslexia Therapy has five singular, specific, and measurable SLOs: Proficiency Handwriting Assessment.

Assessment Criteria and Procedures—As measured by **Proficiency Handwriting Assessment**, Students will exhibit 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the assessment.

Assessment Results— Proficiency Handwriting Assessment

Academic Years	2017-2018	2018-19	2019-2020
Tradition	100%	100%	100%
Hattiesburg	100%	100%	96.5%
Combined Scores	100%	100%	99

Use of Results— No changes are required. The assessment exceeds the only goal. Only one student had to retake the assessment.

Student Learning Outcome # 2— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.S. Dyslexia Therapy has five singular, specific, and measurable SLOs: Phoneme Proficiency Assessment.

Assessment Criteria and Procedures—As measured by **the Phoneme Proficiency Assessment**, Students will exhibit 85% proficiency of the knowledge of sound-Symbol association when taking the assessment.

Assessment Results— Phoneme Proficiency Assessment

Academic Years	2017-2018	2018-19	2019-2020
Hattiesburg	96%	100%	96.5%
Tradition	100%	100%	100%
Combined Scores	98%	100%	98.2%

Use of Results— The students who do not meet proficiency requirements will get one-on-one help from a professor so that they can become proficient by the time they reach the advanced classes. The students can listen to phoneme inventories online so that they can hear sounds spoken correctly and learn phoneme-grapheme matches.

Student Learning Outcome # 3— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.S. Dyslexia Therapy has five singular, specific, and measurable SLOs: Dyslexia Demonstration Lessons.

Assessment Criteria and Procedures—As measured by **Dyslexia Demonstration Lesson**, students will exhibit a mean of 85% 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.

1. Rapid Naming
2. Handwriting
3. Reading Decks
4. Spelling Decks
5. New Concept
6. Reading Practice
7. Spelling Practice
8. Extending Reading and Writing
9. Oral Language
10. Reading Aloud

Assessment – Dyslexia Therapy Demonstration Lesson

Indicators	Hattiesburg Mean	Tradition Mean	Combined Mean
Rapid Naming	3.51	3.62	3.56
Handwriting	3.46	3.62	3.54
Decks	3.49	3.57	3.53
New Concept Introduction	2.94	3.00	2.97
Reading Practice	3.23	3.24	3.23
Spelling Practice	3.37	3.10	3.24
3.24Extended Reading and Writing	3.29	3.19	3.24
Oral Language	3.46	3.52	3.49
Read Aloud	3.57	3.62	3.60

Assessment – Therapy Demonstration #2

Indicators	Hattiesburg Mean	Tradition Mean	Combined Mean
Word Study	3.88	3.82	3.85
Handwriting	3.88	3.94	3.91
Decks	3.82	3.94	3.98
New Concepts Introduction	3.94	3.88	3.91
Reading Practice	3.71	3.82	3.77
Spelling Practice	3.62	3.71	3.67
Extended Reading and Writing	3.35	3.53	3.43

Use of Results— During 2020, classes that normally meet in person met online. Due to being in learning mode for transitioning to live online sessions, the number proficient may have gone down. The instructors will do reviews during subsequent classes to help all students to become proficient. The instructors will also prepare some PowerPoint reviews and videos to share with students to give them the opportunity to review online.

Student Learning Outcome # 4— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.S. Dyslexia Therapy has five singular, specific, and measurable SLOs: Academic Language Therapy Association Examination.

Assessment Criteria and Procedures—As measured by **Academic Language Therapy Association Examination**, students demonstrate knowledge and application of the theories and practice of dyslexia therapy. Eighty-five percent of the students will pass on the first attempt on the ALTA examination.

Assessment Results— ALTA Examination

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	0	0	0
N=	0	0	0

*No Ed.S. Students have yet taken the ALTA Examination.

Use of Results— The instructors will do a review of Basic Language Skills for students who will be taking the ALTA examination. The instructors will incorporate three more application level assignments into each course for students on Canvas that would help them to prepare for the ALTA exam.

Student Learning Outcome # 5 — Students will design a research proposal to gather data in a school or district setting.

Assessment Criteria and Procedures—As measured by EDL 789 **The Research Proposal**, this project assesses the students’ skills in research design, research methodologies, and literature reviews. The students’ overall mean will be 3.0 in a four-point Likert Scale across five categories.

Rubric:

- 1-Introduction of a research problem
- 2-Development of research questions
- 3-Review of literature
- 4-Methodology
- 5-References

Assessment Results— The Research Project

Academic Years	2017-2018	2018-19	2019-2020
Hattiesburg			
Introduction	3.8	0	0
Research Questions	3.5	0	0
Review of Literature	3.0	0	0
Methodology	3.9	0	0
References	4.0	0	0
Tradition – No Students			

Use of Results— All indicators met or exceeded the 3.0 mean requirement. APA style manuals have been required with updates provided every year from faculty. The APA manual is now in its 7th edition. Changes in formatting will be added to the Canvas course. Literature Reviews appeared to be difficult for some students who could not separate the use of annotated bibliographies as information gathering tools rather than inserted into the literature review with no reference to the research questions being studied. Additional samples of the literature review will be added during the next term. The use of the Doctoral Dissertation template will assist students to fully answer all components found in a proposal research design. Students are now being encouraged to look at research questions involving the COVID 19 pandemic's effect on school and the curriculum conversion to an online environment.

Program Outcome #1

Initiating M.Ed./Ed.S. Dyslexia Therapy at off-campus site.

In 2021, WCU School of Education will initiate the program at an off-campus site. All rubrics and assessments will be identical to the WCU campus program. Faculty will provide all resources both physical and online identical to the WCU campus program. The training experiences and internships will follow all WCU guidelines. WCU faculty will participate and supervise the off-campus site.

**EDS EDUCATIONAL LEADERSHIP
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

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EDUCATIONAL SPECIALIST – EDUCATIONAL LEADERSHIP

Goal for Departmental Program/Unit

The mission of the Ed.S. in Educational Leadership degree program prepares educational leaders (principals) to be caring, reflective decision-makers in K-12 schools. This hybrid program will equip candidates to become change agents for positively impacting their students' lives socially, emotionally, and academically. This program meets the requirements for applying for a K-12 administrator's license upon successful completion of coursework and clinical practice. Students will take two courses each trimester. These rigorous courses will move quickly as they prepare students for leadership roles. Clinical practice is also an integral part of this program. This program is 33 hours and may be completed in five trimesters or 15 months which includes 400 hours of documented activities in clinical practice.

Student Learning Outcome # 1— Students will model professional dispositions during the internship.

Assessment Criteria and Procedures—As measured by EDL 635 **Internship**, students will show 3.0 or higher rating on the target performance level on the **Professional Dispositions for Educational Leadership**.

Assessment Results— Professional Dispositions for Educational Leadership

Academic Years	2017-2018	2018-19	2019-2020
Confidentiality	4.0	3.94	3.87
Professional Conduct	4.0	3.83	3.87
Ethical Behavioral	4.0	3.91	3.76
Professional Norms	4.0	3.89	3.83
Actionable Feedback	4.0	3.83	3.88
Discrimination	4.0	3.87	3.79
Building Positive Relationships	4.0	3.82	3.83
School Improvement	4.0	3.94	3.87

Use of Results— The internship has been redesigned to include changing from a required five trimesters of EDL 635 to three trimesters of EDL 635. The redesign was to provide students with an incentive to finish the clinical practice within three trimesters. Embedded Assignments were added to all EDL courses to provide greater opportunities for working under the direction of their on-site and off-site mentors, while gathering clinic practice hours.

Student Learning Outcome # 2— Students will outline the four dimensions of leadership as they relate to leadership styles.

Assessment Criteria and Procedures—As measured by **The Principal Leadership Project (EDL 602)**, this 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.

Assessment Results— The Principal Leadership Project

PSEL Standards	2017-2018	2018-19	2019-2020
Mission and Vision	<i>Dimension 1- 3.88</i>	4.0	Domain 1 - 3.75
Ethics	<i>Dimension 2- 3.82</i>	4.0	Domain 2 - 3.75
Equity	<i>Dimension 3-3.88</i>	4.0	Domain 3- 3.75
Curriculum, Instruction and Assessment	<i>Dimension 4- 3.91</i>	4.0	Domain 4- 3.75
Community		4.0	Domain 5- 3.75
Professionalism – School Personnel		4.0	Domain 6- 3.75
Student Engagement		4.0	Format 3.75

Use of Results— Students are meeting the target on this evaluation, but we will continue to use EDL 602 to introduce the MS-PGS Teacher Evaluation tool for candidate training, and how the MS-PGS Administrators Evaluation can use evidence from the Six Domains Principal Project to help candidate s to discover what evidence should be used in their evaluations a an administrator.

Student Learning Outcome # 3— Students will evaluate a case study’s human resources personnel management policies and provide recommendations for improvement.

Assessment Criteria and Procedures—As measured by **The Management Case Study** (EDL 605), 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 each indicator.

Rubric:

- 1- Summaries of Recruitment Hiring and Retention
- 2- Evaluations of Recruitment and Retention
- 3- Recommendations – Personnel Management Policy

Assessment Results— The Management Case Study

Academic Years	2017-2018	2018-19	2019-2020
Recruitment, Hiring, and Retention	3.93	3.87	HR Interview 3.79
Evaluation	3.81	3.76	Reflection HR Interview 3.79
Personnel Management Policy	3.69	3.76	HR Policy Analysis 3.79
			HR Policy Reflection 3.76
			Mock Teacher Evaluation 3.76
			Reflection of Mock Teacher Evaluation- 3.79
			Teacher Plan of Improvement 3.79
			Reflection of Teacher Plan of Improvement 3.77

Use of Results— We use EDL 605 for mastery of the MS-PGS and have added MDE’s Common Assessment for the MS-PGS to this course to further develop candidate’s ability to effectively use the MS-PGS teacher evaluation. We have also revised the Teacher Plan of Improvement to include a specific scenario in which an administrator would use to develop a Plan of Improvement to gain experience in how to write , implement, and guide a struggling teacher to improve instructional techniques including feedback in pre and post conferences with teachers.

Student Learning Outcome # 4— Students will demonstrate skills in identifying and applying communication policies (WCU Goal 1,4; Ed Goals 1,2).

Assessment Criteria and Procedures—As measured by (EDL 601 Organizational Leadership) **Case Scenario One**, 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 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 answer.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Principles of communication	3.68	3.69	3.77
Strategies	3.90	3.36	3.64
Response to the question	3.96	3.78	3.67
Actions	3.92	3.44	3.62
Rationales	3.98	3.83	3.73

Use of Results— Improvement was made in most areas, but the faculty will include more guided practice with students in “Response to the Question” and in the “Rationales “of the case studies.

Student Learning Outcome # 5— Students will summarize and analyze the implications of court case decisions on local districts and schools.

Assessment Criteria and Procedures—As measured by (EDL 606 Judicial and Ethical Considerations) **Court Case Analysis**, this project remains a key assessment in developing the analytical skills of students to summarize and apply educational care 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

Assessment Results— Court Case Analysis

Academic Years	2017-2018	2018-19	2019-2020
Citation	3.79	3.90	3.91
Facts of Case	3.90	3.95	3.84

Decisions	3.93	3.93	3.83
Rationale/Implications	3.90	3.93	3.78
Reflection	3.83	3.78	3.74

Use of Results— Students’ scores increased in all categories except for “Facts of the Case” and “Rationale/Implications.” Teachers will include more group discussions in the face-to-face class meetings on how to take the facts of a case and determine the implications and rationale for the findings of the cases.

Student Learning Outcome # 6 — Students will design a research proposal to gather data in a school or district setting.

Assessment Criteria and Procedures—As measured by EDL 789 **The Research Proposal**, this project assesses the students’ skills in research design, research methodologies, and literature reviews. The students’ overall mean will be 3.0 in a four-point Likert Scale across five categories.

Rubric:

- 1-Introduction of a research problem
- 2-Development of research questions
- 3-Review of literature
- 4-Methodology
- 5-References

Assessment Results— The Research Project

Academic Years	2017-2018	2018-19	2019-2020
Introduction	3.8	3.8	4.0
Research Questions	3.5	3.7	3.9
Review of Literature	3.0	3.2	3.2
Methodology	3.9	3.7	3.8
References	4.0	4.0	4.0

Use of Results— All indicators met or exceeded the 3.0 mean requirement. APA style manuals have been required with updates provided every year from faculty. The APA manual is now in its 7th edition. Changes in formatting will be added to the Canvas course. Literature Reviews appeared to be difficult for some students who could not separate the use of annotated bibliographies as information gathering tools rather than inserted into the literature review with no reference to the research questions being studied. Additional samples of the literature review will be added during the next term. The use of the Doctoral Dissertation template will assist students to fully answer all components found in a proposal research design. Students are now being encouraged to look at research questions involving the COVID 19 pandemic’s effect on school and the curriculum conversion to an online environment.

Student Learning Outcome # 7— Students will model professional dispositions during the internship.

Assessment Criteria and Procedures—As measured by (EDL 688 School and Community Climates), students will show 3.0 or higher rating on the target performance level on the **Ideal School Community Relations Program**.

Assessment Results— Professional Dispositions for Educational Leadership

Academic Years	2017-2018	2018-19	2019-2020
Mission/Philosophy	4.0	3.98	3.84
Description of School District	4.0	3.98	3.91
Public Relationship	4.0	3.84	3.87
Programs	4.0	3.98	3.60
Goals	4.0		3.71
Operating Budget	4.0	3.93	3.80

Use of Results— The students met the increase of the S.L.O. standard from 3.0 to 3.5. Students were given more insight that most districts are not using funds to hire a public relations person but are relying more and more on using social media to promote their schools, which is much more cost effective for the schools.

Students have asked for more experience in preparing budgets of this nature, so we have added more budgeting within EDL 609 School Finance and Business Management.

**Ed.S. Higher Education Administration
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment
School of Education
Department of Educational Leadership**

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 from the Institutional Plan

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

EDUCATIONAL SPECIALIST – HIGHER EDUCATION ADMINISTRATION

Goal for Departmental Program/Unit

The mission of the Ed.S. Higher Education Administration degree program prepares students for positions in four-year, community and technical colleges, and universities. Students interested in careers as future higher education administrators receive a comprehensive program of study that explores academic, student, and administrative affairs.

Student Learning Outcome # 1— Students will demonstrate knowledge of higher education foundations and principles through a study of higher education history and traditions.

(W.C.U. Goals 1, 4)

(EDU Goals 1, 3, 4, 5, 7)

Assessment Criteria and Procedures—In EDH 701 History and Foundations of Higher Education, students will write an original research based paper about five issues in higher education. Students will define and discuss the problems throughout their history in higher education and the implications for higher education administrators today. The target score is based on three evaluations: content, organization, and mechanics. Eighty percent of the students will earn proficient or higher on the assignment

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	No data	83%
N=	6		6

Use of Results—Additional effort will be made to more clearly identify the proficiency criteria in the areas of content, organization and mechanics for the assignment.

Student Learning Outcome # 2— Students will describe and develop a curricular model for a higher education setting.

(WCU Goals 1, 2, 4)

(EDU Goals 1, 2, 3, 4, 6)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	100%	100%
N=	14	15	14

10

Use of Results—

Faculty will continue to improve the use of web based software to improve teaching and learning in a virtual environment.

Student Learning Outcome # 3— Students will demonstrate knowledge of legal and ethical practices related to higher education.

(WCU Goals 1, 2, 4)

(EDU Goals 1, 2, 7)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	78%	87%
N=	7	9	8

Use of Results—More effort will be made to clarify the impact of legal issues specifically in the context of higher education administration.

Student Learning Outcome # 4— Students will understand and demonstrate knowledge of the role of community/junior colleges in higher education.

(WCU Goals 1, 4)

(EDU Goals 3, 4, 5)

Assessment Criteria and Procedures—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 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

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	100%	100%
N=	7	14	8

Use of Results—

Faculty will utilize the services of local community college leaders to provide additional input on CTE programs in the community college.

Student Learning Outcome # 5— Students will demonstrate an understanding of higher education finance and budgeting.

(WCU Goals 1, 4, 6)

(EDU Goals 1, 4, 5, 7)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	90%	100%	100%
N=	19	10	13

Use of Results—

Additional exercise will be developed to provide practical application of sound financial practices to address budget issues.

Program Objective # 6— 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)

Assessment Criteria and Procedures—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, the students it serves, and how it impacts the community. The goal is proficiency or higher for all students.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	89%	86%
N=	8	9	14

Use of Results—Emphasis will be placed much earlier in the term on the importance of the paper and the criteria to be used to adjudicate proficiency.

Program Objective # 7— Students will distinguish, examine, and analyze current issues and trends in higher education.

(WCU Goals 1, 2, 3, 4, 5, 6)

(EDU Goals 1, 2, 3, 4, 5, 6, 7)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>100%</i>	<i>100%</i>	<i>100%</i>
N=	<i>13</i>	<i>15</i>	<i>11</i>

Use of Results—

Faculty will focus on utilizing outside input from current leaders in higher education administration to improve the conversation concerning issues emphasized in the case studies.

Program Objective # 8— Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education.

(EDU Goals 1, 2, 4, 5)

(WCU Goals 1, 2, 3, 4, 5, 6, 7)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>100%</i>	<i>100%</i>	<i>100%</i>
N=	<i>14</i>	<i>7</i>	<i>2</i>

Use of Results—

Additional tracking efforts will be made to improve the timely progress of students toward the successful completion of the field project.

**ED.S. INSTRUCTIONAL LEADERSHIP
EFFECTIVENESS PROGRAM
Program Assessment Report
School of Education
Department of Educational Leadership**

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 from the Institutional Plan

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

EDUCATIONAL SPECIALIST – INSTRUCTIONAL LEADERSHIP

Goal for Departmental Program/Unit

The mission of the Ed.S. Instructional Leadership degree program will prepare instructional leaders to navigate the complex issues of an educational environment. The program will equip candidates with the knowledge to positively impact students' lives socially, emotionally, and academically.

Student Learning Outcome # 1— Students will demonstrate knowledge in constructing a viable school mission and vision based on current research within a five-week period.

Assessment Criteria and Procedures—As measured by a Scholarly Research PowerPoint (EDL 701), there are four indicators where students must earn a 3.0 or higher on a four-point Likert scale.

Assessment Results— Scholarly Research PowerPoint

Academic Years	2017-2018	2018-2019	2019-2020
Content and Vocabulary	3.96	3.60	3.92
Conceptualization	3.32	3.33	3.71
Organization	3.56	3.13	3.84
Argument	3.96	3.53	3.95
N=	25	15	38

Use of Results— The commitment to increase student interaction is continuing with more discussion boards and the Pandemic has caused our school leaders to be thrust into a virtual environment for k-12 education. Our school leaders must continue to work within the new parameters for gathering data in order to include all stakeholders in the development and revision of the mission and vision statements for the schools.

Student Learning Outcome # 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.

Assessment Criteria and Procedures—As measured by a Professional Development Diversity Plan (EDL 717), there are seven indicators where students will earn a mean of 3.0 or higher on a four-point Likert Scale.

Assessment Results— Professional Development Diversity Plan

Academic Years	2017-2018	2018-2019	2019-2020
Preplanning	3.86	3.46	3.35
Mission	3.05	3.41	3.39
Agenda and Outline	3.85	3.38	3.52
Learning & Goals/Objectives	4.00	3.28	3.34
Content	3.71	3.30	3.57
Effective Resources	No data	3.25	3.39
Assessment	No data	3.38	3.26
N=	21	61	44

Use of Results— School leaders have faced unprecedented challenges in meeting the professional learning needs of their staff. The Pandemic has required that leaders provide their instructional staff

with tools and skills to meet the needs of students with diverse needs and equitable access to technology concerns.

Student Learning Outcome # 3— The students will interpret their state’s Code of Ethics (or equivalent) which will be followed by producing a Professional Development Plan on Faculty and Administrator Ethics encompassing the standards and providing group reflection and discussion on scenarios as they impact faculty and administrator decisions and their implications.

Assessment Criteria and Procedures—As measured by a Code of Ethics and Standards Project (EDL 702), there are seven indicators where students must earn a 3.0 or higher on a four-point Likert Scale.

Assessment Results— Code of Ethics and Standards Project

Academic Years	2017-2018	2018-2019	2019-2020
Interview Building Admin	4.00	3.93	4.00
Description of Introduction	3.92	4.0	4.00
Updating career teachers	3.92	4.00	4.00
Summary – Standards	3.89	3.98	4.00
Ethical Behavior	3.94	3.91	3.98
Possible Penalties	4.00	3.98	3.95
Reflection of the Code	4.00	4.00	4.00
N=	37	43	62

Use of Results— The Pandemic has forced an acceleration of professional development regarding the Code of Ethics for school administrators across the country. Schools and districts have dealt with the challenges as best they can while assuring the staff is up to date on Ethical requirements regarding appropriate communications with parents and students. It is critical that school leaders grasp the importance of defining, modeling, and inspecting appropriate communications.

Student Learning Outcome # 4— Students within a ten-week period will demonstrate their research skills by designing an action research project which includes an introduction, review of literature, description of population, procedures, and references.

Assessment Criteria and Procedures—As measured by an Action Research Project (EDL 789), the students will earn a mean of 3.0 or higher on each indicator. The project will move up to the proposal stage. Any research conducted will be under the sponsorship of the district, not the university.

Assessment Results— Action Research Project

Academic Years	2017-2018	2018-2019	2019-2020
Introduction	3.55	3.89	3.75
Lit Review	3.30	3.72	3.47
Population	4.00	3.91	4.00
Procedures	4.00	4.00	3.91

References	4.00	4.00	4.00
N=	76	71	46

Use of Results— The shutdown of most k-12 schools in the country for the greater part of a year impacted the gathering of data for study. Students have had to be creative in acquiring the type of data appropriate to their area of study.

Student Learning Outcome # 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.

Assessment Criteria and Procedures—As measured by a Data-Based Decision-Making Plan (EDL 704), the students will earn a mean of 3.0 or higher on the six indicators.

Assessment Results— Data-Based Decision-Making Plan

Academic Years	2017-2018	2018-2019	2019-2020
Data	3.90	3.82	3.87
Data-Based Decisions	3.90	3.88	3.90
Plan	3.97	3.95	3.90
Research	3.90	3.75	3.90
Bibliography	3.50	3.57	3.67
Mechanics	3.97	3.96	3.88
N=	30	56	52

Use of Results— Recent limitations to meeting face to face and gathering data on student performance as well as other indicators as a result of the Pandemic have led to looking at a broader scope for making decisions. Data has typically been limited to what was assessed or learned in the k-12 environment but has been expanded to include technology availability, connectivity issues, and health concerns. The major concern for Instructional Leaders is to design an online assessment program that accurately measures student progress and differentiates instruction.

**M.Ed. Art Education
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Report
School of Education
Department of Curriculum and Instruction**

University Mission

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Expanded Statement of Mission from the Institutional Plan

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MASTER OF EDUCATION – ART EDUCATION

Goal for Departmental Program/Unit

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.

Student Learning Outcome # 1—The student will employ skills in designing and implementing the Interdisciplinary Unit and analyzing student learning, making data driven decisions, planning targeted learning experiences and differentiating instruction throughout the classroom

Assessment Criteria and Procedures—As measured by Interdisciplinary Unit, analysis of student learning, lesson planning, student engagement, context for learning, and planning commentary and reflection, students will earn 3.5 out of a five-point Likert scale.

Assessment Results—

Table 1. Interdisciplinary Unit Results

Indicators	2017-2018	2018-19	2019-2020
Learner Development / Differences	3.8	3.9	4.0
Learning Environments	4.0	3.9	4.0
Curricular Content	3.9	4.0	4.0
Assessment	4.0	3.8	3.9

Instructional Planning and Strategies	4.0	4.0	3.9
Professional Learning	4.0	4.0	4.0

Use of Results— After analyzing student planning commentary and reflection, it was determined that more emphasis was needed in the area of student engagement in a virtual setting. Faculty added sample interdisciplinary units for virtual learning.

Use of Results

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.

Student Learning Outcome # 2— 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.

Assessment Criteria and Procedures—As measured by **The Assessing Student Learning Project**, students will be measured by the following rubric.

Assessment Results—

Table 2. The Assessing Student Learning Project

Academic Years	2017-2018	2018-2019	2019-2020
Analysis-student work	4.0	3.65	3.61
Using assessment to inform instruction	4.0	3.82	3.69
Using feedback to guide further learning	4.0	3.76	3.70
Monitoring student progress and adjusting instruction	4.0	4.0	3.68
Understanding language demands and resources	4.0	3.82	3.72

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 writing skills. APA format continues to be a weakness in graduate professional writing. All indicators met their S.L.O.

Use of Results— All means exceeded the goal of 3.0. Scores still are declining across a three-year period. Faculty continue to emphasize differentiated instruction when assisting teachers with the adjustment of instruction. The traditional concept of teaching to the center of group miss students at both ends of the spectrum.

Student Learning Outcome # 3— Students will demonstrate knowledge of the development in the art curriculum from the early 1990s through the articulation of new national Art Standards.

Assessment Criteria and Procedures—As measured by a **Curriculum Art Model** (See Table 3 in Assessment Results), students will develop a working model to describe the trends in art education. Students will meet 3.00 or higher on a four-point Likert scale.

Assessment Results—

Table 3. Curriculum Art Model

Academic Years	2017-2018	2018-2019	2019-2020
Strength	0	4	4.66
Historical Understanding	0	4	4.5
Current Understanding	0	5	4.66

Course is taught on alternate years. No candidates took the course during the past three years.

Use of Results

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.

Student Learning Outcome # 4— Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to K-12 education.

Assessment Criteria and Procedures—As measured by the **Comprehensive Examination** (See Table 4 in Assessment Results), ninety percent of the students will earn an overall rating of 3.00 or higher on the examination covering Art content knowledge and application. The evaluation rubric was set on a five-point Likert scale.

Assessment Results—

Table 4. Comprehensive Examination

Academic Years	2017-2018	2018-2019	2019-2020
Visual Arts Education	--	4.00	--
Baroque Art History	--	4.00	--
Mean and Pass Rate	--	4.00	--
N=	0	2	0

***Number of candidates have decreased over the past three years.**

Use of Results—

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.

**M.ED. BIOLOGY EDUCATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

There have been no candidates enrolled in the past three years. Considering retiring the program.

University Mission

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MASTER OF EDUCATION – BIOLOGY EDUCATION

Goal for Departmental Program/Unit

The mission of the M.Ed. Biology Education degree program offers a graduate curriculum that provides students with an in-depth study of the areas of environmental and molecular biology.

Student Learning Outcome # 1—

Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to secondary education.

Assessment Criteria and Procedures—As measured by . . .

Ninety percent of the students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering Biology 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

Assessment Results—

Table 1. Comprehensive Examination Results

Indicators	2017-2018	2018-19	2019-2020
Question 1	--	--	--
Question 2	--	--	--
Question 3	--	--	--
N=	0	0	0

Use of Results—

There were no students in the program for the past three years.

Student Learning Outcome # 2—

Students will evaluate the effectiveness of the master's degree in Biology Education.

Assessment Criteria and Procedures—As measured by **the Exit Survey**, students will rate the program effectiveness 3.0 or higher in all categories.

Assessment Results—

Table 2. Exit Survey

Indicators	2017-2018	2018-19	2019-2020
Advisor Effectiveness	--	--	--
Faculty Expertise	--	--	--
Library Resources	--	--	--
Modern Facilities	--	--	--
Technology Resources	--	--	--
Best Practices	--	--	--
Scholarly Writing Training	--	--	--
Research Skills Training	--	--	--
Class Availability	--	--	--
Individual Needs Met	--	--	--
School Mission Realized	--	--	--
Diversity	--	--	--

Use of Results—

No data.

Student Learning Outcome # 3—

Graduate students will gather and analyze scientific data from a field research project. This information will be presented to colleagues.

Assessment Criteria and Procedures—As measured by . . .

Collection and analysis of examination data in BIO 620 Endangered Species, students will exhibit information in a formal presentation earning a 80% or higher on the score.

Assessment Results—

Table 3. Presentation BIO 620 Endangered Species

Indicators	2017-2018	2018-2019	2019-2020
Content	--	--	--
Effective Visuals	--	--	--
Presentation Skills	--	--	--
N=	0	0	0

Use of Results—

No data for past three years.

Student Learning Outcome # 4—

Students will design an Interdisciplinary Integrated Unit for an elementary or secondary classroom.

Assessment Criteria and Procedures—As measured by **Planning Commentary**

Interdisciplinary Integrate Unit, the student will earn 3.0 out of 5 or higher in each rubric area.

Assessment Results—

Table 3. Planning Commentary Interdisciplinary Integrated Unit

Indicators	2017-2018	2018-19	2019-2020
Explaining the Content	--	--	--
Judgement about Content	--	--	--
Planning for Assessment	--	--	--
N=	0	0	0

Use of Results—

No data.

**M.ED. DYSLEXIA THERAPY
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

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 from the Institutional Plan

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

MASTER OF EDUCATION – DYSLEXIA THERAPY

Goal for Departmental Program/Unit

The mission of the M.Ed. Dyslexia Therapy degree program is to train candidates in research-based Orton-Gillingham methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Upon completion of the program, the candidate will have met the requirements for attaining a state AA license in dyslexia therapy. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Therapy Association (ALTA) examination for the opportunity to gain national certificate as a certified academic language therapist (CALT). The M.Ed. in Dyslexia Therapy program is accredited through the International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading. The program is designed to be in compliance with the 2012 Mississippi Dyslexia Law (MS Code Se. 37-173-1).

Student Learning Outcome # 1— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Dyslexia Therapy has five singular, specific, and measurable SLOs: Proficiency Handwriting Assessment.

Assessment Criteria and Procedures—As measured by **Proficiency Handwriting Assessment**, Students will exhibit 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the assessment.

Assessment Results— Proficiency Handwriting Assessment

Academic Years	2017-2018	2018-19	2019-2020
Tradition	100%	100%	100%
Hattiesburg	100%	100%	96.5%
Combined Scores	100%	100%	99

Use of Results— No changes are required. The assessment exceeds the only goal. Only one student had to retake the assessment.

Student Learning Outcome # 2— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Dyslexia Therapy has five singular, specific, and measurable SLOs: Phoneme Proficiency Assessment.

Assessment Criteria and Procedures—As measured by **the Phoneme Proficiency Assessment**, Students will exhibit 85% proficiency of the knowledge of sound-Symbol association when taking the assessment.

Assessment Results— Phoneme Proficiency Assessment

Academic Years	2017-2018	2018-19	2019-2020
Hattiesburg	96%	100%	96.5%
Tradition	100%	100%	100%
Combined Scores	98%	100%	98.2%

Use of Results— The students who do not meet proficiency requirements will get one-on-one help from a professor so that they can become proficient by the time they reach the advanced classes. The students can listen to phoneme inventories online so that they can hear sounds spoken correctly and learn phoneme-grapheme matches.

Student Learning Outcome # 3— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Dyslexia Therapy has five singular, specific, and measurable SLOs: Dyslexia Demonstration Lesson.

Assessment Criteria and Procedures—As measured by **Dyslexia Demonstration Lesson**, students will exhibit a mean of 85% 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.

- 1) Rapid Naming
- 2) Handwriting
- 3) Reading Decks
- 4) Spelling Decks
- 5) New Concept
- 6) Reading Practice
- 7) Spelling Practice
- 8) Extending Reading and Writing
- 9) Oral Language
- 10) Reading Aloud

Assessment – Dyslexia Therapy Demonstration Lesson

Indicators	Hattiesburg Mean	Tradition Mean	Combined Mean
Rapid Naming	3.51	3.62	3.56
Handwriting	3.46	3.62	3.54
Decks	3.49	3.57	3.53
New Concept Introduction	2.94	3.00	2.97
Reading Practice	3.23	3.24	3.23
Spelling Practice	3.37	3.10	3.24
3.24Extended Reading and Writing	3.29	3.19	3.24
Oral Language	3.46	3.52	3.49
Read Aloud	3.57	3.62	3.60

Assessment – Therapy Demonstration #2

Indicators	Hattiesburg Mean	Tradition Mean	Combined Mean
Word Study	3.88	3.82	3.85
Handwriting	3.88	3.94	3.91
Decks	3.82	3.94	3.98
New Concepts Introduction	3.94	3.88	3.91
Reading Practice	3.71	3.82	3.77
Spelling Practice	3.62	3.71	3.67
Extended Reading and Writing	3.35	3.53	3.43

Use of Results— During 2020, classes that normally meet in person met online. Due to being in learning mode for transitioning to live online sessions, the number proficient may have gone down. The

instructors will do reviews during subsequent classes to help all students to become proficient. The instructors will also prepare some PowerPoint reviews and videos to share with students to give them the opportunity to review online.

Student Learning Outcome # 4— Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Dyslexia Therapy has five singular, specific, and measurable SLOs: Academic Language Therapy Association Examination.

Assessment Criteria and Procedures—As measured by **Academic Language Therapy Association Examination**, students demonstrate knowledge and application of the theories and practice of dyslexia therapy. Eighty-five percent of the students will pass on the first attempt on the ALTA examination.

Assessment Results— ALTA Examination

Academic Years	2017-2018	2018-19	2019-2020
Hattiesburg	97%	80%	87%
N=	12	10	15
Tradition	0	0	0
N=	0	0	0

Use of Results— The instructors will do a review of Basic Language Skills for students who will be taking the ALTA examination. The instructors will incorporate 3 more application level assignments into each course for students on Canvas that would help them to prepare for the ALTA exam.

Program Outcome #1

Initiating M.Ed./Ed.S. Dyslexia Therapy at off-campus site.

In 2021, WCU School of Education will initiate the program at an off-campus site. All rubrics and assessments will be identical to the WCU campus program. Faculty will provide all resources both physical and online identical to the WCU campus program. The training experiences and internships will follow all WCU guidelines. WCU faculty will participate and supervise the off-campus site.

**M.ED. EDUCATIONAL LEADERSHIP
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

University Mission

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MASTER OF EDUCATION – EDUCATIONAL LEADERSHIP

Goal for Departmental Program/Unit

The mission of the M.Ed. in Educational Leadership degree program 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.

Student Learning Outcome # 1— Students will model professional dispositions during the internship.

Assessment Criteria and Procedures—As measured by (EDL 635 Practicum & Internship) **Internship**, students will show 3.0 or higher rating on the target performance level on the **Professional Dispositions for Educational Leadership**.

Assessment Results— Professional Dispositions for Educational Leadership

Academic Years	2017-2018	2018-19	2019-2020
Confidentiality	4.0	3.94	3.87
Professional Conduct	4.0	3.83	3.87
Ethical Behavioral	4.0	3.91	3.76
Professional Norms	4.0	3.89	3.83
Actionable Feedback	4.0	3.83	3.88
Discrimination	4.0	3.87	3.79
Building Positive Relationships	4.0	3.82	3.83
School Improvement	4.0	3.94	--

Use of Results— The internship has been redesigned to include changing from a required five trimesters of EDL 635 to three trimesters of EDL 635. The redesign was to provide students with an incentive to finish the clinical practice within three trimesters. Embedded Assignments were added to all EDL courses to provide greater opportunities for working under the direction of their on-site and off-site mentors, while gathering clinic practice hours.

Student Learning Outcome # 2— Students will outline the four dimensions of leadership as they relate to leadership styles.

Assessment Criteria and Procedures—As measured by **The Principal Leadership Project (EDL 602 Roles of the Principal)**, this 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.

Assessment Results— The Principal Leadership Project

PSEL Standards	2017-2018	2018-19	2019-2020
Mission and Vision	<i>Dimension 1- 3.88</i>	4.0	Domain 1 3.75
Ethics	<i>Dimension 2- 3.82</i>	4.0	Domain 2 3.75
Equity	<i>Dimension 3-3.88</i>	4.0	Domain 3 3.75
Curriculum, Instruction and Assessment	<i>Dimension 4- 3.91</i>	4.0	Domain 4 3.75
Community		4.0	Domain 5 3.75
Professionalism – School Personnel		4.0	Domain 6 3.75
Student Engagement		4.0	Format 3.75
Operations and Management		4.0	

Use of Results— Students are meeting the target on this evaluation, but we will continue to use EDL 602 to introduce the MS-PGS Teacher Evaluation tool for candidate training, and how the MS-PGS Administrators Evaluation can use evidence from the Six Domains Principal Project to help candidate s to discover what evidence should be used in their evaluations a an administrator.

Student Learning Outcome # 3— Students will evaluate a case study’s human resources personnel management policies and provide recommendations for improvement.

Assessment Criteria and Procedures—As measured by **The Management Case Study** (EDL 605 Human Resource 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 each indicator.

Rubric:

- 1- Summaries of Recruitment Hiring and Retention
- 2- Evaluations of Recruitment and Retention
- 3- Recommendations – Personnel Management Policy

Assessment Results— The Management Case Study

Academic Years	2017-2018	2018-19	2019-2020
Recruitment, Hiring, and Retention	3.93	3.87	HR Interview 3.79
Evaluation	3.81	3.76	Reflection HR Interview 3.79
Personnel Management Policy	3.69	3.76	HR Policy Analysis 3.79
			HR Policy Reflection 3.76
			Mock Teacher Evaluation 3.76
			Reflection of Mock Teacher Evaluation- 3.79
			Teacher Plan of Improvement 3.79
			Reflection of Teacher Plan of Improvement 3.77

Use of Results— We use EDL 605 for mastery of the MS-PGS and have added MDE’s Common Assessment for the MS-PGS to this course to further develop candidate’s ability to effectively use the MS-PGS teacher evaluation. We have also revised the Teacher Plan of Improvement to include a specific scenario in which an administrator would use to develop a Plan of Improvement to gain experience in how to write , implement, and guide a struggling teacher to improve instructional techniques including feedback in pre and post conferences with teachers.

Student Learning Outcome # 4— Students will demonstrate skills in identifying and applying communication policies (WCU Goal 1,4; Ed Goals 1,2).

Assessment Criteria and Procedures—As measured by (EDL 601 Organizational Leadership) Case **Scenario One**, 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 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 answer.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Principles of communication	3.68	3.69	3.77
Strategies	3.90	3.36	3.64
Response to the question	3.96	3.78	3.67
Actions	3.92	3.44	3.62
Rationales	3.98	3.83	3.73

Use of Results— — Improvement was made in most areas, but the faculty will include more guided practice with students in “Response to the Question” and in the “Rationales “of the case studies.

Student Learning Outcome # 5— Students will summarize and analyze the implications of court case decisions on local districts and schools.

Assessment Criteria and Procedures—As measured by (EDL 606 Judicial and Ethical Considerations)6 **Court Case Analysis**, this project remains a key assessment in developing the analytical skills of students to summarize and apply educational care 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

Assessment Results— Court Case Analysis

Academic Years	2017-2018	2018-19	2019-2020
Citation	3.79	3.90	3.91
Facts of Case	3.90	3.95	3.84
Decisions	3.93	3.93	3.83
Rationale/Implications	3.90	3.93	3.78
Reflection	3.83	3.78	3.74

Use of Results— Students’ scores increased in all categories except for “Facts of the Case” and “Rationale/Implications.” Teachers will include more group discussions in the face-to-face class meetings on how to take the facts of a case and determine the implications and rationale for the findings of the cases.

Student Learning Outcome # 6— Students will model professional dispositions during the internship.

Assessment Criteria and Procedures—As measured by (EDL 688 School and Community Climates), students will show 3.0 or higher rating on the target performance level on the **Ideal School Community Relations Program**.

Assessment Results— Professional Dispositions for Educational Leadership

Academic Years	2017-2018	2018-19	2019-2020
Mission/Philosophy	4.0	3.98	3.84
Description of School District	4.0	3.98	3.91
Public Relationship	4.0	3.84	3.87
Programs	4.0	3.98	3.60
Goals	4.0		3.71
Operating Budget	4.0	3.93	3.80

Use of Results— The students met the increase of the S.L.O. standard from 3.0 to 3.5. Students were given more insight that most districts are not using funds to hire a public relations person but are relying more and more on using social media to promote their schools, which is much more cost effective for the schools. Students have asked for more experience in preparing budgets of this nature, so we have added more budgeting within EDL 609 School Finance and Business Management.

**M.Ed. Elementary Education
EFFECTIVENESS
PROGRAM 2019-2020
Program Assessment
Report School of Education
Department of Curriculum and Instruction**

University Mission

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Expanded Statement of Mission from the Institutional Plan

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MASTER OF EDUCATION -ELEMENTARY EDUCATION

Mission: The M.Ed. Elementary Education is designed to provide advanced graduate training in the area of Elementary Education (strategies, philosophy, innovations, unit design, and unit implementation.) This degree does not add an endorsement to the educator's license. It is "our mission to promote innovative solutions to educate challenges and inspire actions that creates positive, sustainable futures for children and youth worldwide." (acei.org)

Student Learning Outcome # 1–

Students will evaluate the effectiveness of the master's degree in Elementary Education.

Assessment Criteria and Procedures-As measured by the Exit Survey, students will rate the program effectiveness 3.0 or higher in all categories.

Assessment Results-

Table 1 Exit Survey

Indicators	2017-2018	2018-19	2019-2020
Advisor Effectiveness	4.5	--	--
Faculty Expertise	4.4	--	--
Library Resources	4.3	--	--
Modem Facilities	4.5	--	--
Technology Resources	4.3	--	--
Best Practices	4.3	--	--
Scholarly Writing Training	4.4	--	--
Research Skills Training	4.4	--	--
Class Availability	4.5	--	--
Individual Needs Met	4.5	--	--
School Mission Realized	4.4	--	--
Diversity	4.4	--	--

Use of Results-

Student results were well above the 3.0 in all categories. Due to the decreasing number of students taking the Comprehensive Examination, this is no longer a valid exit survey for all students.

Student Learning Outcome #2-

Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to elementary education.

Assessment Criteria and Procedures-As measured by . . .

Ninety percent of the students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering elementary 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

Assessment Results-

Table 2 Comprehensive Examination Results

Indicators	2017-2018	2018-19	2019-2020
Passing Rate	100%	100%	100%
Number	4	5	4

Use of Results-

Comprehensive Examination results have been reviewed by a faculty committee and determined to provide limited evidence of teaching skills and knowledge. It is being phased out. The small number of candidates taking the examination indicates this process.

Student Learning Outcome #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.

Assessment Criteria and Procedures-As measured by . . .

The Assessing Student Learning, students will be measured by the following rubric. The mean will be 3.0 or higher on a four-point scale.

Assessment Results-

Table 3 Assessing Student Work

Indicators	2017-2018	2018-19	2019-2020
Analysis-student work	4.0	3.65	3.61
Using assessment to inform instruction	4.0	3.82	3.69
Using feedback to guide further learning	4.0	3.76	3.70
Monitoring student progress and adjusting instruction	4.0	4.0	3.68
Understanding language demands and resources	4.0	3.82	3.72

Use of Results-

All means exceeded the goal of 3.0. Scores still are declining across a three-year period. Faculty continue to emphasize differentiated instruction when assisting teachers with the adjustment of instruction. The traditional concept of teaching to the center of group miss students at both ends of the spectrum.

Student Learning Outcome #4-

The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design.

Assessment Criteria and Procedures-As measured by . . .

The **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.

Assessment Results-

Table 4 Planning Commentary Interdisciplinary Integrated Unit

Indicators	2017-2018	2018-19	2019-2020
Planning	--	3.88	3.82
Using knowledge of students	--	3.88	3.75
Planning assessments	--	3.71	3.75

Use of Results-

This assessment was released at the end of 2017. The rubric indicators exceed the 3.0 mean goal. There is some minor decline over the past two years. Focus on planning assessments appears to be most concerning. Teachers are increasing their ability to differentiate their instruction based on performance assessments as well as formal and informal assessments. Faculty continue to review the course content to update information on co-teaching and instructional strategies.

Student Learning Outcome# 5-

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge and application of technology.

Assessment Criteria and Procedures-As measured by . . .

The Technology Unit, 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.

Assessment Results-

Table 5 Technology-Integrated Instructional Unit

Indicators	2017-2018	2018-19	2019-2020
Organization	3.45	3.80	3.92
Teaching Strategies	4.00	3.87	3.73
Language Arts	4.00	3.63	3.78
Multiple Intelligences	4.00	3.78	3.45
Technology Integration	4.00	3.87	3.80

Use of Results-

The COVID pandemic dramatically changed the Technology in Education course as faculty had to quickly overhaul course application to fit entire schools taught at home through computers. The course could have been named Instruction through Technology. The indicators exceeded the 3.00 goal. Schools recently reported every child receiving a Chromebook for home and school use.

**M.Ed. English Education
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Report
School of Education
Department of Curriculum and Instruction**

University Mission

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MASTER OF EDUCATION -

Mission: The M.ED. English Education provides a strong academic curriculum and excellent instruction enriched with Christian values for students of all backgrounds to achieve their highest potential in scholarship. The target population is teachers delivering English and Language Arts instruction in secondary education (7th-12th grades). The M.Ed. in English Education offers an expanded study in language, literature, composition theory and practice, literary theory and criticism, literary history, cultural studies, and readings in diverse texts. The degree also provides in-depth instruction and practice in the development of inclusive instructional units, assessment, and research in educational trends.

Student Learning Outcome # 1—

Graduate students in the M.Ed. program in English will demonstrate writing proficiency in courses offered in the rotation schedule for grammar, language and composition.

Assessment Criteria and Procedures—

As measured by a required writing assessment 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 (Seminar in Theories in Methods of Teaching Composition), 690 (Seminar in Creative Non-Fiction), students will earn an overall mean score of 3.0 on a 4.0 Likert scale for the writing assessment.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	4.0	3.8	3.5
N=	5	5	4

Use of Results—

The Department continues to affirm the importance of writing in the M.Ed. program in English and will continue to require a writing assessment in each graduate course in the program.

Student Learning Outcome # 2—

Graduate students in the M.Ed. program in English will demonstrate writing proficiency in courses offered in the rotation schedule for English literature and drama courses.

Assessment Criteria and Procedures—

As measured by a required writing assessment in the rotation schedule for English literature and drama courses ENG 506 (*Pre-Renaissance*), 511 (*Elizabethan/Jacobean Drama*), 534 (*The Renaissance Age*), or 626 (*Seminar in Shakespearean Drama*), 611 (*Seminar in World Literature to 1650*) students will earn an overall mean score of 3.0 on a four point Likert scale for the Writing Assessment.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	3.6	3.4	N/A
N=	5	5	N/A

Use of Results—

The Department continues to affirm the importance of writing in the M.Ed. program in English and will continue to require a writing assessment in each graduate course in the program.

Student Learning Outcome # 3—

Graduate students in the M.Ed. program in English will demonstrate writing proficiency in courses offered in the rotation schedule for bibliography and literary criticism.

Assessment Criteria and Procedures—

As measured by a required writing assessment in the rotation schedule for 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*), students will earn an overall mean score of 3.0 on a four point Likert scale for the genre specific Writing Assessment.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	4.0	3.7	3.5
N=	7	11	8

Use of Results—

The Department continues to affirm the importance of writing in the M.Ed. program in English and will continue to require a writing assessment in each graduate course in the program.

Student Learning Outcome # 4—

Graduate students in the M.Ed. program in English will demonstrate writing proficiency in courses offered in the rotation schedule for American literature.

Assessment Criteria and Procedures—

As measured by a required writing assessment 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*), students will earn an overall mean score of 3.0 on a four point Likert scale for the Writing Assessment.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	3.7	3.6	3.8
N=	7	7	5

Use of Results—

The Department continues to affirm the importance of writing in the M.Ed. program in English and will continue to require a writing assessment in each graduate course in the program.

Student Learning Outcome # 5—

Graduate students in the M.Ed. program in English will demonstrate writing proficiency in courses offered in the rotation schedule for modern and contemporary English literature.

Assessment Criteria and Procedures—

As measured by a required writing assessment in the rotation schedule for modern and contemporary English literature courses ENG 540 (*Enlightenment*), 550 (*Romantic Age*), 560 (*Victorian Age*), 572 (*Contemporary Literature*), 575 (*Modern/Contemporary drama*), 627 (*Sem in Contemporary Drama*), students will earn an overall mean score of 3.0 on a four point Likert scale for the Writing Assessment.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	3.9	3.8	3.5
N=	8	7	5

Use of Results—

The Department continues to affirm the importance of writing in the M.Ed. program in English and will continue to require a writing assessment in each graduate course in the program.

**M.ED. GIFTED EDUCATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

University Mission

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MASTER OF EDUCATION – GIFTED EDUCATION

Mission: The M.Ed. Gifted Education ensures that practitioners are able to recognize and serve highly able learners through systematic programming. Educators will identify high-ability students who need more depth and complexity in instruction or may need a referral for further assessment and services. Gifted Education teachers are familiar with the theory, research, curriculum strategies, and educational practices necessary to develop and sustain high quality classroom-based opportunities for advanced student learning.

Student Learning Outcome # 1—Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to gifted education and professional dispositions.

Assessment Criteria and Procedures—As measured by Exit Survey, ninety percent of the graduating students will earn an overall rating 3.0 or higher on a written comprehensive exam covering their subject matter, or the student will score 3.0 or higher in Curricula Planning EDU 640. Additionally students will self-assess using the professional dispositions aligned with the university’s missions and their outcomes.

Assessment Results— The M.Ed. gifted education students earned an overall score of 3.0 on comprehensive exam or the equivalent 3.0 or higher in EDU 640.

Table 1. Exit Survey

Indicators	2017-2018	2018-19	2019-2020
Advisor Effectiveness	5.0	5.0	5.0
Faculty Expertise	5.0	5.0	5.0
Library Resources	5.0	5.0	5.0
Modern Facilities	5.0	5.0	5.0
Technology Resources	5.0	5.0	5.0
Best Practices	5.0	5.0	5.0
Scholarly Writing Training	5.0	5.0	5.0
Research Skills Training	5.0	5.0	5.0
Class Availability	5.0	5.0	5.0
Individual Needs Met	5.0	5.0	5.0
School Mission Realized	5.0	5.0	5.0
Diversity	5.0	5.0	5.0

Use of Results— Data driven decisions enable us to focus on additional content knowledge for teachers of the gifted in the areas of technology, online learning and teacher effectiveness particularly in special populations.

Student Learning Outcome # 2—The student will employ skills in designing and implementing the Interdisciplinary Unit and analyzing student learning, making data driven decisions, planning targeted learning experiences and differentiating instruction throughout the classroom

Assessment Criteria and Procedures—As measured by Interdisciplinary Unit, analysis of student learning, lesson planning, student engagement, context for learning, and planning commentary and reflection, students will earn 3.5 out of a five-point Likert scale.

Assessment Results—

Table 2. Interdisciplinary Unit Results

Indicators	2017-2018	2018-19	2019-2020
Learner Development / Differences	3.8	3.9	4.0
Learning Environments	4.0	3.9	4.0

Curricular Content	3.9	4.0	4.0
Assessment	4.0	3.8	3.9
Instructional Planning and Strategies	4.0	4.0	3.9
Professional Learning	4.0	4.0	4.0

Use of Results— After analyzing student planning commentary and reflection, it was determined that more emphasis was needed in the area of student engagement in a virtual setting. Faculty added sample interdisciplinary units for virtual learning.

Student Learning Outcome # 3—*The student will demonstrate skills in interviewing gifted learners, parents and professionals in the sense of a researcher and summarize information gathered to provide understanding into the characteristics of gifted learners and how to prescribe the best learning experiences for their development.*

Assessment Criteria and Procedures—As measured by the Interview/Case Study, this assignment will determine assessment strategies for learners, understanding learner characteristics and individual learning differences and how they affect the learning environment, and collaboration with other educators.

Assessment Results—

Table 3. Interview Discussion (Introduced 2016-2017)

Indicators	2017-2018	2018-19	2019-2020
Assessment Strategies	4.0	3.7	3.8
Development-Learner Characteristics	4.0	3.7	3.8
Individual Learning Differences	4.0	3.7	3.8
Collaboration	3.4	3.7	3.8

Use of Results— The collaboration indicator has improved through virtual class meetings and discussions through Canvas and WebEx. Other indicators were lower due to limited availability of face to face students and teachers for interview.

Student Learning Outcome # 4—*The student will demonstrate content knowledge and performance skills through the development and implementation of a staff development presentation with the intent to inform and educate faculty and staff on the identification, instruction and differentiation of gifted learners.*

Assessment Criteria and Procedures—As measured by the Staff Development Presentation, the student will demonstrate skill in communicating characteristics, learning styles and capabilities of gifted learners as well as how to differentiate instruction for gifted learners in the general education classroom. Students will earn 3.5 out of a five-point Likert Scale.

Assessment Results—

Table 4. Staff Development Presentation

Indicators	2017-2018	2018-19	2019-2020
Learner Development/Individual Differences	4.0	3.8	4.0
Learning Environments	3.9	3.9	4.0
Curricula Content Knowledge	4.0	4.0	4.0
Assessment	3.9	4.0	4.0
Professional Learning and Ethical Practice	4.0	4.0	4.0

Use of Results— improvement in all areas indicated that this outcome is ideal and indicators can be added in the area of virtual teaching and learning

Student Learning Outcome # 5—The student will demonstrate content knowledge and performance skill when designing and implementing an instructional unit for differentiated teaching and learning.

Assessment Criteria and Procedures—As measured by the Implementation of an Instructional Unit, this assignment assesses the development and implementation of a interdisciplinary instructional unit using the parallel curriculum model.

Assessment Results—

Table 5. Implementation of an Instructional Unit

Indicators	2017-2018	2018-19	2019-2020
Topic and Topical Themes	4.0	4.0	4.0
Unit Overview	4.0	4.0	4.0
Generalizations	3.8	3.8	4.0
Guiding Questions	4.0	4.0	4.0
Strategies and Procedures	4.0	4.0	3.8
Culminating Tasks	4.0	4.0	4.0

Use of Results— Implementation was difficult this year due to virtual settings. Plans were made to change the rubrics to reflect teaching in a virtual setting.

**M.Ed. Interscholastic Athletic Administration
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Report
School of Education
Department of Curriculum and Instruction**

University Mission

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Expanded Statement of Mission from the Institutional Plan

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

MASTER OF EDUCATION – INTERSCHOLASTIC ATHLETIC ADMINISTRATION

Goal for Departmental Program/Unit

The mission of the M.Ed. in Interscholastic Athletic Administration degree program is to build in students applied capabilities for effective planning, organizing, and controlling the private and public sector sports programs; to understand and practice research-based leadership and management models.

Student Learning Outcome # 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.

Assessment Criteria and Procedures—As measured by **The Field Research Study Project**, the assessment 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). The indicator mean will be 3.5 or higher on a five-point scale.

Assessment Results— The Field Research Study Project

Indicators	2017-2018	2018-19	2019-2020
Proposal	4.8	4.5	5.0
Full Action Plan	4.5	4.5	4.8
Project Description	5.0	5.0	5.0
Marketing Plan	4.5	4.5	4.5
Financial Projections	4.5	4.5	4.8
N=	31	30	25

Use of Results— Faculty determined there needed to be more emphasis on cost projections of projects and seeking out best practices for related projects (example: add on to a facility researching who has already worked in that area).

Student Learning Outcome # 2— Students will organize information, design a media tool, and present the results of their Field Project.

Assessment Criteria and Procedures—As measured by **The Field Project PowerPoint Presentation**, there are five indicators with a mean of 3.5 or higher on a five-point Likert scale.

Assessment Results— The Field Project PowerPoint Presentation

Indicators	2017-2018	2018-19	2019-2020
Organization	3.5	4.0	4.2
Topic/Knowledge	3.9	4.5	4.5
Audience Adaptation	3.75	3.5	3.6
Language Use	3.8	4.0	4.5
Delivery	3.9	4.5	5.0
N=	31	30	25

Use of Results— Audience Adaptation means presenting the PowerPoint to a Board of Directors or School Board in terms of seeking project plan approval. Perfect score means a strong interaction between participants and the presenter. Faculty will increase opportunities for students to view highly effective presentations in a real-world setting.

Student Learning Outcome # 3— Students will evaluate leadership skills and adapt them to his/her own professional philosophy of education.

Assessment Criteria and Procedures—As measured by **The Leadership Paper** in PED 691, there are eight indicators which cover the scope of the understanding of leadership and skills to construct a well-written graduate research paper. The students will reach 3.0 or higher on a four-point Likert Scale.

Assessment Results— The Leadership Paper

Indicators	2017-2018	2018-19	2019-2020
Content Knowledge	3.7	4.0	3.8
Conceptualization	3.0	3.5	3.8
Organization	3.1	3.5	4.0
Argument	3.2	3.2	3.5
Resources	3.5	3.75	4.0
APA Style	2.8	3.0	3.2
N=	16	20	16

Use of Results— Faculty is designing an additional writing assignment that complements the Leadership Paper. This assignment will be entitled *Sport Management Opportunities in the Private Sector*. The assignment will include a research survey of private sector opportunities and interviews with five professionals in private sector sports management positions.

Student Learning Outcome # 4— Students will evaluate whether the IAA Program met the required professional training for an athletic director.

Assessment Criteria and Procedures—As measured by **The IAA Program Survey**, the survey assesses students' perceptions of program effectiveness. The indicators must reach 3.5 or higher on a five-point Likert Scale. The evaluation is divided into five sections: Program Effectiveness, Goals and Objectives, Time Commitment and General Instruction, Program Improvement and Suggestions. This survey is on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Survey was conducted by an outside evaluator.

Assessment Results— The IAA Program Survey

Indicators	2017-2018	2018-19	2019-2020
Program Content met my needs.	4.80	4.89	5.00
Understood program expectations.	4.80	4.78	4.90
Class content was consistent with program objectives.	4.75	4.56	4.90
I was satisfied with the pace of the program.	4.90	4.78	4.90
Textbooks, materials, and handouts were adequate.	4.70	4.89	4.90
Class locations and equipment were adequate.	4.60	4.67	5.00
Relevance of subject matter addressed my educational goals.	5.00	4.78	5.00

The Field Work Project and Trip was beneficial to my learning.	5.00	5.00	5.00
After completion of this program, I have the knowledge and skills to be an effective administrator.	4.75	4.89	5.00
N=	25	9	10

Use of Results— The results across three years indicate students have a strong positive perception of all components of the program. Faculty have committed to moving the hybrid program to a fully online program resulting in recruitment progress with out-of-state students. Program coordinator is designing an online assignment to take the place of the New Orleans Field Trip. This project is designed to build understanding in the private sector sports management and career possibilities.

M.Ed. Art of Teaching
(Elementary, Secondary, Special Education)
EFFECTIVENESS PROGRAM
2019-2020
Program Assessment Report
School of Education
Department of Curriculum and Instruction

University Mission

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Expanded Statement of Mission from the Institutional Plan

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6. Strengthen financial resources

MASTER OF EDUCATION - ART OF TEACHING

Goal for Departmental Program/Unit

The mission of the M.Ed. Art of Teaching (MAT) degree program provides a unique opportunity for non-education graduates to enter the teaching profession. The program provides training 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 school and community stakeholders; and 5)
Meeting individual needs of diverse leaders.

Student Learning Objective # 1— Produce teacher candidates who are proficient 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. 100% of the candidates will demonstrate proficiency on each of the 25 performance indicators with an overall mean of 3.0 or higher on a four-point Likert Scale.

Assessment Criteria and Procedures—

MAT candidates are assessed twice during their internship experience using the Teacher Intern Assessment Instrument (TIAI). The following data represent the summative TIAI evaluations for each of the last three years.

Use of Results— The only indicator for which the mean was not 3.0 or above was indicator #19 — Uses	Indicator	2017-18	2018-19	2019-20
	1 Chooses appropriate objectives	3.83	3.77	3.59
	2 Incorporates diversity	3.86	3.56	3.66
	3 Integrates content from other disciplines	3.59	3.66	3.70
	4 Variety of effective teaching strategies	3.88	3.51	3.58
	5 Appropriate assessments	3.77	3.51	3.51
	6 Effective incorporation of technology	3.78	3.76	3.67
	7 Communicates assessment criteria	3.62	3.33	3.43
	8 Uses assessment data to plan instruction	3.73	3.47	3.50
	9 Uses appropriate oral communication	3.84	3.72	3.67
	10 Provides clear directions	3.91	3.78	3.77
	11 Communicates high expectations	3.89	3.78	3.77
	12 Conveys enthusiasm	3.96	3.84	3.72
	13 Provides cooperative interaction	3.88	3.70	3.72
	14 Demonstrates subject knowledge	3.97	3.78	3.76
	15 Uses a variety of strategies	3.89	3.69	3.67
	16 Provides for learner differences	3.83	3.56	3.60
	17 Engages in analytical/critical thinking	3.51	3.45	3.27
	18 Elicits input	3.92	3.72	3.71
	19 Uses family/community resources	3.23	2.92	2.69
	20 Adjusts classroom environment	3.95	3.68	3.70
	21 Attends to routine tasks	3.88	3.78	3.72
	22 Uses variety of behavior strategies	3.83	3.45	3.60
	23 Maintains fairness	3.98	3.85	3.74
	24 Maximizes instructional time	3.91	3.70	3.69
	25 Communicates effectively w/parents	3.79	3.68	3.55
Academic Years		2017-2018	2018-19	2019-2020
Mean and Pass Rate		3.81	3.62	3.59
		104	93	107

family/community resources. The mean for this indicator was 2.69. A thorough explanation of strategies for using family/community resources will be provided in EDU 536 — Classroom Management. To check for understanding, candidates will be required to include a family/community resource in their practice TIAI lesson plans submitted in EDU 634 — Internship.

Student Learning Outcome # 2— The candidate will demonstrate the ability to design instruction that employs a variety of teaching strategies, including technology, to addresses diverse needs of students.

Assessment Criteria and Procedures—

The following indicators on the TIAI (Teacher Intern Assessment Instrument) were used to determine candidates' success in meeting the objective: Indicator #15— Uses a variety of appropriate teaching strategies to impact student learning and development and Indicator #6 — Plans include technology that will engage students in analysis, creativity and deeper learning experiences. As indicated below, candidates' scores on these two indicators have decreased over the last three years.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	#15-3.89•, - 3.78	#15-3.69• #6-3.76	- 3.67; #6-3.67
	104	93	107

Use of Results—

In 2019, a seminar was added for the purpose of familiarizing candidates with creative teaching strategies specific to their discipline through breakout sessions in the areas of Language Arts, Mathematics, Social Studies, Biology, Physical Education, and Special Education.

Due to the Covid-19 outbreak, classroom teachers were suddenly required to provide instruction through a virtual format. Consequently, in lieu of the first face-to-face seminar required for teacher interns, candidates completed online modules on relevant topics. One of the modules provided training in using multiple online resources to provide creative instruction that addressed diverse learning styles and ability levels.

Student Learning Outcome # 3—

Candidates will engage all students in critical thinking through higher-order questioning. Candidates will construct guiding questions to be included in the lesson plan.

Assessment Criteria and Procedures—

Indicator #17 was used to measure candidates' success. As indicated below, candidates' scores on this indicator have decreased over the last three years.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	#17-3.51	- 3.45	- 3.27
	104	93	107

Use of Results—

Candidates will be introduced to Bloom's Taxonomy in EDU 536 — Classroom Management and EDU 650 — Tests, Measurements, and Evaluations. When writing lesson plans in EDU 634 and EDU 635, candidates will be required to label their SLOS (Student Learning Objectives) with the appropriate Bloom's level. Guiding questions will also be included in the lesson plan.

**M.ED. MATHEMATICS EDUCATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

University Mission

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MASTER OF EDUCATION – MATHEMATICS EDUCATION

Goal for Departmental Program/Unit

The mission of the M.Ed. Mathematics Education degree program 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.

Student Learning Outcome# 1–

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.

Assessment Criteria and Procedures-As measured by . . .

The Assessing Student Learning, students will be measured by the following rubric. The mean will be 3.0 or higher on a four-point scale.

Assessment Results-

Table 1 Assessing Student Work

Indicators	2017-2018	2018-19	2019-2020
Analysis-student work	4.0	3.65	3.61
Using assessment to inform	4.0	3.82	3.69
Using feedback to guide further	4.0	3.76	3.70
Monitoring student progress and adjusting	4.0	4.0	3.68
Understanding language demands and	4.0	3.82	3.72

Use of Results-

All means exceeded the goal of 3.0. Scores still are declining across a three-year period. Faculty continue to emphasize differentiated instruction when assisting teachers with the adjustment of instruction. The traditional concept of teaching to the center of group miss students at both ends of the spectrum.

Student Learning Outcome# 2-

Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to elementary education.

Assessment Criteria and Procedures-As measured by . . .

Ninety percent of the students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering elementary content knowledge and application. The evaluation rubric was set on a five-point Likert Scale.

Assessment Results-

Table 2 Comprehensive Examination Results

Indicators	2017-2018	2018-19	2019-2020
Passing Rate	100%	100%	--
Number	1	2	--

*Due to limited program enrollment, only one student has been tested in the past three years.

Use of Results-

Comprehensive Examination results have been reviewed by a faculty committee and determined to provide limited evidence of teaching skills and knowledge. It is being phased out. The small number of candidates taking the examination indicates this process.

Student Learning Outcome # 3— A student will demonstrate the following SLOs.

1. Understand the basic meaning of discreteness.
2. Know how to solve basic counting problems.
3. Understand and apply mathematical induction.
4. Demonstrate familiarity with important classes of natural numbers, such as triangular numbers, Fibonacci numbers, binomial coefficients, etc.
5. Solve discrete probability problems.
6. Learn rudimentary techniques in number theory, such as the Euclidean algorithm.
7. Understand the basic meaning of the prime number theorem.
8. Become familiar with important unsolved problems in number theory.
9. Understand and apply basic graph-theoretic notions.

Assessment Criteria and Procedures—Students will demonstrate the specified skill or degree of understanding on at least 6 of the 9 SLOs. At least 70 percent of the students will demonstrate individual proficiency.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	60%	5%
N=	2	5	5

Use of Results—Planned improvements focus on improving remote delivery. We do not interpret the relative success of the students in these particular sections as indicative of sufficient remote instructional resources, since the students were unusually strong and probably learned a large percentage of the material independently. Currently only about a third of the material has sufficient online video lectures to go with it. We plan to increase this as much as possible. We also plan to add at least a few real-time meetings via video chat. Students and instructors alike have become much more familiar with this means of communication due to the pandemic, and we feel that the ability to answer questions in real time will improve comprehension even if the meetings are not frequent or lengthy.

Student Learning Outcome # 4-

The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design.

Assessment Criteria and Procedures-As measured by . . .

The **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.

Assessment Results-

Table 4 Planning Commentary Interdisciplinary Integrated Unit

Indicators	2017-2018	2018-19	2019-2020
Planning	--	3.88	3.82
Using knowledge of	--	3.88	3.75
Planning assessments	--	3.71	3.75

Use of Results-

This assessment was released at the end of 2017. The rubric indicators exceed the 3.0 mean goal. There is some minor decline over the past two years. Focus on planning assessments appears to be most concerning. Teachers are increasing their ability to differentiate their instruction based on performance assessments as well as formal and informal assessments. Faculty continue to review the course content to update information on co-teaching and instructional strategies.

Student Learning Outcome # 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.

Assessment Criteria and Procedures-As measured by . . .

The **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.

Assessment Results-

Table 5 Planning Commentary Interdisciplinary Integrated Unit

Indicators	2017-2018	2018-19	2019-2020
Planning	--	3.88	3.82
Using knowledge of	--	3.88	3.75
Planning assessments	--	3.71	3.75

Use of Results-

This assessment was released at the end of 2017. The rubric indicators exceed the 3.0 mean goal. There is some minor decline over the past two years. Focus on planning assessments appears to be most concerning. Teachers are increasing their ability to differentiate their instruction based on performance assessments as well as formal and informal assessments. Faculty continue to review the course content to update information on co-teaching and instructional strategies.

**M.ED. SECONDARY EDUCATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

University Mission

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MASTER OF EDUCATION –SECONDARY EDUCATION

Goal for Departmental Program

The mission of the M.Ed. Secondary Education degree program is to prepare secondary education 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.

Student Learning Outcome # 1—

A student demonstrates his/her ability to assess and reflect on student learning and its instructional impact in the classroom.

Assessment Criteria and Procedures—As measured in

EDU 640 Curriculum Planning, the **Assessing Student Learning Activity**, the students assess their student's 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.

- i. Analyzing student work
- ii. Using assessment to inform instruction
- iii. Using feedback to guide further learning
- iv. Monitoring student progress and adjusting instruction
- v. Understanding language demands and resources

Assessment Results—

Table 1. Assessing Student Learning

Indicators	2017-2018	2018-19	2019-2020
Analysis	4.0	4.0	3.61
Informing Instruction	4.0	4.0	3.69
Feedback	4.0	4.0	3.70
Monitoring	4.0	4.0	3.68
Understanding Language	4.0	4.0	3.72

Use of Results—

COVID has dramatically changed the role of assessment in classrooms around the country. With a fully online approach for many students quarantined at home, teachers have had to rethink their assessment procedures recognizing the need to depend on parents to help with the student assessments. Faculty increased the variety and creativity of informal and formal assessments to assist teachers in broadening their assessment toolbox. State research is showing that students' scores have declined during these past months.

Student Learning Outcome # 2—

The student will demonstrate knowledge and application of technology within the classroom learning environment through technology integrated instructional planning.

Assessment Criteria and Procedures—As measured by . . .

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.

- i. Organization
- ii. Teaching across curriculum
- iii. Language arts skills
- iv. Multiple Intelligences
- v. Technology Integration

Assessment Results—

Table 2. Technology Unit

Indicators	2017-2018	2018-19	2019-2020
Organization	3.90	3.80	3.92
Teaching across curriculum	3.91	3.63	3.73
Language arts skills	3.82	3.63	3.78
Multiple Intelligences	4.00	3.78	3.45
Technology Integration	4.00	3.87	3.80

Use of Results—

The COVID pandemic changed the face of schools nationwide. Teachers had to confront their skill level when delivering curriculum and assessment through a virtual environment. Teachers who for years played around the edges of technology had change their entire approach to instructional strategies. Some attempted to use large packets of worksheets. But most realized this constituted a huge change in format and philosophy. Faculty also had to dramatically shift and differentiate their instruction to meet the powerful needs developing across the states. More technology strategies have been introduced including conversion of many secondary classes to canvas or similar platforms.

Student Learning Outcome # 3—

The student will apply the principles of differentiation and multiple intelligences to design an integrated lesson plan for the secondary classroom.

Assessment Criteria and Procedures—As measured by . . .

In EDU 646, Secondary Methods, the students 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 a four-point Likert scale.

Assessment Results—

Table 3. Choice-Board - An Integrated Lesson Plan

Indicators	2017-2018	2018-19	2019-2020
Frameworks	3.60	4.00	3.95
Learning Styles	3.60	3.93	3.82
Differentiation	3.80	3.86	3.79
Assessment	3.70	3.82	3.77

*All indicators exceeded the SLO standard. Differences among years can be attributed to the small class enrollments.

Use of Results—

Faculty upgraded the Canvas course shells increasing discussion boards engaging students in higher level critical thinking topics and instructional changes tied to the dramatic national education changes due to the pandemic. Online conferences and chatrooms have been increased providing opportunities for students to discuss in depth instructional issues they are encountering in this new environment. Differentiation is a critical topic since instructional strategies are often being delivered to the homes through paper and online activities.

Student Learning Outcome # 4—

Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to a secondary classroom.

Assessment Criteria and Procedures—As measured by . . .

Ninety percent of the secondary master's students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering their subject matter field. The evaluation rubric was set on a five-point Likert scale.

- i. Comprehensive answer
- ii. Up-to-date information
- iii. Documented by three or more references
- iv. Proper grammar and spelling
- v. Appropriate transition in writing
- vi. Reflects good writing style

Assessment Results—

Table 4. Comprehensive Examination

Academic Years	2017-2018	2018-19	2019-2020
Pass Rate	<i>100%</i>	<i>100%</i>	<i>100%</i>
N=	<i>18</i>	<i>1</i>	<i>2</i>

Use of Results—

The decline in students taking the Comprehensive Examination is due to the fact that the Examination is being replaced by EDU 640 Integrated Lesson Project. Faculty determined more effective data would be collected through the assessment change. This is the last time this assessment will be used.

**M.ED. SOCIAL STUDIES EDUCATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

University Mission

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MASTER OF EDUCATION – SOCIAL STUDIES EDUCATION

Goal for Departmental Program/Unit

The mission of the M.Ed. Social Studies Education degree program is to prepare confident, caring, and reflective educators. The program promotes an understanding of past and present human societies in order to enhance student learning; to develop content knowledge in curriculum content, unit and lesson design, teaching strategies, assessment and evaluation methods, media technology appropriate for teaching history in the K-12 schools.

Student Learning Outcome# 1–

Students will evaluate the effectiveness of the master's degree in Social Studies Education.

Assessment Criteria and Procedures-As measured by the Exit Survey, students will rate the program effectiveness 3.0 or higher in all categories.

Assessment Results-

Table 1 Exit Survey

Indicators	2017-2018	2018-19	2019-2020
Advisor Effectiveness	4.5	--	--
Faculty Expertise	4.4	--	--
Library Resources	4.3	--	--
Modem Facilities	4.5	--	--
Technology Resources	4.3	--	--
Best Practices	4.3	--	--
Scholarly Writing Training	4.4	--	--
Research Skills Training	4.4	--	--
Class Availability	4.5	--	--
Individual Needs Met	4.5	--	--
School Mission Realized	4.4	--	--
Diversity	4.4	--	--

Use of Results-

Student results were well above the 3.0 in all categories. Due to the decreasing number of students taking the Comprehensive Examination, this is no longer a valid exit survey for all students.

Student Learning Outcome# 2-

Students completing Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to elementary education.

Assessment Criteria and Procedures-As measured by . . .

Ninety percent of the students will earn an overall rating of 3.00 or higher on a written **Comprehensive Examination** covering elementary content knowledge and application. The evaluation rubric was set on a five-point Likert Scale.

Assessment Results-

Table 2 Comprehensive Examination Results

Indicators	2017-2018	2018-19	2019-2020
Passing Rate	--	--	--
Number	0	0	0

*No M.Ed. Social Studies Education took the Comprehensive Examination: low enrollment.

Use of Results-

Comprehensive Examination results have been reviewed by a faculty committee and determined to provide limited evidence of teaching skills and knowledge. It is being phased out. The small number of candidates taking the examination indicates this process.

Student Learning Outcome# 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.

Assessment Criteria and Procedures-As measured by . . .

The Assessing Student Learning, students will be measured by the following rubric. The mean will be 3.0 or higher on a four-point scale.

Assessment Results-

Table 3 Assessing Student Work

Indicators	2017-2018	2018-19	2019-2020
Analysis-student work	4.0	3.65	3.61
Using assessment to inform instruction	4.0	3.82	3.69
Using feedback to guide further learning	4.0	3.76	3.70
Monitoring student progress and adjusting instruction	4.0	4.0	3.68
Understanding language demands and resources	4.0	3.82	3.72

Use of Results-

All means exceeded the goal of 3.0. Scores still are declining across a three-year period. Faculty continue to emphasize differentiated instruction when assisting teachers with the adjustment of instruction. The traditional concept of teaching to the center of group miss students at both ends of the spectrum.

Student Learning Outcome# 4-

The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design.

Assessment Criteria and Procedures-As measured by . . .

The **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.

Assessment Results-

Table 4 Planning Commentary Interdisciplinary Integrated Unit

Indicators	2017-2018	2018-19	2019-2020
Planning	--	3.88	3.82

Using knowledge of students	--	3.88	3.75
Planning assessments	--	3.71	3.75

Use of Results-

This assessment was released at the end of 2017. The rubric indicators exceed the 3.0 mean goal. There is some minor decline over the past two years. Focus on planning assessments appears to be most concerning. Teachers are increasing their ability to differentiate their instruction based on performance assessments as well as formal and informal assessments. Faculty continue to review the course content to update information on co-teaching and instructional strategies.

Student Learning Outcome # 5-

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge and application of technology.

Assessment Criteria and Procedures-As measured by ...

The Technology Unit, 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.

Assessment Results-

Table 5 Technology-Integrated Instructional Unit

Indicators	2017-2018	2018-19	2019-2020
Organization	3.45	3.80	3.92
Teaching Strategies	4.00	3.87	3.73
Language Arts	4.00	3.63	3.78
Multiple Intelligences	4.00	3.78	3.45
Technology Integration	4.00	<u>3.87</u>	<u>3.80</u>

Use of Results-

The COVID pandemic dramatically changed the Technology in Education course as faculty had to quickly overhaul course application to fit entire schools taught at home through computers. The course could have been named Instruction through Technology. The indicators exceeded the 3.00 goal. Schools recently reported every child receiving a Chromebook for home and school use.

**M.ED. TEACHING/LEARNING GLOBALLY
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

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 from the Institutional Plan

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

MASTER OF EDUCATION – TEACHING/LEARNING GLOBALLY

Goal for Departmental Program/Unit

The mission of the M.Ed. Teaching and Learning Globally degree program 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.

Student Learning Outcome # 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).

Assessment Criteria and Procedures—As measured by **The Reflective Question** (EDU 636), 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 and intelligibility.

Assessment Results— The Reflective Question

Academic Years	2017-2018	2018-19	2019-2020
Synthesis	4.00	3.50	3.44
Application	4.00	3.25	3.46
Reflection	4.00	3.50	3.42
Clarity	4.00	3.38	3.46

Use of Results— The Reflective Question has four indicators. Faculty determined to revise the format to include practical applications of theory in real-world classroom settings. This will require higher level of cognitive work on the part of the students. The pandemic and the conversion to online curriculum has required a major shift in content delivery in the course.

Student Learning Outcome # 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).

Assessment Criteria and Procedures—As measured by **The Planning Commentary** (EDU 640), the students will demonstrate planning focused, sequenced instruction. The rubric indicators will be 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 assessment to monitor and support student learning.

Assessment Results— The Planning Commentary

Academic Years	2017-2018	2018-19	2019-2020
Planning instruction	--	3.88	3.82
Using knowledge of students	--	3.88	3.75
Planning assessments	--	3.71	3.75

**No students enrolled in the course in 2017-2018. This is a low enrollment program.*

Use of Results— The means exceeded the SLO standard in all indicators. Faculty will add more samples of authentic assessments to the Canvas course shell. Real-world applications appear to be the key to connecting the students to the text conceptual designs.

Student Learning Outcome # 3— The graduate student will employ skills in designing and implementing the Interdisciplinary Unit by analyzing student learning, and making data-driven decisions, instructional decisions.

Assessment Criteria and Procedures—As measured by **The Interdisciplinary Unit (EDU 640)**, the students will demonstrate skills in planning focused, sequenced instruction. Students will earn 3.0 out of a four-point Likert scale.

Rubric:

- 1-Analysis of Student Learning
- 2-Lesson Planning
- 3-Student Engagement
- 4-Context for Learning
- 5-Planning Commentary

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Analysis of Student Learning	--	3.79	--
Planning	--	3.83	--
Engagement	--	3.79	--
Context	--	3.94	--
Commentary	--	3.82	--

**Due to low program enrollment, no students enrolled in the course in 2018 and 2019.*

Use of Results— Students indicated a need for additional activities to demonstrate effective skills in analyzing classroom learning and use of data to differentiate instruction. With the advent of the pandemic, a much stronger emphasis on technology has been added to the course.

**PH.D. HIGHER EDUCATION ADMINISTRATION
EFFECTIVENESS PROGRAM
2019-2020
PROGRAM ASSESSMENT REPORT
SCHOOL OF EDUCATION**

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 from the Institutional Plan

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

DOCTOR OF PHILOSOPHY – HIGHER EDUCATION ADMINISTRATION

Goal for Departmental Program/Unit

The purpose of the Doctor of Philosophy (Ph.D.) in Higher Education Administration is to prepare candidates to be successful leaders in post-secondary institutions through visionary planning, strategic utilization of resources, effective management and leadership, and practical application of research

Student Learning Outcome # 1— Students will demonstrate understanding of the importance of cultivating teamwork in leadership and professional responsibilities in higher education institutions.

(W.C.U. Goals 1, 2, 3, 4, 5)

(EDU Goals 1, 2, 3, 4, 5, 6, 7)

Assessment Criteria and Procedures—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).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	100%	100%
N=	11	11	14

Use of Results—Emphasis will be placed on effective teamwork practices in a virtual environment.

Student Learning Outcome # 2— Students will compose a philosophy of leadership as it relates to leading a higher education institution.

(WCU Goals 1, 2, 3, 4, 5, 6)

(EDU Goals 2, 3, 5, 7)

Assessment Criteria and Procedures—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: “Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	100%	No data	100%
N=	12		9

Use of Results—

The level of accomplishment will be maintained at 100%.

Student Learning Outcome # 3— Students will be able to discuss and interpret the Blake – Mouton Grid as it relates to several leadership styles/cultures in higher education.

(WCU Goals 1, 2, 4, 5, 6)

(EDU Goals 1, 2, 3,4,5,6, 7)

Assessment Criteria and Procedures—

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).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>No data</i>	<i>100%</i>	<i>No data</i>
N=		7	

Use of Results—Additional examples of individuals will be used to provide a broader understanding of the Blake-Mouton Grid.

Student Learning Outcome # 4— Students will demonstrate an understanding of descriptive statistics as well as common statistical procedures used in the field of education.

(WCU Goals 1, 4, 5)

(EDU Goals 1, 4)

Assessment Criteria and Procedures—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).

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>100%</i>	<i>89%</i>	<i>No data</i>
N=	10	9	

Use of Results—

Student Learning Outcome # 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.

(WCU Goals 1, 2, 4, 5, 6)

(EDU Goals 1, 2 3, 4, 5, 6, 7)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>No data</i>	<i>100%</i>	<i>100%</i>
N=		<i>2</i>	<i>6</i>

Use of Results—While students are performing well on this objective, emphasis will be added in specific relevant courses to improve the use of scholarly references in their response to the comprehensive examination.

Program Objective # 6— Students will analyze and synthesize existing knowledge and then develop an original problem to research in higher education.

(EDU Goals 1, 2, 4, 5)

(WCU Goals 1, 2, 3, 4, 5, 6, 7)

Assessment Criteria and Procedures—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.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>100%</i>	<i>No data</i>	<i>100%</i>
N=	<i>2</i>		<i>4</i>

Use of Results—Additional effort will be made to provide more opportunities for students to discuss emerging research projects with all professors as well as other students.

Program Objective # 7— After successfully defending a research proposal, students will collect and analyze data and write a discussion for a dissertation. This research will answer a question(s) to a problem or issue in higher education.

(EDU Goals 1, 2, 4, 5)

(WCU Goals 1, 2, 3, 4, 5, 6, 7)

Assessment Criteria and Procedures—Students will complete data collection and analysis and discussion for an original research project in higher education that has clear outcomes and implications for higher education administrators. The research will continue to be guided by a

committee of professors. Eighty-percent of students will successfully defend this completed research dissertation.

Assessment Results—

Academic Years	2017-2018	2018-19	2019-2020
Mean and Pass Rate	<i>100%</i>	<i>100%</i>	<i>100%</i>
N=	<i>3</i>	<i>3</i>	<i>6</i>

Use of Results—Additional effort will be made to more effectively work with student in a virtual environment (specifically, the use of WebEX/Teams to have more virtual conferences with the students).