

BS EDUCATION

Program Review, July 2025



WILLIAM WOODS
UNIVERSITY

2024 Program Review (2019-2023)

Education (BS)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).
2. Discuss any changes in the focus of the program over the cycle of this review.

Narrative:

William Woods University has prepared teachers in Callaway County since 1914. The School of Education offers the required coursework for multiple initial teacher licensure programs along with add-on certifications for early childhood education and special reading. The School of Education maintains a close partnership with several local school districts, including Fulton Public Schools, as evidenced by an articulated Grow Your Own program. Education majors complete a rigorously designed program with several important 'checkpoints' built in throughout. While the focus of our undergraduate education programs has not changed, a robust assessment program developed approximately five years ago has allowed us to more effectively analyze the success of our programs.

Given the critical teacher shortage facing our state, job prospects for our graduating education majors are strong. The Department of Elementary and Secondary Education (DESE) is attempting to remove barriers to certification for prospective teachers. Simplifying the process to teacher certification has both positive and negative effects on our program. For example, removing testing requirements for admittance to teacher education programs helps our students enter and complete our teacher education program. However, the rise of alternative certification routes in the state may start attracting students who would otherwise choose a traditional teacher education program. Overall, our undergraduate education programs have seen growth in recent years that reflects the overall growth at WWU, and we are excited to have more education majors this semester than we have since before this cycle began.

The School of Education at William Woods University aims to create and maintain standards-aligned and student-centered education programs valuing inclusion, creativity, and intellectual inquiry. Anchored to current research, pedagogy and "best practices" from the field, our conceptual framework rests on the assumption that student-centered coursework, application of learning in educational settings, group-based activity and the ability to reflect on one's practice based on current research/theory will produce the high-quality teachers and administrators needed to boost student achievement in all locales—rural, urban and suburban/metropolitan. An analysis of various data points including certification assessment pass rates, cooperating teacher and recent graduating senior surveys, and EOC assessments show the continue success of the students in our education programs.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle?
2. Why were these changes made?
3. Are any revisions planned?

Narrative:

Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential disciplines for developing future teachers and educational administrators who will in-turn boost student achievement in our state and elsewhere. We believe that all K12 students deserve effective and caring teachers and school leaders who are visionary and purposeful in practice. Last Updated: 08/07/2024

No significant changes have been made to our program mission statement during this cycle. Our mission continues to reflect our approach to teacher education and no revisions are planned.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The School of Education mission is closely tied to the mission of William Woods University. The faculty in the undergraduate education programs at WWU take a student-centered approach to teaching, and Inquiry-based learning, group work, reflective practice, and field experience are all key components to the success of our program. The School of Education's commitment to preparing future teachers for impactful careers in K-12 schools aligns with the university's focus on profession's-oriented education and is reflected in the success rate of our recent graduates. Additionally, many of our graduates go on to administrative/leadership roles within local schools or return to WWU to earn a graduate degree.

Service to the University (Contribution to Campus Climate)

1. What programming and organizational support are offered by the program that benefits the greater student population?
2. Does the program support on-ground/OLC General Education Courses?
3. Highlight any cross listed courses with other programs
4. Highlight any interdisciplinary programming or activities
5. Identify student enrichment programming that could include volunteer opportunities, field trips, workshops... (does not have to be specific to the program, but is beneficial to students on campus)

Narrative:

The School of Education is an integral part of the WWU campus community. Our students are involved in athletics, clubs, Greek life, and a variety of extracurricular activities. LEAD events, such as 'Becoming a Substitute Teacher' appeal to both education majors and the broader WWU student population. School of Education faculty have also hosted events on campus such as metal detecting, table tennis tournaments, and a campus ghost tour. Last year, a school of education faculty member led a book study which was attended by faculty across many disciplines. All of these events help connect our students and faculty with other disciplines on campus. The School of Education provides one general education course, EDU 201

Multicultural Education. EDU 201 is a popular course that many WWU students choose to fulfill their U-Cultures and Communities general education credit. The School of Education Faculty are committed to service to the university. Every faculty member serves on numerous committees (two of the standing committees on campus are chaired by School of Education faculty). Important university initiatives have relied heavily on School of Education faculty. Examples include service on the honors committee, personnel committee, curriculum committee, academic council, faculty enrichment committee, strategic planning committee, and the historic presidential search committee. Our faculty have even sponsored WWU clubs such as the fencing club. A great strength of our School of Education is collaboration between graduate and undergraduate faculty, with professors from both areas supporting classes at all levels. It is not uncommon for our graduate faculty to teach an undergraduate course or an undergraduate professor taking on an online graduate course. This diversity in teaching benefits our students who see a variety of perspectives from multiple instructors. While not part of the WWU campus, the education community in and around Fulton is strongly supported by our students and faculty as well. Clinical experiences within Fulton Public Schools and other surrounding school districts is an essential part of our program. Our students serve as substitute teachers and aids for many local classrooms, and our faculty have been involved in a variety of support roles including an advisory role for BTAP (beginning teacher assistance program), a partner in the community's first Grow Your Own program, and even service on the Fulton Public Schools Board of Education.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes and Results

1. Describe how these Outcomes (Objectives) pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes. Include a 5-year picture of the student outcomes with corresponding data that reflect the success or struggles in assessment.

Narrative:

Our undergraduate education programs utilize the Missouri Teacher Standards as our student learning outcomes. The following description of the Missouri Teacher Standards comes from the Department of Elementary and Secondary Education (DESE):

"The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. Thus these standards recognize that teachers continuously develop knowledge and skills. Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice." (DESE, 2013).

These standards are measured throughout our undergraduate education program in the form of EOC's, Missouri Teacher Standard (MTS) evaluations from cooperating teachers, Missouri Educator Evaluation System (MEES) evaluations, and survey data. In addition to internal assessment of our program, these standards are used to generate our annual APR report from DESE.

Detailed outlines and reports of our assessment processes are included below:

[EOC Procedures \(2\)](#)

[Portfolio Artifacts](#)

[MTS Evaluation](#)

[APR based on 9 standards](#)

[APR INFORMATION](#)

[2023 Teacher APRR](#)

The following APR Reports highlight our Educator Preparation Program (EPP)'s performance during this assessment cycle. While not all of our undergraduate education programs have sufficient enrollment to receive an APR score, most that do consistently receive a status score between 95-100%.

[2017 EdPrepSummaryDataReport - Public2017 copy](#)

[2018 EdPrepSummaryDataReport-Teachers](#)

[2019 EdPrepSummaryDataReport-Teachers](#)

[EdPrepSummaryDataReport-Teachers 2021](#)

[2022 EdPrepSummaryDataReport-Teachers 2022](#)

[2023 Teacher APRR](#)

Evidence:

- [2017 EdPrepSummaryDataReport - Public2017 copy](#)
- [2018 EdPrepSummaryDataReport-Teachers](#)
- [2019 EdPrepSummaryDataReport-Teachers](#)
- [2022 EdPrepSummaryDataReport-Teachers 2022](#)
- [2023 Teacher APRR](#)
- [APR INFORMATION](#)
- [APR based on 9 standards](#)
- [EOC Procedures \(2\)](#)
- [EdPrepSummaryDataReport-Teachers 2021](#)
- [Education \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Education Annual Assessment 2021-2022](#)
- [Education Annual Assessment 2022-2023](#)
- [Education Annual Assessment 2023-2024](#)
- [Education Core Annual Assessment 2019-2020](#)
- [Education Core Annual Assessment 2020-2021](#)
- [MTS Evaluation](#)
- [Portfolio Artifacts](#)

Assessment Measures

1. Discuss the measures (rubric evaluation - tool used to gather information) you've selected or developed to measure for each Outcome (Objective).
2. Why were these measures chosen?
3. Were any measures or assessment instruments changed over the course of this cycle? Why or why not?
4. Note any action items related to assessment measures that will be changed moving forward due to the review of assessment data.

Narrative:

Our undergraduate education programs utilize the Missouri Teacher Standards as our student learning outcomes. These standards are measured extensively throughout our undergraduate education program in the form of EOC's, Missouri Teacher Standard (MTS) evaluations from cooperating teachers, Missouri Educator Evaluation System (MEES) evaluations, and survey data. In addition to internal assessment of our program, these standards are used to generate our annual APR report from DESE.

Measures: Detailed outlines and reports of our assessment processes are included below:

- [EOC Procedures](#)
- [Portfolio Artifacts](#)
- [MTS Evaluation](#)
- [APR based on 9 standards](#)
- [APR INFORMATION](#)

Results: Below are results from the previous assessment cycle. Our program collects a variety of assessment data, a process which has helped us make informed decisions about necessary changes and progress in our undergraduate education programs.

Survey Data

- [2015-2018 Principal Data on Teachers](#)
- [2017-2018 Principal Data on Teachers](#)
- [2018-2019 Principal Data on Teachers](#)
- [2018-2020 Principal Data on Teachers](#)
- [2020-2021 Principal Data on Teachers](#)
- [2021-2022 Principal Data on Teachers](#)
- [2022-2024 Principal Data on Teachers](#)
- [First Year Teacher Satisfaction Survey](#)
- [First Year Reporter Teacher Supervisor 2021-2023](#)
- [CORE ANALYSIS - MID TERM STUDENT TEACHING SATISFACTION](#)
- [Cooperating Teacher Satisfaction Survey](#)
- [Student Teaching Satisfaction Survey](#)
- [Graduate Perception Data](#)
- [Missouri Teacher Feedback 2022-2024](#)
- [Student Teaching Satisfaction Survey](#)
- [William Woods Teacher Feedback 2022-2024](#)

Additional Results

- [Disposition Average/MEAN Disposition Score By Cycle](#)
- [MEES Cross Sectional Analysis](#)
- [MEES & MOCA Data By Major](#)
- [Correlations by Major](#)
- [Practice Content Assessment Data](#)

DESE APR Reports The following APR Reports highlight our Educator Preparation Program (EPP)'s performance during this assessment cycle. While not all of our

undergraduate education programs have sufficient enrollment to receive an APR score, most that do consistently receive a status score between 95-100%.

- [2017 EdPrepSummaryDataReport - Public2017 copy](#)
- [2018 EdPrepSummaryDataReport-Teachers](#)
- [2019 EdPrepSummaryDataReport-Teachers](#)
- [EdPrepSummaryDataReport-Teachers 2021](#)
- [2022 EdPrepSummaryDataReport-Teachers 2022](#)
- [2023 Teacher APR](#)
- [William Woods 2024 APR](#)

Evidence:

- [2015-2018 Principal Data on Teachers](#)
- [2017-2018 Principal Data on Teachers](#)
- [2018-2019 Principal Data on Teachers](#)
- [2018-2020 Principal Data on Teachers](#)
- [2020-2021 Principal Data on Teachers](#)
- [2021-2022 Principal Data on Teachers](#)
- [2022-2024 Principal Data on Teachers](#)
- [2024 Teacher Survey](#)
- [By Major](#)
- [CORE ANALYSIS - MID TERM STUDENT TEACHING SATISFACTION](#)
- [Cooperating Teacher Satisfaction Survey](#)
- [Cross Sectional Analysis](#)
- [Data By Major](#)
- [Disposition Evaluation](#)
- [Education \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [First Year Reporter Teacher Supervisor 2021-2023](#)
- [First Year Teacher Satisfaction Survey](#)
- [Graduate Perception Data](#)
- [Missouri Teacher Feedback 2022-2024](#)
- [Practice Content Assessment Data](#)
- [Student Teaching Satisfaction Survey](#)
- [William Woods Teacher Feedback 2022-2024](#)
- [William Woods 2024 APR](#)

Curriculum Map

1. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? (Upload Program Checklist)
2. Why or why not?
3. Explain how the program sequence of courses is designed and why it is laid out in that way? (scaffolding)

Narrative:

Students in the WWU TEP complete a sequence of courses aligned to important assessment checkpoints which are designed to introduced, reinforce, and eventually support mastery of the program's curriculum. While all education majors will take specific program courses (e.g. EDU 258 for sped and elementary majors), all education majors will complete essential courses such as EDU 250, EDU 231, EDU 291, EDU 395, and EDU 492. Three of these courses (EDU 291, EDU 395, and EDU 492) serve as the critical assessment checkpoints where EOC's, disposition assessments, and

cooperating teacher surveys are collected. While some minor changes to the required courses have changed in the previous assessment cycle, the overall sequence remains the same, with these critical checkpoints in place.

Concentrations

1. If the program has concentrations, please upload the concentration data.
2. Speak to the enrollment distribution of students within the concentrations and any impact on course rotation.
3. Include strategies or processes for retention and recruitment within the concentration.
4. Explain the value of each concentration and how they enhance the skills students need to be successful in the field.

Narrative:

The Early Childhood Education concentration is taken in conjunction with the Elementary Education degree, and certifies students in ages birth-3rd grade. This concentration is a popular option for our elementary education majors who plan to teach Kindergarten, or who want to complete a broader certification path. Students will complete four online courses and one practicum experience. These courses are offered every 8 weeks and have been facilitated by several adjunct instructors during this assessment cycle. We currently have 14 elementary education majors enrolled in the early childhood concentration. Efforts to enroll more of our elementary education majors in the concentration have included inviting our ECE instructors to speak to the EDU 250 Foundations of Education class, highlighting the program during regular education major meetings, and discussing the concentration with prospective students.

Core credits:

<u>EDU 261</u>	Assessing Young Children	3
<u>EDU 281</u>	Early Childhood Principles	3
<u>EDU 301</u>	Family and Community Resources	3
<u>EDU 313</u>	Early Childhood Program Management	3
<u>EDU 417</u>	Practicum	1

Course Descriptions

1. Highlight any changes to course descriptions that have occurred over the timeframe. (upload a pdf of the course descriptions) identified

Narrative:

Although minor changes to course pre-requisites or sequencing have been made no substantial course description changes have occurred during this assessment cycle. A complete list of course descriptions is provided here: [Course Descriptions](#)

Evidence:

- [Course Descriptions](#)

Curriculum Delivery

1. Does online enrollment impact enrollment in the campus enrollment?
2. If the program has an online component, explain how the program coordinates schedules and curriculum between the two modalities.

Narrative:

Although the WWU School of Education is developing more of our courses in the online modality, and have developed a new online degree program, during this assessment cycle there have been few issues with on-ground students choosing online courses over in-seat options, as few of our education courses have been offered online. The courses that are offered online have been developed/written by credentialed faculty and align to our overall program objectives. Often these online courses are taught by full-time faculty, although a select number of adjunct instructors teach in certain areas (e.g. early childhood education concentration, K-12 art methods).

Participation in Assessment

1. Discuss faculty participation in program assessment
2. How involved are faculty and what is their responsibility for the assessment of the program.

Narrative:

School of Education faculty are involved in the assessment of our program objectives in a number of ways. First, instructors in our three clinical experiences courses (i.e. EDU 291, EDU 395, EDU 492) collect EOC data for assignments linked to program standards. These EOC assignments are scored and used to show whether our annual assessment goals have been met. These instructors also collect disposition and Missouri Teacher Standard surveys from cooperating teachers for each of our students. Our full-time School of Education faculty are also tasked with serving as university supervisors for our students during their student teaching experiences. Using the MEES evaluation tool, these faculty visit student teacher classrooms to conduct observations/evaluations at least four times. The mid-term and summative MEES data is used as both an internal assessment and the key assessment submitted to DESE when recommending our students for certification. Finally, each of our School of Education faculty help to facilitate an annual student performance review day, during which our students receive vouchers to take a practice content exam (based on the certification exam they must pass before student teaching).

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results.
2. How have the results driven improvement over the course of this cycle?

Narrative:

The implementation of our School of Education assessment process allows for continual review and improvement. Every semester we collect surveys from student teachers, cooperating teachers, and recent graduates. These surveys have helped guide curriculum revisions, program activities, and modified teaching strategies. One specific change we made after reviewing survey data from recent graduates: [Missouri](#)

[Teacher Feedback 2022-2024](#) is the addition of new special education coursework for our majors. In addition to our EDU 231 Exceptional Child course (a course designed as an introduction to special education), WWU elementary education majors now complete two cross-categorical special education courses (EDU 258 and EDU 358). After implementing this change we are already seeing increased scores for standard 2 on our recent graduate perception survey data: [2024 Teacher Survey](#).

Student teachers in our program are evaluated using the Missouri Educator Evaluation System (MEES) rubric. This assessment is a vital component of the teacher certification process and data is shared with DESE. [Cross Sectional Analysis](#) We also use the results from the MEES assessment to address perceived shortfalls (e.g. classroom management strategies). Identifying these challenges helps us implement new content into our coursework (e.g. Crisis Prevention Institute, or CPI, training for behavior management). We have also closely examined the performance of our students by major [By Major \(1\)](#) an analysis of this report can be found below:

The Secondary Education Major ACT was significantly higher than all other majors
There were no statistically significant differences across any of the MOGEA scores by major.

There were no statistically significant differences across any of the EDU 291 MTS scores by major.

There was a statistically significant difference across the EDU 395 MTS scores by major.

K12 Art Education majors in EDU 395 had a statistically significant lower MTS standard 3 score than PE majors.

K12 Art Education majors in EDU 395 had a statistically significant lower MTS standard 5 score than PE majors.

Elementary Education majors in EDU 395 had a statistically significant lower MTS standard score than PE majors.

There were not statistically significant differences in students content assessment scores by major.

Special education student teachers during their student teaching experience had significantly higher MEES standard 4 scores compared to elementary education student teachers.

A close comparison of MEES scores to MTS scores across majors can also be found here: [Comparision of MTS and MEES](#)

Another unique assessment strategy our program implements is mandatory practice exams on the ETS Praxis assessment. These certification exams are required of all teacher candidates, and our program's intentional use of the practice exams helps ensure students' success. We are also able to use the practice scores to better plan for needed curricular changes: [Practice Content Assessment Data](#)

Evidence:

- [2024 Teacher Survey](#)

- [By Major \(1\)](#)
- [Comparison of MTS and MEES](#)
- [Cross Sectional Analysis](#)
- [Education \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Missouri Teacher Feedback 2022-2024](#)
- [Practice Content Assessment Data](#)

General Education

1. • How does program coursework expand on the skills learned in General Education curriculum?

Narrative:

In the William Woods University teacher education program, the content that students engage with builds directly upon the foundational knowledge and skills developed in their general education courses. General education courses, which typically include subjects such as mathematics, science, literature, history, and social studies, equip students with a broad understanding of the world and the intellectual tools necessary for critical thinking, problem-solving, and communication. These subjects lay the groundwork for WWU preservice teachers to not only understand content but also to approach complex issues from multiple perspectives. Within the teacher education program the general education content becomes more focused and specialized, integrating the knowledge gained in general education with the practical and theoretical aspects of teaching. For example, a student who has taken PSY 221 (educational psychology) in their general education coursework will be able to apply theories of cognitive development when designing lessons that cater to diverse learners' needs. A background in history will help them construct culturally relevant and engaging lesson plans that reflect the diversity of the classroom.

The teacher education program builds upon this knowledge by emphasizing the development of pedagogical skills. Our methods courses (e.g. EDU 318 methods of teaching social science, EDU 319 methods of teaching science, EDU 341 teaching mathematics, EDU 393 teaching reading and writing) help students learn how to adapt the content they mastered in their general education courses into engaging, accessible lessons for a diverse student population.

[EDU 318 - Methods of Teaching Social Science Sp 2025](#)

[EDU 319 Syllabus](#)

[EDU 341 Math Methods Sp 2324](#)

[EDU 393 Teaching Reading and Writing - Bonderer F24](#)

They are taught how to create inclusive classrooms, assess student progress, implement educational technologies, and employ strategies that support different learning styles and abilities. Essentially, the teacher education program synthesizes the knowledge gained from general education coursework and transforms it into the skills and strategies necessary for effective teaching.

Evidence:

- [EDU 318 - Methods of Teaching Social Science Sp 2025](#)
- [EDU 319 Syllabus](#)
- [EDU 341 Math Methods Sp 2324](#)
- [EDU 393 Teaching Reading and Writing - Bonderer F24](#)

Faculty Qualifications, Activities and Scholarship

Faculty Specialization

1. Discuss the scholarship and research content of the faculty in the program, being sure what their specialization brings to the program.
2. Explain the core features of the program based on the current faculty.
3. How could the program be expanded (new courses, areas of specialization, etc.)?
4. How might additional instructional members allow the program to expand and/or change the focus of the program curriculum?

Narrative:

The success of our teacher education program is the result of an incredibly hard-working group of faculty. We are very fortunate to have a collaborative and well-rounded team that meets the needs of our students. The core features of our teacher education program focus around each certification area (e.g. elementary education, special education, physical education, etc.) Our undergraduate education team is comprised of instructors who specialize in the teaching and advising of each certification area. While each of the faculty members below specialize in certain areas (e.g. Dr. Bonderer in Literacy Instruction, Mr. Murphy in Physical Education) the size of our program requires each faculty member to serve as 'generalists' at times, stepping in to teach other courses, such as educational technology, classroom management, or multicultural education. Each full-time faculty member currently teaching undergraduate education courses for our School of Education is highlighted below:

Stacey Bonderer: Dr. Bonderer served as a public school teacher for over 30 years. Her expertise in teaching English language arts and literacy has allowed her to meet the needs of the school of education's preservice teachers. There are many literacy classes (e.g. EDU 392, EDU 393, EDU 441, EDU 317) and Dr. Bonderer has worked hard to integrate the most current literacy research in each. She recently underwent advanced LETRS training and has even become a trainer. Dr. Bonderer has also taken on our EDU 453 Classroom Management course. She recently completed her EdD through WWU with a dissertation titled "Mid-Missouri Teachers' Perceptions of the Science of Reading Approach to Early Literacy". [Bonderer](#)

James Concannon: Dr. Concannon is the Dean of the School of Education. With a background in science education and many years of higher education administration experience, Dr. Concannon brings unique skills to the undergraduate education program at WWU. Dr. Concannon has regularly taught our EDU 319 Methods of Teaching Science course, as well as our EDU 291 beginning clinical class. Dr. Concannon is also able to provide support with academic advising and in the development of critical policies related to our teacher education program. He has published works in science education journals, education research journals, and books. His leadership for the school of education has specifically created a thorough assessment program allowing for deep analysis/reflection of the success of our program. [Concannon](#)

Blayne Murphy: Mr. Murphy has extensive experience in both K-12 and higher education as a teacher and coach. At WWU, Mr. Murphy serves as professor and

academic advisor for all physical education majors. His areas of interest include physical education, instruction and assessment, and non-cognitive indicators for post secondary readiness. Mr. Murphy has shown great interest in involvement with campus athletic programs and a willingness to teach a variety of courses (including EDU 211 Educational Technology and EDU 201 Multicultural Education). He is currently completing his EdD from WWU. [Murphy](#)

Frank Giuseffi: Dr. Frank Giuseffi is the chair of the doctoral program at WWU. Dr. Giuseffi's educational experience as a social studies teacher and administrator give him a unique perspective which he shares as an instructor for our EDU 318, methods of teaching social science, course. While Dr. Giuseffi's primary role is within the graduate programs at WWU, he has been a vital part of our school of education campus community, leading campus clubs (e.g. fencing club), hosting events, and advising undergraduate students. Since he began his career in higher education, he has presented and published on the Socratic method, adult learning, educational technology, and the philosophy of education. [Giuseffi](#)

Joe Davis: Dr. Joe Davis has taught in the WWU School of Education for eight years and currently serves as chair of all undergraduate education programs. Formerly an elementary school teacher and administrator, Dr. Davis has taught a variety of undergraduate and graduate courses for the School of Education, but most typically teaches EDU 250 Foundations of Education, EDU 317 Children's Literature, and EDU 395 Intermediate Clinical Experience. He also serves as clinical director for the teacher education program, securing placements for preservice and student teachers, and facilitating MEES training for cooperating teachers and university supervisors. His research interests include K-12 school governance, teacher education, children's literature, and folk pedagogy. [Davis](#)

Cindy Wibberg: Dr. Wibberg teaches a variety of courses for the undergraduate education majors at WWU. Her 28 years of experience as a public school special education teacher and administrator give her valuable experience when working with, or teaching about, students with disabilities in self-contained, resource, and general education settings. Dr. Wibberg oversees all special education coursework and special education advising for the school of education. In addition to our EDU 231 Exceptional Child Course and Cross categorical disabilities courses, she teaches courses in elementary mathematics and language development. [Wibberg](#)

Some consideration to expanding our undergraduate school of education has been made. Two online degree programs (an AS in Education Foundations and B.S. non-certification route degree) were recently proposed, and the addition of a K-12 [Music Education](#) degree was also recently developed. Our faculty (both full-time on-ground and adjunct) are currently meeting the needs of our program. The courses we regularly offer are taught by experienced instructors who have been appropriately credentialed. The majority of our undergraduate coursework is staffed by full-time faculty, although the growing number of online courses and two newly developed online programs would benefit from the hiring of an online program manager.

Evidence:

- [Bonderer](#)
- [Concannon](#)
- [Davis](#)
- [Giuseffi](#)
- [Murphy](#)
- [Music Education](#)
- [Wibberg](#)

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

The faculty in the WWU School of Education work hard to serve the university and the surrounding educational community. Our faculty prioritize growing professionally, and are often recognized for their work both as instructors and researchers. Below are just a few such recognitions which highlight their outstanding performance.

Dr. Stacey Bonderer, once recognized as the Fulton Public Schools Teacher of the Year, earned her EdD in Educational Leadership in 2024. Dr. Bonderer has also been recognized for her completion of both LETRS volumes 1 and 2 training, and earned the title of LETRS local certified facilitator. Dr. Joe Davis has shown strong commitment to education both at WWU and in the surrounding community. He was elected to the Fulton Public Schools Board of Education in 2020 and has served in various roles including president and vice president. He was also elected to the Fulton Public School Foundation and was asked to deliver the FHS commencement speech in 2024. Dr. Davis was also recently selected to serve on the advisory board of the Missouri Public Education Foundation. In addition to serving as the dean of the WWU school of education, Dr. Jim Concannon is a noted researcher and still finds time to conduct original research in the field of science education. He has published numerous articles and book chapters, and continues to support our own graduate students by serving as a dissertation chair. In his short time as a faculty at WWU Mr. Blayne Murphy was recognized as an "outstanding faculty" for his work in and around campus athletics. As chair of the WWU doctoral program, Dr. Frank Giuseffi has chaired dozens of dissertation committees, and has also published numerous articles and been invited to present at prestigious conferences/events. In 2024 he received the Excellence in Teaching Award in the School Education and that same year was recognized as the Graduate Educator of the Year in the School of Education.

[Concannon CV](#)

[J Davis CV](#)

[Giuseffi CV](#)

[Murphy CV](#)

[Bonderer CV](#)

[Wibberg CV](#)

In addition to faculty recognition, our School of Education has been recognized for it's outstanding value and performance:

Recognized in the 2024 Most Popular Education Degree Programs Ranking in America, Research.com.

College Factual, Nationally Ranked Education Programs “Best”, School of Education, 2022, 2023, 2024, College Factual.

Top Missouri Undergrad Programs, “Top 5”, School of Education, 2020-21, Universities.com.

Grow Your Own Grant, Department of Elementary and Secondary Education, 2021, \$20,000

Evidence:

- [Bonderer CV](#)
- [Concannon CV](#)
- [Giuseffi CV](#)
- [J Davis CV](#)
- [Murphy CV](#)
- [Wibberg CV](#)

Faculty Workload

1. Summarize the workload and responsibilities of faculty.
2. What actions are you taking to avoid faculty overload?
3. % of course load is taught by program faculty vs adjunct
4. % of courses covered by full time faculty
5. % of courses covered through faculty overload

Narrative:

The workload for Faculty in the school of education at WWU encompasses the full range of duties and responsibilities faculty are obliged to undertake by virtue of their contractual affiliation with the University. While minimum workload is most typically expressed in terms of teaching assignment (as measured by the credit hour value of courses taught), workload encompasses a variety of duties and responsibilities other than teaching. The teaching assignment itself is typically twelve contact hours per semester for full-time faculty. Substantial variations in duties and responsibilities may be observed among full-time faculty. The Provost and School Directors are responsible for ensuring that workload expectations for fulltime faculty are uniform throughout the University and that any apparent variations are understandable, appropriate, and reasonable. School Directors have considerable discretion in determining instructional workloads and in adjusting assignments, including multi-semester adjustments, to ensure this standard.

School and Program Directors have reduced teaching loads as determined by the Provost, and in the event a course is canceled by the Provost because of insufficient enrollment, the faculty salary are not affected during that semester; however, the faculty member may be scheduled for an equivalent assignment, frequently to teach another course in the following term. The School Director and the Provost try to limit the number of independent studies or tutorials a faculty member can have each semester, depending on other teaching duties, such as overload. Several of these may be used to constitute a load for a full-time faculty member during a semester in which

the faculty member does not have a full load. A regularly scheduled course that requires a time resolution due to a schedule conflict is not classified as a tutorial course even if special teaching arrangements are required. The most effective way we have found to avoid both independent studies/tutorials and overloads is accurate advising. Making sure that students have completed the required coursework in a way that will not disrupt their 4-year plan can help avoid unnecessary conflicts that often lead to tutorial and overload requests. No more than six hours of overload at any one time during the semester can be approved for a faculty member, no matter what delivery program.

All of our on-ground courses are taught by full-time faculty.
On-ground education coursework 100% full-time faculty

Our online education course offerings are taught by both full-time faculty and adjuncts. Certain courses are nearly always taught by adjuncts (e.g. early childhood coursework, art methods course), while others are taught by adjuncts only when full-time faculty are unavailable.

Online education coursework 60% full-time faculty

We strive to avoid faculty overload situations, and while there are certain semesters where a faculty may have to cover a tutorial request or additional section, this is not a regular practice.

Courses requiring faculty overload 0%

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle?
2. How does this compare to institutional trends or similar programs on campus?
3. Describe recruitment efforts or goals such as increased enrollment or diversity.
4. Have these initiatives been successful?

Narrative:

Enrollment Trends

Overall our undergraduate education/teacher education program has seen an increase in enrollment during the assessment cycle. This growth can be attributed to the efforts of our WWU admissions team and the work of our full time school of education faculty who regularly meet with prospective students and engage in recruitment activities.

Total Undergraduate Education Enrollment

[Education Department Report Full](#)

2019: 47
2020: 50
2021: 47
2022: 63
2023: 77
2024: 86

Enrollment Comparison

The increased enrollment in the School of Education aligns with the enrollment growth at the university, which has seen historic increases in the last three years.

In 2023, the university experienced a 20% increase in enrollment, which was the third largest increase among Missouri's independent four-year institutions and welcomed its largest incoming class in its history. The class included 456 new undergraduate students, with 298 on campus and 158 online.

The university's enrollment growth has continued into 2024, with Woods Global seeing a 16% increase in enrollment for the Fall 2024 semester.

Recruitment Efforts and Grow Your Own Program

The School of Education at William Woods University (WWU) has partnered with school districts in Callaway County (LEA's) to recruit prospective *and* current preservice teachers. WWU and these LEA's, which include Fulton Public Schools (FPS), South Callaway (SC), and New Bloomfield (NB), have long-standing collaborative relationships. Many of WWU's preservice teachers benefit from clinical experiences and student teaching within these LEA's, and many of these preservice teachers begin their career as educators within the districts of FPS, SC, or NB. Our collaborative efforts have been focused on both short-term and long-term teacher recruitment and retention efforts. Our program was awarded a \$20,000 grant in 2021, which marked the official start to our GYO initiative. [WWU Grant Approval](#)

In order to meet the immediate demand for teachers in the partner LEA's, preservice teachers in the WWU teacher education program have applied for teacher recruitment scholarships which would cover half the cost of a masters degree with a four-year commitment to teach for one of the partner LEA's. Teacher candidates often face financial barriers when pursuing advanced degrees. Offering a free/reduced-price masters degree lowers this barrier, making teaching a more attractive career option, especially for individuals from diverse socioeconomic backgrounds. This unique approach to teacher recruitment and retention efforts not only addresses financial barriers but also creates a pipeline of well-qualified, community-committed educators who are more likely to stay in the profession and contribute positively to student outcomes and teacher retention efforts. The WWU Graduate Bridge program, which serves as a masters-in-5 program, provides undergraduate students with an opportunity to begin taking online masters classes in one of the following areas:

- Curriculum and Instruction
- Reading Instruction
- STEM
- Teaching and Technology
- Athletic Administration

Grant funds have been used to support the partnership between participating LEA's and WWU by covering scholarship costs of the Graduate Bridge masters degree (a total cost of \$5,000 per student). WWU and LEA's have worked together to select eligible students. Strong consideration for underrepresented students (e.g. male students, students of color) were used in the selection process. FPS has agreed to allow grant recipients opportunities to attend district PD days and prioritize summer school teaching. By incentivizing this teacher recruitment scholarship with a free/reduced price masters degree, our program hopes to develop not only committed

community educators, but school leaders who may choose to pursue advanced leadership opportunities or degrees.

Supporting the creation of a diverse teacher pipeline is an important part of our teacher recruitment and retention efforts. We hope to develop a program which can be tailored to recruit candidates from underrepresented groups, improving diversity in the teaching profession.

The table below highlights the need for more diverse representation in one of our partner LEA's (FPS):

Student Demographics (2023 FPS)	Teacher Demographics (2023 FPS)
White – 74.6%	White – 97.9%
Black or African American – 10.2%	Black or African American – 2.1%

Our teacher recruitment and retention plan also seeks to recruit diverse teacher candidates using several strategies:

1. Community Partnerships: We will strengthen existing collaborative relationships with local community organizations, schools, and colleges to identify potential candidates from underrepresented backgrounds. Building strong community partnerships can help identify individuals interested in teaching careers.

2. Culturally Relevant Curriculum: We will reexamine curriculum in our program that reflects the cultural and linguistic diversity of the community. Courses such as EDU 201, Multicultural Education, offer opportunities for changes that can make teacher education more appealing to a wider range of candidates.

3. Scholarships and Financial Support: We will reduce financial barriers to encourage diverse candidates to pursue teaching. The DEWEY award would allow us to start removing the financial barrier, specifically towards a graduate degree for teacher candidates.

4. Outreach and Recruitment Events: We will organize events and workshops aimed at attracting potential candidates. Local LEA's attend education events on campus, such as the annual Callaway County Teacher's Appreciation Breakfast and discovery days for prospective students. These events can raise awareness about teaching as a career option and provide information about the teacher education program.

5. Cultural Competence Training: We will ensure that teacher educators and program staff receive training in cultural competence and diversity awareness to create an inclusive environment. WWU offered this training to all faculty in Fall 2023.

6. Flexible Program Structures: WWU continues to develop flexible program options to accommodate candidates with diverse life circumstances, such as evening or online classes.

7. Data Collection and Analysis: We will collect and analyze data on the diversity of our candidate pool. Using this information can help to refine our recruitment strategies and ensure inclusivity.

Perhaps the best indicator that our recruitment efforts are sustainable is the strong partnership between WWU and the public schools in Callaway County. While these partnerships have always been important, they have become an essential part of our mission since starting our first GYO program in 2021. There is a strong desire from local LEA's to continue this work. While the successful implementation of our plan requires the financial support offered through grants such as the DEWEY award, we are actively working with our university advancement office to find additional sources of funding. One such example is the Fulton Public Schools Foundation, an independent non-profit organization providing financial support to enhance the educational experience in Fulton Public Schools. WWU unit leaders have been working with the Foundation to secure additional funding for our continued GYO programs. There exist many opportunities, and much interest, in helping grow the educator pipeline in mid-Missouri.

Evidence:

- [Education Department Report Full](#)
- [GYO MOU](#)
- [WWU Grant Approval](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. What strategies are program faculty using to raise retention rates within the program?

Narrative:

Retention for students in the teacher education program at WWU has been acceptable throughout the assessment cycle. The dramatic increase in overall enrollment ([Education Department Report Full](#)) indicates that our recruitment and retention efforts have been working. There are several ways our team works to raise retention rates in the program:

- Personalized Academic Advising and Support

One of the most effective ways to retain students is through personalized, consistent academic advising. Our WWU education majors meet regularly with advisors who help them map out their academic and career paths. These advisors are full-time education faculty, which helps to ensure deep knowledge of the coursework, and builds relationships between students and faculty. Early interventions, such as "Owls Aware" identify students struggling academically or personally, and ensure timely support.

- First-Year Experience Program (Connections)

All new WWU students (including education majors) enroll in a one credit hour course called WWU Connections, which focuses on helping incoming students transition from high school to college. This program includes academic skill-building workshops, peer

mentoring, social events, and seminars on college life, wellness, and resilience. By creating a strong sense of community and support early on, our students are less likely to feel isolated or overwhelmed.

- Building a Sense of Community

Creating a sense of belonging is one of the most significant predictors of student retention. Our undergraduate education programs encourage community-building through student organizations, clubs, and social events that are specifically designed to foster connections among students with similar interests.

- Flexible Learning Options

Offering flexible learning opportunities, such as online courses, hybrid models, or evening classes, can help accommodate students with diverse schedules and life circumstances. While the majority of our courses are offered on-ground, more of the education coursework is being developed in the online modality, and two new, completely online programs have recently been approved. This flexibility may particularly support non-traditional students or those with jobs and family responsibilities, helping them stay enrolled and successfully progress toward graduation.

Evidence:

- [Education Department Report Full](#)

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program. (upload course enrollment spreadsheet)
2. Reflect on the success of the students within the courses over the designated time frame.
 - Highlight some completion or withdrawal and failure rates in the core courses.
 - Were these in line with expectations? (we will need to provide this data)
3. For programs with dual modalities, reflect on the success of students within the courses over the designated time frame.
 - Highlight some completion or withdrawal and failure rates in the core courses.
 - Were these in line with expectations? (we will need to provide this data)

Narrative:

1. Enrollment in our core courses has remained consistent throughout the assessment cycle. Our core courses (i.e. EDU 291, EDU 395, EDU 492) are highlighted because they represent the major points of data collection, and are courses every education major must take. In these courses we collect EOC, MTS, and Disposition assessment scores. We see some trends, such as higher enrollment in EDU 291 in spring semesters and higher enrollment in EDU 395 in Fall semesters, but this aligns to our overall 4 year plans for most degree programs. We anticipate seeing numbers in all of our core courses increase with the overall enrollment increases we have seen this academic year. An overall enrollment report for our education courses can be found here: [Education Course Enrollment](#)

core course enrollment

	Fall 22	Spring 23	Fall 23	Spring 24	Fall 24	Spring 25
EDU 291	8	18	8	17	7	14
EDU 395	10	7	11	3	13	7
EDU 492	5	8	9	9	1	8

2. Overall our students are very successful in the core courses. Students enrolled in EDU 395 and EDU 492 have been accepted into the Teacher Education Program, a process that helps ensure students are meeting the requirements of the program and are generally well-prepared for success in the coursework. During this assessment cycle for example I can only recall one student who did not successfully complete EDU 492 (student teaching experience). A cross sectional analysis shows these students' performance on the MTS evaluations in all three core courses: [Cross Sectional Analysis](#)

3. These core courses are not offered in the online modality. Each contains substantial clinical experience components which has led us to believe that the in-person modality is preferred to an online offering.

Evidence:

- [Cross Sectional Analysis](#)
- [Education Course Enrollment](#)

Completion

1. How many students are graduating from the program?
Have the completion rates been in line with expectations?

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle. (programs will need to do annual exit surveys to capture this data)

Narrative:

Below are the completion numbers for our undergraduate education programs. The rates are consistent with program enrollment numbers and accurately reflect the number of students completing their student teaching experience and graduating from the university.

2019: 19
2020: 16
2021: 14
2022: 22
2023: 13
2024: 18

Our program collects detailed surveys from our student teachers (in their final semester as a student) and as a first year teacher after graduating. These surveys provide unique insights for our program as we reflect on success or plan changes to

better meet the needs of our students. Overall our graduates report feeling well-prepared as they begin their teaching career. Our student teachers

This survey data is listed below:

[First Year Reporter 2021-2023](#)

[First Year Reporter State Average](#)

[Student Teaching Satisfaction Survey](#)

[Surveys](#)

[William Woods Teacher Feedback 2022-2024](#)

Evidence:

- [First Year Reporter 2021-2023](#)
- [First Year Reporter State Average](#)
- [Student Teaching Satisfaction Survey](#)
- [Surveys](#)
- [William Woods Teacher Feedback 2022-2024](#)

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses?
2. Highlight any trends or insights that came from course evaluations over the course of the cycle.
(data will have to be available)

Narrative:

The WWU teacher education program is committed to using student feedback to guide and improve courses, ensuring that our offerings meet the evolving needs of our students. Each semester students evaluate their course/faculty on a number of criteria using a 5.0 scale. The average faculty score across all of our education courses is over 4.5. The comments left by students is very often positive, highlighting the strong focus on student-centered teaching in our program. Faculty also use negative feedback/constructive criticism as a way to improve our offerings. One course that highlights this approach is EDU 201: Multicultural Education. In recent years, this course has undergone several revisions and adaptations, driven by both formal student evaluations and informal feedback. The course has lacked a consistent instructor, with a range of part-time, adjunct, or non-education faculty. Course evaluation data reflected the challenges in the course but since shifting towards having one of our full-time education professors taking over the course, evaluations have been overwhelmingly positive: [EDU201 2025](#) The EDU 201 Multicultural Education course serves as a prime example of how our teacher education program uses student feedback to inform and refine both its facilitation and its curriculum. Through an ongoing process of evaluation, adaptation, and instructor collaboration, the course has evolved into a great learning experience that consistently receives high marks from students, ultimately contributing to the development of more thoughtful and culturally competent educators.

A report highlighting all results from the teacher education program evaluations from Fall 24 can be found here: [Fall2425TraditionalSurvey](#) This report makes clear the high marks and positive comments our courses and instructors regularly receive.

A report of course evaluation score averages for our methods courses, foundation of education course, and all three clinical experience courses from 2019-2024 is

attached: [Course Evaluation Reports](#)

Evidence:

- [Art Education](#)
- [Course Evaluation Reports](#)
- [EDU201 2025](#)
- [Education Middle School](#)
- [Elementary Education](#)
- [Fall2425TraditionalSurvey](#)
- [Physical Education](#)
- [Secondary Education](#)
- [Special Education](#)

Student Advising

1. Describe the advising process for your program?
2. What strategies and structures are in place to facilitate a successful advising period?
3. What is the optimal ratio of advisees to adviser for the program?
4. Explain any other processes to increase the effectiveness of the current advising procedure.

Narrative:

William Woods utilizes a faculty-led, student-centered approach to advising. This advising model prioritizes the unique needs and goals of each student, ensuring that they receive individualized attention and guidance from faculty members who are deeply invested in their academic and professional growth. In this approach, faculty members act as advisors who are not only experts in their fields but also dedicated mentors. They take the time to understand each student's goals, strengths, and challenges, offering personalized advice that extends beyond course selection to include career planning, extracurricular involvement, and life skills development. Faculty advisors are committed to creating a supportive environment where students feel comfortable sharing their ambitions, concerns, and experiences. This open line of communication fosters a sense of trust and collaboration that is essential for guiding students toward academic and personal success.

The process begins with an initial meeting during the student's first semester, where the advisor and student discuss academic goals, program requirements, potential career paths, and any other relevant interests or concerns. Throughout the student's time in the program, the advisor and student will have regular check-ins to review progress, plan upcoming courses, and adjust academic goals as needed. The advising process is not just about course selection; it also includes discussions on the process for application to the teacher education program, internships, job opportunities, and professional development activities. Advisors work closely with students to ensure that their academic and career interests are aligned and that they are on track to meet their long-term goals. The program also emphasizes a proactive approach, with advisors reaching out to students who may be struggling or in need of additional support. This partnership between faculty and students promotes a sense of ownership over one's educational path and ensures that students feel empowered to make informed decisions about their future.

Several strategies and structures are in place to ensure that advising periods are effective and productive:

Advising Calendar: The program follows a structured advising calendar, ensuring that advising sessions take place well before course registration deadlines. This provides ample time for students to discuss their plans, ask questions, and make adjustments to their schedules as necessary.

Regular Check-ins: Advisors have regular check-ins with students, especially those in critical stages of their program (such as during the final year). These meetings ensure that students are not only completing the necessary courses but are also prepared for post-graduation plans.

Advising Surveys: Every semester students complete feedback surveys which helps faculty make adjustments and better meet the needs of their advisees.

The optimal advisor-to-advisee ratio for our program is less than 20 students per faculty advisor. This allows advisors to provide meaningful and individualized support to each student while ensuring they can maintain a manageable workload. A lower ratio fosters a more personal relationship between advisor and student, promoting trust and open communication. It also allows the advisor to have a deep understanding of each student's academic journey, ensuring that the advice provided is relevant and well-tailored to the student's needs.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

Our students in the WWU Teacher Education Program are often recognized for their outstanding performance. The following are some examples of these student accomplishments during this assessment cycle:

Teacher Education Program Distinguished Scholars

Adrianna Koty 2020
Roberto Duro Sanchez 2020
Grace Meinhardt 2020
Makayla Schafer 2020
Abigail Bennett 2021
Rosemary Lenz 2021
Breanna Aldridge 2021
Sarah Kasubke 2022
Abigail Wilson 2022
Katie French 2022
Nicole Mann 2023
Lillian Mann 2023
Seth Montana-Edwards 2023

Fulton Public Schools/WWU Grow Your Own Recipients

Mikayla Burton, 2022
Bryce Warmrodt, 2023
Hayden Ebersole, 2023
Lexi Henley, 2024

Jaden Swift, 2024

Missouri Association of Colleges for Teacher Education (MACTE) Outstanding Beginning Teacher Awards

Seth Montana-Edwards 2025

Hayden Ebersole 2025

Jaden Swift; elected student delegate at November 2023 MSTA Convention

Clubs and Co-Curricular

1. Does your program support any clubs and co-curricular activities that contribute to positive student experiences?
2. How does this contribute to the program?
3. To the campus experience of students?

Narrative:

The William Woods Teachers Association (WWTA) is our local branch of SMSTA, Student Missouri Teachers Association, and all students within the School of Education are encouraged to join. Membership in WWTA brings together education students in social and service activities. The WWTA sponsors activities in conjunction with local high school FTA/future educator organizations, volunteers at local school events, and sponsors a new-teacher panel during which our graduates share the experiences they have had as student teachers or in their first five years of teaching.

The Nu Rho Chapter of Kappa Delta Pi (KDP) is an international honor society, and open to students who have completed at least 18 credit hours, nine of which are education courses, and have earned a GPA of 3.25 or higher. KDP provides students with both a local network of future educators as well as a national/international network of practicing teachers with support for beginning teachers and those established within their careers.

Both of these organizations provide students with smaller communities in which to find a sense of belonging and community as well as the option to collaborate with students in their field while navigating the various pathways to completing their degrees and seeking employment.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

The WWU School of Education completed a collaborative SWOT analysis during our September 2024 School Meeting. The following themes emerged:

STRENGTHS

- Nimble, ability to pivot
- Committed adjuncts and instructors
- Little turnover
- Willingness of faculty
- Student relationships, do what's best for our students
- Good intentions
- Strong working relationships with professionals and administrators in surrounding school districts
- Small size, get to know students better and advise academically. Stay connected to students through advising.
- Solid teaching team
- Scholarship, presentations
- Flexibility
- Education faculty well represented on Curriculum, Personnel and FEC committees.

WEAKNESSES

- WWU website
- Institutional technology issues, services and support
- Lenovo laptops
- Marketing of programs
- Website, stories, forms, educational journal
- Mentor program for new faculty – does this still exist?
- Personnel turnover, staffing issues
- Work culture, remote workers
- Leave for a better opportunity
- Feel valued or not?
- Fluid participation, who to reach out to?
- Undergrad challenge – 1 class vs multiple sections
- Undergrad – align concepts, curriculum-lesson plan template and specific concepts
- Culligan water

OPPORTUNITIES

- Community engagement
- Grants, fundraising opportunities through Tiffany and Advancement office.
- Observe teaching happening in a lab school – classroom management through established relationship with local district
- Opportunity to talk and collaborate with other faculty in monthly Faculty Assembly meetings
- Learning opportunity through the 5-week course compression process.

THREATS

- Political environment
- Staffing shortage
- 5-week enrollment period shortened and drop period change for students – communication – who?
- Give students ownership of course enrollment
- 5-week course compression outcome
- Support mechanism for faculty – mentor
- Program relevancy to clientele

Campus Facility and Resources

1. Provide an analysis on how adequate the spaces that are most used by the program on campus (laboratories, office space, classrooms/LMS, etc.).
2. Please discuss any updates or modifications to the facility or resources available to the program that have impacted student learning.
3. Recommendations to Improve Facilities and Resources

Narrative:

During this assessment cycle, the School of Education has been housed on the third floor of the academic building on campus. This includes faculty offices, conference rooms, and several of our primary classrooms. The academic building is a 120 year old historic building, and as such, has some unique challenges (e.g. deferred maintenance on ceilings, inconsistent temperature, low-quality restroom facilities). Additionally, there is no elevator in the building, which can make access to the School of Education resources on the third floor a challenge for some students and faculty. Despite these challenges, the students and faculty in the school of education are able to effectively teach and learn in these spaces. Modern classroom furniture and updated technology resources, including a recently installed smart television screen/board, help accommodate various teaching styles and classroom learning activities. Regularly updated curriculum resources (e.g. sample literacy/math/science resources, bulletin board supplies, children's literature collections) are maintained in our model teaching classroom (AB 301), and provide relevant tools for faculty and students. It is important for our programs to continually update the resources available in our classrooms and offices, while larger university-funded projects (e.g. roof repairs, restroom updates, carpet replacement, painting) would be an effective way to improve our overall facility use.

Library Report

* Upload the Library report provided by the University Library

1. Please describe the usage of library resources.
2. How do faculty and students feel the library meets the program's needs?

Narrative:

Complete Library Report: [Library Collection Analysis 2025 Undergraduate Education](#)
Education taught at the undergraduate level requires access to both current resources and materials that offer historical context. To meet this need, ongoing efforts focus on acquiring resources in both electronic and print formats. All books, journal articles, and non-print materials can be accessed through Woods OneSearch. The library acquires any resources that are not available in existing print and digital collections through interlibrary loan.

Relevant resources available through the library include:

- Education Source, a comprehensive database providing access to over 1,000 active peer-reviewed journals in Education.
- ERIC, a database of indexed and full-text education literature and resources, sponsored by the Institute of Education Sciences of the U.S. Department of Education.
- JSTOR, contains 175 full-text Education journals.
- Kanopy, provides access to over 500 Education documentaries and films.

WWU faculty and students have access to an extensive range of resources through MOBIUS member libraries, including the collections at Missouri's major research institutions: the four campuses of the University of Missouri, Washington University, Missouri State University, and St. Louis University. Since 2014, this access has expanded to include academic, public, and special libraries in Colorado and Wyoming through Prospector, a resource-sharing partner of MOBIUS. Prospector offers access to an additional 30 million items, including books, journals, DVDs, CDs, videos, and more, featuring the collections of the University of Colorado, Colorado State University, the University of Denver, and the University of Wyoming. Materials selected from MOBIUS and Prospector are delivered via courier for faster delivery times.

Evidence:

- [Library Collection Analysis 2025 Undergraduate Education](#)

Cost Analysis

1. What was the annual budget for the program for the past 5 years?
2. How was the budget spent? (breakdown of budget expenses)

Narrative:

FISCAL Year	1-1083 Undergraduate Budget	
Starting Balances		
1. 7/1/20 – 6/30/21 starting	SOE Undergraduate Budget	\$10,000
2. 7/1/21 – 6/30/22 starting	SOE Undergraduate Budget	\$10,000
3. 7/1/22 – 6/30/23 starting	SOE Undergraduate Budget	\$12,000
4. 7/1/23 – 6/30/24 starting	SOE Undergraduate Budget	\$14,000

5. 7/1/24 – 6/30/25
starting

SOE Undergraduate Budget

\$15,000

Expenses:

1-1083-60513-000 stipends/\$250)	Honorariums	(cooperating teacher
1-1083-60580-000	Duplicating Charges	
1-1083-60407-000	Personal Car Mileage	(observation visits)
1-1083-60515-000	Dues/Memberships	(MACTE, CPI)
1-1083-60517-000 engraving)	Other Fees	(SOE Alumni Event, plaque
1-1083-60582-000	Supplies	(resource materials, books, classroom supplies, bulletin board paper, student clinical name tags)
1-1083-60546-000	Hospitality	(School lunch meetings, Student Performance Review Lunch, Advisory Board meetings)

Specialty Accreditation

Does the program hold specialty accreditation?

If yes, please include the name of the accrediting body and upload the most recent accreditation letter. (description of the data points – describe the accreditation cycle– identify any points of concern noted on the most recent accreditation)

Narrative:

DESE is responsible for approving and accrediting all educator preparation programs within the state to ensure that they meet established standards for preparing qualified teachers and school professionals. Our programs must demonstrate compliance with Missouri Standards for the Preparation of Educators (MoSPE) and submit performance-based metrics such as:

- MEES (Missouri Educator Evaluation System) scores from teacher candidates
- First-year teacher effectiveness and retention data
- Employer and graduate surveys
- Licensure exam pass rates (e.g., Missouri Content Assessments)

Annual Reporting Each institution must submit an Annual Performance Report for Educator Preparation Programs (APR-EPP). It tracks:

- Candidate progress
- Program outcomes
- Compliance with DESE standards
- Areas for improvement
- Site Visits and Reviews Programs undergo regular reviews that may include:
 - Document analysis
 - On-site interviews
 - Classroom observations These help ensure alignment with DESE's standards and best practices.

The following APR Reports highlight our Educator Preparation Program (EPP)'s performance during this assessment cycle. While not all of our undergraduate education programs have sufficient enrollment to receive an APR score, most that do consistently receive a status score between 95-100%

- [2017 EdPrepSummaryDataReport - Public2017 copy](#)
- [2018 EdPrepSummaryDataReport-Teachers](#)
- [2019 EdPrepSummaryDataReport-Teachers](#)
- [EdPrepSummaryDataReport-Teachers 2021](#)
- [2022 EdPrepSummaryDataReport-Teachers 2022](#)
- [2023 Teacher APR](#)
- [William Woods 2024 APR](#)

Industry and Program Trends

Analysis of the Discipline

1. Provide context for the status of the discipline today.
2. What are some emerging trends in this discipline across the country?
3. What is happening in the industries related to this discipline?

Narrative:

The teaching profession in the U.S. is facing several challenges and opportunities. On the one hand, there is a continued demand for qualified teachers, particularly in subjects like math, science, and special education, as well as in rural and low-income urban areas. However, teacher shortages are a growing concern, exacerbated by high turnover rates, burnout, and declining enrollment in teacher preparation programs. Many educators cite low wages, increased workloads, lack of administrative support, and student behavior issues as reasons for leaving the profession. At the same time, there are efforts to improve teacher retention through higher pay, mental health resources, and alternative certification pathways.

Technology Integration, Hybrid and Remote Learning, Alternative Certification & Apprenticeships, and Mental Health and Wellness are all current trends which impact teachers and teacher preparation programs like ours at WWU. The traditional public school model is confronted with unique opportunities and challenges including:

- **EdTech Expansion:** Companies are rapidly developing AI-driven educational software, digital assessments, and adaptive learning platforms to support teachers.
- **Private & Charter Schools Growth:** As public schools struggle with funding and teacher shortages, more families are considering charter schools, private institutions, and homeschooling.
- **Workforce Development & Training:** Universities and education organizations are revamping teacher training programs to emphasize skills like classroom management, trauma-informed teaching, and the use of AI.
- **Government Policy Changes:** Federal and state governments are debating policies on school funding, standardized testing, and teacher pay, which could impact the profession in the coming years.

Regional Compensation Trends

Compare compensation data for target occupations in your region to national and cost of living adjusted compensation trends in 2023.

EARNERS	REGIONAL COMPENSATION	NATIONAL COMPENSATION	COST OF LIVING ADJUSTED COMPENSATION
Lowest Earners	\$41,771	\$47,278	\$44,222
Median Earners	\$56,156	\$64,346	\$59,450
Highest Earners	\$82,870	\$105,064	\$87,731

Source: Lightcast

Regional Job Trends

View job trends for your region as compared to national trends for the past two decades and the 5 year projection.

YEAR	REGIONAL JOBS	REGIONAL PERCENT CHANGE	NATIONAL JOBS	NATIONAL PERCENT CHANGE
2003	208,886	-	3,094,542	-
2008	224,042	+ 7.26%	3,304,307	+ 6.78%
2013	203,277	- 9.27%	2,931,747	- 11.27%
2018	205,480	+ 1.08%	3,071,475	+ 4.77%
2023	212,921	+ 3.62%	3,113,077	+ 1.35%
5 Year Projected (2028)	215,815	+ 1.36%	3,238,782	+ 4.04%

Source: Lightcast

Job Posting Intensity

View the ratio of total to unique job postings for your target occupations.

19,886 Unique Postings 43,739 Total Postings	2:1 Posting Intensity Regional Average: 3:1
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The posting intensity of 2:1 for your selected occupations is lower than the average for all other jobs in your region, indicating that employers may be putting more effort than normal into hiring for those positions.

Source: Lightcast

Job Postings Regional Breakdown

View the top counties in your region for unique job postings for past 12 months.

COUNTY	UNIQUE POSTINGS
Jackson, MO	1,673
St. Louis, MO	1,539
Shelby, TN	1,394
Pulaski, AR	1,316
Polk, IA	1,058

Source: Lightcast

Degree Completion by Institution - 2022

Compare degree completions and associated market data among your comparison group. Tuition & Fees data provided by IPEDS.

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
Lindenwood University (Saint Charles, MO)	27	+ 3.85%	55.1%	\$19,300	\$8,580
Bachelor's Degree	27	+ 3.85%	55.1%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-
William Woods University (Fulton, MO)	9	0%	18.4%	\$27,480	\$13,992
Bachelor's Degree	9	0%	18.4%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-
Central Methodist University- College of Liberal Arts and Sciences (Fayette, MO)	7	- 50.00%	14.3%	\$27,140	\$0

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
Bachelor's Degree	7	- 50.00%	14.3%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-
Westminster College (Fulton, MO)	6	+ 20.00%	12.2%	\$33,144	\$0
Bachelor's Degree	6	+ 20.00%	12.2%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-
Columbia College (Columbia, MO)	No Data	No Data	No Data	\$12,140	\$8,826
Missouri University of Science and Technology (Rolla, MO)	No Data	No Data	No Data	\$12,092	\$12,600
Stephens College	No Data	No Data	No Data	\$25,586	\$9,430

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
(Columbia, MO)					

Source: Lightcast

Labor Market Overview

View the key labor market data for your region compared to national data.

212,921 Jobs in 2023 37% Above National Average	1.4% Change from 2023-2028 +4.0% National Change	\$26.19 Median Earnings per Hour \$30.91/hr National Median	16,043 Annual Openings 21% Above National Average
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OCCUPATION	2023 JOBS	GROWTH (2023-2028)	MEDIAN EARNINGS	ANNUAL OPENINGS
Elementary School Teachers, Except Special Education	92,337	+ 1.19%	\$26.01/hr	6,982
Kindergarten Teachers, Except Special Education	7,121	+ 1.70%	\$25.96/hr	818
Middle School Teachers, Except Special and Career/Technical Education	38,423	+ 1.75%	\$27.56/hr	2,911
Secondary School Teachers, Except Special and Career/Technical Education	72,924	+ 1.26%	\$28.33/hr	5,157
Special Education Teachers, All Other	2,116	+ 3.78%	\$26.19/hr	175

Source: Lightcast

Comparison to Similar Programs at Peer Institutions

1. Identify and discuss how similar programs compare to your program in terms of size, curriculum and any relevant attributes.

Narrative:

Missouri has 42 accredited Educator Preparation Programs (EPPs). While each EPP will have unique approaches to their teacher certification program, as a result of each being accredited by DESE, the coursework, policies, and overall structure of most are quite similar. We often compare ourselves to similar programs, such as those offered at Westminster College (uniquely positioned right down the road from WWU), Columbia College, Lincoln University, and Stephens College. These programs are all offered in mid-Missouri and have similar enrollments numbers and degree offerings to WWU. An overview of all 4-year institutions with EPP's in MO is available here:

<https://dese.mo.gov/dese.mo.gov/dese.mo.gov/educator-quality/educator-preparation/stateinformation>

Degree Completion by Institution - 2023

Compare degree completions and associated market data among your comparison group. Tuition & Fees data provided by IPEDS.

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
Central Methodist University- College of Liberal Arts and Sciences (Fayette, MO)	12	+ 71.43%	42.9%	\$27,140	\$0
Bachelor's Degree	12	+ 71.43%	42.9%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
Westminster College (Fulton, MO)	9	+ 50.00%	32.1%	\$34,188	\$0
Bachelor's Degree	9	+ 50.00%	32.1%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-
William Woods University (Fulton, MO)	7	- 22.22%	25.0%	\$28,860	\$13,800
Bachelor's Degree	7	- 22.22%	25.0%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's Degree	No Data	No Data	No Data	-	-
Lindenwood University (Saint Charles, MO)	No Data	No Data	No Data	\$21,100	\$8,550

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
Columbia College (Columbia, MO)	No Data	No Data	No Data	\$12,268	\$9,200
Missouri University of Science and Technology (Rolla, MO)	No Data	No Data	No Data	\$14,278	\$14,478
Stephens College (Columbia, MO)	No Data	No Data	No Data	\$27,000	\$9,900

Source: Lightcast

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees?
2. Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

The WWU School of Education collects several surveys from our graduating seniors. Perception data is collected during, and at the conclusion of, the student teaching experience to determine how well-prepared our students feel for their role as classroom teachers. Additional data is collected at the conclusion of their first year of teaching. A core analysis, along with various survey results reports highlighted below, show that overall our graduating seniors strongly agree that they are being well-prepared in our programs. One trend we noticed several years ago were lower scores related to preparedness in teaching special education students (specifically supporting students who have an IEP). This trend led to our team to make changes to the coursework required of our elementary education majors (who now take two cross categorical disability classes). In the last two years we have seen this item in the surveys increase markedly.

[CORE ANALYSIS - MID TERM STUDENT TEACHING SATISFACTION 2024 Teacher Survey](#)
[First Year Reporter 2021-2023](#)
[Graduate Perception Data](#)

[Student Teaching Satisfaction Survey](#)
[William Woods Teacher Feedback 2022-2024](#)

Evidence:

- [2024 Teacher Survey](#)
- [CORE ANALYSIS - MID TERM STUDENT TEACHING SATISFACTION](#)
- [First Year Reporter 2021-2023](#)
- [Graduate Perception Data](#)
- [Student Teaching Satisfaction Survey](#)
- [William Woods Teacher Feedback 2022-2024](#)

Graduate/Alumni Feedback on the Program

1. What were some positive and negative feedback received from alumni?
2. Highlight any trends or insights that came from alumni feedback over the course of the cycle.

Narrative:

Every year the WWU School of Education collects survey data (see below) from recent graduates completing their first year as a classroom teacher. We have used these results to make programmatic decisions (e.g. curriculum, teaching strategies/activities) Graduates generally feel well-prepared in their content areas, with strong ratings in their ability to engage students and make content meaningful. They report confidence in delivering lessons aligned with curriculum standards and implementing instructional strategies to foster critical thinking. Many teachers feel less prepared to modify instruction for English language learners, gifted students, and students with IEPs, which has led us to make changes to the coursework offered to many of our education majors. Teachers also express a need for stronger training in using assessment data to inform instruction and setting learning goals based on student assessments. Not surprisingly, one of the most cited challenges is handling classroom management, discipline, and student motivation. New teachers struggle with managing behavior in diverse classrooms, dealing with disengaged students, and maintaining control over disruptive students. While classroom management is an inherently challenging concept to teach preservice teachers, our program has tried to find creative and unique ways to supplement the traditional classroom management course. During this assessment cycle we have been offering Crisis Prevention Institute training. This advanced behavior management training provides preservice teachers with additional support in recognizing and deescalating behaviors. Collaboration with colleagues is rated positively, but working with parents to support student learning remains an area for growth. A newer theme emerging in feedback is the need for training on maintaining a healthy work-life balance. Some teachers feel overwhelmed by workload expectations and the emotional demands of teaching, especially for students with trauma.

[2024 Teacher Survey](#)
[First Year Reporter 2021-2023](#)
[Graduate Perception Data](#)
[William Woods Teacher Feedback 2022-2024](#)

Evidence:

- [2024 Teacher Survey](#)
- [First Year Reporter 2021-2023](#)

- [Graduate Perception Data](#)
- [William Woods Teacher Feedback 2022-2024](#)

Recommendations from Previous Program Reviews

1. Summarize recommendations from previous PRs, describe how those recommendations were applied throughout this cycle.

Narrative:

Our prior program review (completed in 2020) resulted in several key recommendations. Some of these recommendations were in line with trends and goals developed by DESE and the growing recruitment and retention efforts in the state. A list of recommendations is below:

- Increase Student Enrollment & Diversity (Recruit more male and racially diverse students).
- Strengthen partnerships with local schools to attract future teachers.
- Enhance Advising & Retention Efforts
- Provide faculty with structured four-year advising plans.
- Improve communication about program requirements to prevent dropouts.
- Host mandatory school meetings to inform students about certification processes.
- Strengthen Clinical & Field Experience
- Expand practicum hours to ensure students gain real-world teaching experience early.
- Improve collaboration with school districts for high-quality student teaching placements.
- Align coursework with Missouri Teaching Standards.
- Introduce action research projects in practicum courses.
- Add Google Educator Certification training to technology courses.
- Improve Data Collection & Assessment
- Track student progress through pre- and post-assessments of teaching competencies.
- Use surveys from principals and alumni to evaluate program effectiveness.

Implementation of Recommendations (2020-2024)

- Increased Enrollment & Diversity Efforts
- Created "Education Day" to attract high school students with scholarships.
- Partnered with Fulton Public Schools to implement WWU's first Grow Your Own program and Educators Rising program for high school students interested in teaching.
- Strengthened marketing efforts by meeting regularly with WWU marketing team
- Improved Advising & Retention Strategies
- Developed structured four-year plans for faculty advisors.
- Implemented mandatory education major meetings to share important programmatic updates.
- Hosted Required School Meetings to provide key program information.
- Expanded clinical experience components in the Measurement & Assessment course (EDU 422) and EDU 358 Teaching Cross Categorical Disabilities

- Developed stronger Memorandums of Understanding (MOUs) with school districts for clinical placements.
- Implemented action research projects to help students analyze their teaching impact.
- Introduced Google Educator Certification training in EDU 211
- Added new assessment methods in EDU 422, requiring students to use real-world student data.
- Better data Tracking & assessment records
- Instituted EOC assessments for Missouri Teaching Standards in EDU 291, EDU 395, and student teaching.
- Collected alumni & principal feedback surveys to measure graduate effectiveness.
- Required students to complete practice Missouri Content Assessments to better prepare for licensure exams.

Impact of Changes

- Higher engagement with local schools has improved student recruitment.
- Advising improvements have helped students navigate program requirements more effectively.
- More practical, hands-on experiences have strengthened teacher preparation.
- Data-driven decision-making has improved program effectiveness and accountability.

Industry Relevance and Employment

1. How do your student learning outcomes align with industry needs?

Narrative:

The William Woods University Education Program is designed to prepare future educators with the knowledge, skills, and professional competencies necessary to meet the demands of the modern teaching profession. The program's student learning outcomes align closely with Missouri Teaching Standards, national best practices, and the evolving expectations of K-12 education employers. Below is an overview of how WWU's student learning outcomes align with industry needs:

1. Content Knowledge & Instructional Strategies

WWU Learning Outcome

Students will demonstrate strong content knowledge and the ability to apply instructional strategies that promote student learning.

Industry Need

Teachers must have expertise in their subject area and effective pedagogical strategies to engage diverse learners. Schools prioritize data-driven instruction, which requires educators to modify lessons based on student needs.

How WWU Aligns

Curriculum requires students to master Missouri Teaching Standards, ensuring content proficiency. Courses like EDU 395 (Practicum II) and EDU 422 (Measurement & Assessment) emphasize data-informed teaching decisions. Students are provided vouchers to complete practice content assessments before student teaching.

2. Classroom Management & Student Engagement

WWU Learning Outcome

Students will develop effective classroom management strategies that foster positive learning environments.

Industry Need

Schools seek teachers who can manage diverse classrooms, maintain student engagement, and implement behavioral interventions. Administrators prioritize candidates with skills in Social-Emotional Learning (SEL) and trauma-informed teaching.

How WWU Aligns

EDU 250 (Foundations of Education) and EDU 453 (Classroom Management) provide training on behavior management techniques. Students receive hands-on practice through practicum experiences and action research projects to refine their skills. Students receive Crisis Prevention Institute training during EDU 395.

3. Assessment & Data Literacy

WWU Learning Outcome

Students will design and use assessments to measure and improve student learning outcomes.

Industry Need

Teachers must analyze student performance using formative and summative assessments to drive instruction. Data literacy is increasingly emphasized in teacher hiring, as schools require educators to use student data for decision-making.

How WWU Aligns

EDU 422 (Measurement & Assessment) requires students to complete a data-informed unit plan, ensuring they can track and interpret student progress. The Student Performance Days initiative ensures graduates practice with Missouri Content Assessments, aligning with state licensure requirements.

4. Differentiation & Inclusive Education

WWU Learning Outcome

Students will implement differentiated instruction to support diverse learners, including students with disabilities and English learners.

Industry Need

Schools prioritize teachers with expertise in special education, differentiated learning, and culturally responsive teaching. Federal and state education policies (e.g., IDEA, Section 504, ESSA) require that all students receive individualized, equitable education.

How WWU Aligns

The special education coursework (e.g., EDU 231: Exceptional Individual) provides foundational knowledge in IEPs, 504 plans, and accommodations. The Practicum and Student Teaching components include placements in diverse educational settings, ensuring hands-on experience with differentiated instruction. Elementary Education majors now complete two cross categorical disabilities classes.

5. Professionalism, Ethics, & Communication

WWU Learning Outcome

Students will model professional and ethical behavior while effectively communicating with students, parents, and colleagues.

Industry Need

Schools expect teachers to uphold professional ethics, maintain positive school-community relationships, and engage in lifelong learning. Strong parent-teacher communication skills are critical in modern classrooms.

How WWU Aligns

Disposition assessments are completed by cooperating teachers during all three primary clinical experiences (EDU 291, EDU 395, EDU 492). Students participate in mock job interviews, professional development seminars, and education panels to prepare for career expectations.

In conclusion, WWU preservice teachers are career-ready. By aligning student learning outcomes with K-12 education industry demands, William Woods University ensures its graduates:

- Meet state certification requirements.
- Are prepared for real-world teaching challenges.
- Can differentiate instruction for diverse learners.
- Use data to improve student outcomes.
- Are skilled in classroom management and technology integration.

This alignment makes WWU graduates highly competitive in the job market, positioning them as effective, adaptable, and well-prepared educators.

Employment Outlook

1. Describe employment outlook for the degree.
2. What types of employment would constitute working "in the field?"
3. Are there changes to program offerings and activities that would improve the employment outlook for graduates?

Narrative:

1. The employment outlook for graduates with a degree in teacher education is generally positive, especially in certain high-need areas. According to data from the U.S. Bureau of Labor Statistics, employment of kindergarten and elementary school teachers is expected to grow about as fast as average for all occupations. However, regional and subject-specific needs can dramatically improve job prospects. Areas such as special education, math, science, English as a Second Language (ESL), and rural or underserved districts often face teacher shortages, which means graduates who are flexible in location or have specialized endorsements may have stronger job prospects. Additionally, growing student populations and increased teacher retirements in many districts will continue to create demand for new educators.

Regional Job Trends

View job trends for your region as compared to national trends for the past two decades and the 5 year projection.

YEAR	REGIONAL JOBS	REGIONAL PERCENT CHANGE	NATIONAL JOBS	NATIONAL PERCENT CHANGE
2003	208,886	-	3,094,542	-
2008	224,042	+ 7.26%	3,304,307	+ 6.78%
2013	203,277	- 9.27%	2,931,747	- 11.27%
2018	205,480	+ 1.08%	3,071,475	+ 4.77%
2023	212,921	+ 3.62%	3,113,077	+ 1.35%
5 Year Projected (2028)	215,815	+ 1.36%	3,238,782	+ 4.04%

Source: Lightcast

Job Posting Intensity

View the ratio of total to unique job postings for your target occupations.

19,886 Unique Postings 43,739 Total Postings	2:1 Posting Intensity Regional Average: 3:1
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The posting intensity of 2:1 for your selected occupations is lower than the average for all other jobs in your region, indicating that employers may be putting more effort than normal into hiring for those positions.

Source: Lightcast

Job Postings Regional Breakdown

View the top counties in your region for unique job postings for past 12 months.

COUNTY	UNIQUE POSTINGS
Jackson, MO	1,673
St. Louis, MO	1,539
Shelby, TN	1,394
Pulaski, AR	1,316
Polk, IA	1,058

Source: Lightcast

Labor Market Overview

View the key labor market data for your region compared to national data.

212,921 Jobs in 2023 37% Above National Average	1.4% Change from 2023-2028 +4.0% National Change	\$26.19 Median Earnings per Hour \$30.91/hr National Median	16,043 Annual Openings 21% Above National Average
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OCCUPATION	2023 JOBS	GROWTH (2023-2028)	MEDIAN EARNINGS	ANNUAL OPENINGS
Elementary School Teachers, Except Special Education	92,337	+ 1.19%	\$26.01/hr	6,982
Kindergarten Teachers, Except Special Education	7,121	+ 1.70%	\$25.96/hr	818
Middle School Teachers, Except Special and Career/Technical Education	38,423	+ 1.75%	\$27.56/hr	2,911
Secondary School Teachers, Except Special and Career/Technical Education	72,924	+ 1.26%	\$28.33/hr	5,157

OCCUPATION	2023 JOBS	GROWTH (2023-2028)	MEDIAN EARNINGS	ANNUAL OPENINGS
Special Education Teachers, All Other	2,116	+ 3.78%	\$26.19/hr	175

Source: Lightcast

2. Working “in the field” of teacher education typically refers to employment roles directly related to classroom instruction and education. This includes positions such as:

- Classroom teacher (elementary, middle, or high school, depending on certification)
- Special education teacher
- ESL or bilingual teacher
- Early childhood educator
- Instructional assistant or paraprofessional (in some cases, especially pre-licensure)
- Substitute teacher
- Reading or literacy specialist (with additional credentials)

Additionally, roles outside of the traditional classroom setting may still be considered “in the field,” such as education consultants, curriculum developers, or positions in educational nonprofits that involve direct student or teacher support.

3. While we feel confident our students are career-ready, and job placement numbers for our graduates are very high, several changes could enhance employment prospects for graduates:

- More field experiences earlier in the program: Expanding early and diverse classroom experiences gives students a deeper understanding of the profession and makes them more competitive candidates.
- Dual endorsements or specializations: Offering additional credentials in high-need areas (e.g., ESL, special education, STEM) as part of the degree program increases job opportunities.
- Stronger partnerships with school districts: Creating pipelines through internships, residencies, or student teaching placements can lead to direct hiring after graduation.
- Job placement and career support services: Offering resume workshops, mock interviews, and job fairs focused on education careers can better prepare graduates for the job market.

External Review

Executive Summary

General observations and comments are provided as to how the program aligns with and supports the University mission and curriculum, the quality of student learning and the achievement of student learning outcomes, the qualifications and achievements of faculty, the student experience, the state of facilities, the value of online resources and supports (if relevant), on-campus resources, financial resources, and how the program is responding to trends within the larger perspective of the program field.

Narrative:

**Executive Summary
Bachelor of Science in Education
William Woods University**

Executive Summary: Bachelor of Science in Education Program

The Bachelor of Science in Education (BSE) program at William Woods University serves as a cornerstone of the institution's mission to prepare competent, reflective, and ethical educators capable of addressing the diverse needs of 21st-century classrooms. In alignment with the university's broader commitment to fostering service, leadership, and lifelong learning, the BSE program delivers a rigorous curriculum that blends theoretical foundations with practical, hands-on application and exceeds the Missouri Department of Education expectations.

Widely recognized as a high-quality undergraduate program, the BSE is designed to prepare future educators for a broad range of teaching environments, including rural, urban, and suburban/metropolitan schools. The program's framework is built on the belief that effective teacher preparation requires student-centered coursework, experiential learning, collaboration, and reflective practice informed by contemporary educational theory.

Primarily delivered on campus, the BSE program offers undergraduate degrees in elementary education, middle school education, secondary education, and special education. With an emphasis on small class sizes and individualized support, the program fosters meaningful faculty-student engagement and maintains a strong "students first, programming second" philosophy.

The physical facilities at William Woods supporting the BSE program are adequate. On-campus resources such as the library and advising services are accessible and contribute positively to the student experience.

While primarily delivered in-person, the program has incorporated online components for Pre-K courses that enhance learning and provide some flexibility and access. Learning management systems and virtual collaboration tools are used to supplement instruction, especially during field experiences. Students reported that these supports are effective and user-friendly.

Continuous improvement is a hallmark of the BSE program. It is routinely refined through internal evaluations, responsiveness to current educational trends, student input, and alignment with institutional priorities.

Commentary

Reviewers provide comments about the program strengths and challenges.

Narrative:

Commentary

This evaluation examines the Bachelor of Science in Education (BSE) program at William Woods University, assessing its effectiveness in preparing teacher candidates to meet professional expectations outlined by state, federal, and university standards. The review is informed by multiple data sources, including curriculum analyses, student assessment results, field experience outcomes, graduate feedback, and interviews with faculty and students.

The BSE program at WWU demonstrates a strong commitment to fostering competent, reflective, and ethical educators. However, targeted improvements in culturally responsive teaching, formative assessment strategies, and use of educational technology are necessary to ensure full alignment with evolving state and national educational goals.

Strengths of the Program

Philosophy and Framework

It is evident that William Woods University School of Education is committed to the belief that all students deserve effective, compassionate educators who possess strong content knowledge, classroom management skills, interpersonal abilities, and a deep understanding of the teaching and learning process. To cultivate such educators, the faculty delivers a curriculum that balances educational theory with practical application, integrating real-world challenges in teaching with intentionality and purpose, preparing each student for a life-long career in the profession.

The program's small, personalized learning environment fosters close faculty-student interaction and individualized support, prioritizing student growth and success above all else. The conceptual framework that guides the William Woods University Education Unit is grounded in the belief that theory and practical experience are equally essential. This framework is brought to life through a range of student experiences, including school- and classroom-based fieldwork, continuous guided reflections, collaborative group projects, and dynamic instructor-led discussions.

Quality of Student Learning and Outcomes - Rigorous and Relevant

The program demonstrates a strong commitment to student learning through clear, measurable learning outcomes that align with the state and national standards. Coursework has been intentionally designed to meet Missouri Teacher Standards in order to address diverse learning needs across various educational contexts. The integration of field experiences from early in the program ensures that students can apply pedagogical theories in real world settings, supporting deep learning and professional readiness and ensuring that WWU students are professional ready from Day One. Program assessments, including performance-based evaluations and standardized licensure examinations, indicate that students are achieving competency in critical areas such as instructional design, classroom

management, and student assessment. Feedback from partner schools and school leaders affirms that program graduates are well-prepared and effective in the classroom.

Student-Centered Teaching and Learning

The William Woods BSE program emphasizes the development of reflective educators who are prepared to support the academic, social, and emotional needs of the whole student. Alumni and current student feedback indicate high satisfaction with faculty support, academic rigor, and the overall preparation for licensure and employment. All prospective educators at William Woods University—including teachers, counselors, and librarians are required to complete content assessments in each certification area they pursue. These assessments serve as essential exit exams and are a critical component of the certification process. Successful completion of the appropriate Content Assessment or Praxis exam is a mandatory prerequisite for admission to the student teaching experience. Additionally, students receive training in Crisis Prevention Intervention (CPI), a program designed to equip educators and caregivers with the skills necessary to prevent and effectively respond to crisis situations in educational settings.

Faculty Expertise

The BSE program is supported by a dedicated faculty of professionals who hold advanced degrees, bring extensive K–12 teaching experience, and demonstrate a sustained commitment to professional development and scholarly engagement. Students frequently commend the expertise and support provided by the core undergraduate team, including Executive Dean of the School of Education Dr. James P. Concannon, Dr. Stacey Bonderer, Dr. Joseph Davis, Dr. Frank Giuseffi, Dr. Blayne Murphy, and Dr. Cynthia Wibberg.

Faculty members are actively engaged in educational research, professional development, consulting, and service on local school boards, contributing at both state and national levels. Instructor evaluations are consistently 4.5+ on a five-point scale, reflecting high levels of student satisfaction. Beyond classroom instruction, faculty play a pivotal role in mentoring students, cultivating partnerships with local school districts, and staying abreast of evolving best practices in education. Faculty regularly analyze data to improve curriculum and instructional delivery.

Their dedication enhances the academic rigor of the program and supports the holistic development of future educators. Faculty members emphasize their commitment to preparing students to thrive from their very first day in the classroom, providing the individualized support necessary to ensure both persistence and well-being. In interviews, students consistently praise the faculty for their instructional excellence, unwavering support, and their genuine investment in student success.

Opportunities for Growth

National Visibility of the program

Although the BSE program enjoys a strong regional reputation and enrollment, expanding its visibility at the state and national levels will be essential to remaining competitive in a landscape increasingly shaped by alternative pathways to teacher certification. As the

teacher pipeline continues to stagnate, early recruitment of altruistic, service-minded individuals is a vital strategy for addressing teacher shortages and broader challenges in education. A comprehensive marketing plan—featuring a sustained digital media campaign and strengthened partnerships with school districts beyond the immediate geographic area—could significantly boost enrollment and support the program’s long-term sustainability.

Curriculum Innovations

As previously noted, the BSE program offers a rigorous, research-based curriculum that emphasizes student proficiency in critical thinking and instructional design. The program should also be commended for providing pre-service teachers in the William Woods University Educator Preparation Program the opportunity to become Google Certified Educators, supported by faculty with expertise in digital pedagogy and blended learning. In addition, students apply practical digital skills in clinical coursework, guided by frameworks such as:

- The SAMR Model for Technology Integration
- The International Society for Technology in Education (ISTE) Standards

Despite these strengths, many students shared concerns during interviews about their readiness to effectively incorporate emerging educational technologies—particularly artificial intelligence (AI), gamification, and adaptive learning tools—into their future classrooms.

To address this gap, it is essential to provide targeted support that helps teacher candidates develop the skills to use AI for lesson planning, content creation, real-time assessment, and ongoing professional development. Without sufficient training in AI literacy, educators may misuse or underutilize these technologies, limiting their effectiveness. As such, comprehensive preparation in this area should be a curricular priority. This preparation must include both hands-on experience with current tools and a foundational understanding of AI ethics, data privacy, and digital security to ensure graduates are equipped to navigate the evolving landscape of educational technology with competence and integrity.

Use of Assessment and Data Analysis

The BSE program demonstrates a strong commitment to data-driven instruction. Like many education programs, it faces the ongoing challenge of preparing students to effectively integrate content knowledge, theory, and instructional practice in ways that support informed curricular, instructional, and assessment decisions tailored to the needs of diverse learners. While recent updates—such as revisions to the Special Education Cross Categorical curriculum—reflect efforts to address this, data from the most recent DESE First-Year Educator Survey suggests that graduates do not feel highly confident in their ability to analyze assessment data to improve instruction or to set learning or behavior goals based on those results. To strengthen this area, the program should continue refining and promoting instructional models that incorporate scaffolding, interventions, remediation and classroom management thereby supporting the development of thoughtful, adaptive educators and leaders.

Lifelong Learning and the Multiple Perspective

William Woods University's Bachelor of Science in Education (BSE) program promotes lifelong learning as a central tenet of professional growth. The program is grounded in the belief that all students deserve equitable access to high-quality education and that educators must uphold high expectations for learners of all backgrounds. William Woods prepares future educators to be inclusive and responsive in both teaching and leadership. A continued and visible commitment to actively recruiting students from diverse backgrounds will further enrich the academic community by bringing a broad range of perspectives, experiences, and voices that foster innovation and inclusivity. Ensuring that these students experience the strength, support, and quality of the undergraduate program will be essential to their success and to the program's long-term vitality.

Recommendations

Comments provide future direction for the faculty to use to improve student learning. Evaluative feedback is offered, as well as suggestions to improve any aspect of the program. Recommendations that require no new resource as well as those that do are welcome, alongside identifying areas for program development based on market/industry demands not yet identified by the university or program faculty. The report may include recommendations that have been shown to be effective elsewhere.

Narrative:

Recommendations and Strategic Direction

The B.Ed. program at William Woods University demonstrates a strong commitment to preparing competent, reflective, and ethical educators. To ensure full alignment with evolving state and national educational goals, targeted improvements are needed in several key areas. These include enhancing marketing and outreach efforts, expanding the integration of educational technology, strengthening training in data analysis and the use of assessment to inform instruction, and creating inclusive pathways that attract a broader range of future educators. Continued focus in these areas will position the program for sustained relevance and impact in the rapidly changing landscape of teacher preparation.

Program Growth and Market Positioning

The BSE program at William Woods University is well-positioned for strategic growth, particularly as the demand for well-prepared, adaptable educators continues to rise amid ongoing teacher shortages. By maintaining a strong commitment to academic rigor, digital fluency, and inclusive pedagogy, the program has established a solid foundation on which to expand its reach and reputation.

To sustain and enhance this momentum, the program must prioritize proactive marketing and recruitment strategies that communicate its unique strengths to a broader audience. Creating a comprehensive **visual roadmap** that clearly outlines the progression through the university's full continuum of education degrees—BSE, M.Ed., Ed.S., and Ed.D.—along with their various concentrations, would serve as a valuable tool for both prospective students and advising staff. This roadmap should be used in marketing materials, academic advising

sessions, college recruitment events, and partnership conversations to clearly convey the pathways and professional opportunities available through William Woods.

Additionally, greater emphasis should be placed on promoting the **Graduate Bridge Program**, which allows students to earn both a bachelor's and a graduate degree in a reduced timeframe. This accelerated, cost-effective pathway offers a compelling value proposition and should be consistently highlighted in recruitment materials, school partnership meetings, and digital campaigns.

Expanding collaborations with school districts—especially those beyond the university's traditional geographic reach—will also support program growth. Targeted engagement with districts implementing “grow your own” teacher initiatives presents a promising avenue for recruiting high school students who may not have previously considered William Woods. Investing and strengthening these partnerships can help establish a reliable pipeline of service-minded, diverse teacher candidates and create a dependable recruitment channel for dedicated, diverse future educators who reflect the needs of today's classrooms.

Curriculum Innovation

Students have expressed a desire for greater integration of emerging educational technologies within the BSE program. While William Woods University students are well prepared to integrate content knowledge, learning theory, and instructional strategies to make informed instructional and assessment decisions, interviews revealed that many feel underprepared to effectively incorporate emerging tools—particularly artificial intelligence (AI), gamification, and adaptive learning platforms—into their future classrooms.

To address these concerns, the program should provide targeted support in the use of AI for instructional tasks such as lesson planning, content creation, professional development, and the design of timely, formative assessments. Without appropriate training in AI literacy, educators risk misusing or underutilizing these tools, diminishing their potential impact on teaching and learning outcomes.

Comprehensive preparation in this area should be a priority in future curriculum reviews and faculty development initiatives. Training should extend beyond basic tool usage to include critical topics such as AI ethics, data privacy, and digital security. Equipping future educators with both technical proficiency and ethical awareness will ensure they are well-prepared to navigate the evolving educational landscape. Achieving this goal will also likely require ongoing investment in faculty training to keep the program at the forefront of instructional innovation.

Data, Assessment and Student Learning

Guided by sound data, the BSE program is strongly committed to student learning standards that are clearly defined, routinely assessed, and used to inform instructional decisions. This commitment serves as an excellent model for future teachers to emulate in their own classrooms. Continued efforts should focus on helping candidates refine their data-driven instructional and assessment practices. Students have expressed a need for additional support in using assessment data to improve instruction and to set meaningful academic and

behavioral goals for diverse learners. To strengthen this area, the program should further promote instructional models that incorporate scaffolding, targeted interventions, remediation strategies, and effective classroom management—ultimately fostering the development of thoughtful, adaptive educators.

Multiple Perspectives

Actively recruiting students from a wide range of cultural, geographic, and socioeconomic backgrounds will enrich the university's academic community and better reflect the diversity of today's K–12 classrooms. To support this goal, the program should implement targeted strategies such as providing high school navigation assistance, building strategic partnerships with schools and community organizations, increasing visibility around college and career pathways, and offering pre-college orientation or bridge programs. Extending on-campus orientations and ensuring access to strong mentorship, culturally responsive instruction, and robust academic support services will be critical to fostering a sense of belonging and promoting long-term student success and retention.

Collectively, these initiatives will enable the BSE program to expand its market reach, attract high-quality candidates, and further solidify its reputation as a forward-thinking, student-centered leader in educator preparation.

Conclusion

The Bachelor of Science in Education program at William Woods University is a strong, mission-driven initiative that effectively prepares future educators for the complexities of today's classrooms. Through a well-structured curriculum, dedicated faculty, and a clear focus on continuous improvement, the program upholds high standards of academic and professional excellence while remaining responsive to the evolving demands of the education profession. While the program successfully addresses many of the Missouri Teacher Standards, the dynamic nature of 21st-century classrooms calls for ongoing refinement—particularly in the areas of cultural competence, educational technology, and data-informed assessment. Strategic enhancements in these areas will help ensure that WWU graduates continue to rank among the most well-prepared and adaptive educators entering Missouri schools.

Program Response to External Review

Program Response

After the External Report is submitted, the Program faculty will respond to any comments where the reviewer has noted need of improvement or where additional explanation is needed. The faculty response will also include a response to the recommendations of the reviewer and their action plan to move forward with recommendations, or what is needed for the program to move forward with a recommendation. This response is added to the report and submitted to Academic Council for final review.

Narrative:

The School of Education teams extends our sincere appreciation to our external reviewer, Dr. Beth Savidge for her thorough and thoughtful evaluation of the Bachelor

of Science in Education undergraduate programs. We are especially grateful for the recognition of our faculty commitment, program rigor, student-centered philosophy, and alignment with the University's mission. In response to the commendations, constructive feedback, and recommendations provided, we offer the following summary of our response and action plan.

Areas Identified for Improvement and Faculty Response

1. Educational Technology and Artificial Intelligence (AI) Integration

The reviewer noted that students expressed concern regarding their readiness to incorporate emerging educational technologies, including AI, gamification, and adaptive learning tools, into their classrooms. We agree that equipping teacher candidates with the skills and ethical frameworks needed to navigate evolving technologies is essential. The program has already taken initial steps to expand digital literacy through Google Educator Certification and integration of ISTE and SAMR models. However, we recognize that more structured, intentional training is needed, particularly around artificial intelligence applications in instructional planning, assessment, and professional development. We plan to prioritize time during undergraduate team meetings for proposed curriculum revisions focused on AI and educational technology integration. We also want to invest in ongoing faculty development (e.g. book studies, professional development) to ensure instructors remain current with emerging tools and platforms. There is also an opportunity to leverage partnerships with K-12 schools using AI-enhanced instruction to provide clinical observations or co-teaching opportunities.

2. Use of Assessment and Data-Driven Instruction

Dr. Savidge pointed out that graduates reported lower confidence in using assessment data to inform instruction or set learning and behavioral goals. While we emphasize data literacy and performance assessment throughout our program, we acknowledge that the bridge between theory and applied data usage can be further strengthened. We also note the importance of helping candidates internalize the full cycle of formative assessment and responsive teaching, particularly in high-needs settings. We believe we can enhance partnerships with cooperating teachers to model best practices in using formative data during student teaching (or other clinical experiences). There may be additional opportunities to expose education majors to strategies for goal-setting using student data (e.g. professional development seminar for BSE candidates on using student data for goal-setting and differentiation.)

3. Curriculum Inclusivity and Culturally Responsive Pedagogy

The external review highlighted the need for continued development in culturally responsive teaching and recruitment of students from diverse backgrounds. The School of Education understands the importance of equity, access, and representation. Faculty already embed principles of culturally responsive pedagogy across the curriculum and field experiences. However, we can continue to broaden the diversity of our teacher candidate population and strengthen support structures for students from historically underrepresented groups. This will involve collaborating with admissions to develop targeted outreach and recruitment strategies in diverse districts and communities. We also hope to renew our Grow Your Own program which gives us more control over which districts/students to target for recruitment.

Response to Reviewer Recommendations

a. Marketing and Program Visibility

The School of Education strongly agrees with the recommendation for enhanced visibility and statewide presence. We plan to meet with both the University Marketing and Admissions teams in Fall 2025 to update digital materials, highlight programmatic strengths, and ensure accuracy of program information.

b. Graduate Bridge and Accelerated Pathways

The Graduate Bridge Program is a strength we intend to highlight more visibly. I would like our team to collaborate with Dr. Logan to create a new advising template and marketing toolkit for use in recruitment, preview days, and school partnership meetings.

Conclusion

The undergraduate School of education faculty at William Woods University appreciate the valuable insights provided by Dr. Savidge. We are committed to continuous improvement and believe that the recommendations offered align well with our strategic goals and institutional mission. Our faculty remain dedicated to ensuring that every graduate enters the teaching profession with the confidence, knowledge, and adaptability to thrive in today's classrooms.

We look forward to implementing these action steps and sharing progress updates with the Academic Council and broader campus community.

Academic Council Review

Academic Council Response

Academic Council will review the report in its entirety and come together to discuss any remaining questions or concerns. The council will highlight noted areas of improvement for program focus. Issues of resources are discussed if additional resources are needed to implement improvements noted by the Reviewer, the faculty or Academic Council.

Narrative:

Academic Council reviewed the report and accepted the report as written with the following comments:

Strengths:

- Data Driven Change; State Accreditation; Faculty Teaching Effectiveness; Student Outcomes
- The report was very easy to follow and had a ton of data to support each section of the report.
- Impressively supported with data, as attachments.
- The report detailed the complex relationship of the program to external entities-- state standards, local schools, WWU needs-- is well-articulated.
- The assessment procedures, outcomes, and evidence of the report are top-notch.
- Alignment with DESE standards makes for a robust program that includes lots of outside supporting evidence.

Challenges:

- The program should look at opportunities to diversify the student population if possible.
- It was not mentioned, but are there any challenges with AI that the program should start to think about and problem solve?
- While there's lots of embedded data, there's not a lot of reflection on that data, and in the case of something like learning outcomes, that feels like a weakness.
- In "Curriculum Map," minor changes are mentioned but it's not explained why those changes were made (based on data, personnel changes, etc?)
- While the report provided ample evidence and documentation in nearly all sections, the SWOT analysis was lacking in the weaknesses category. It would have been helpful to read the program's perceived weaknesses in their own program (in order to effect changes), but many of the weaknesses listed were University-level issues and not necessarily unique to the program. Not to suggest that the issues listed are false or don't need attention.
- WIFI and connection within the model classroom require permissions through an admin account, and it is challenging to keep updated with limited permissions. Additional complication on training on how to use the technology that is available in the classroom.

Action Items:

- Investigate support suggested by reviewer in AI literacy, gamification, and adaptive learning tools.
- Investigate the optimal size of the program before it reaches capacity for the current instructional team.
- Investigate the advancement of "alternative credentials" and how they are likely to affect enrollment (or the market value) of the BSE degree.
- In the context of marketing and in line with our university's strategic plan, the BSE should prioritize strengthening our current collaborations with school districts and pursue new collaborations over a larger target area (and some close to home).
- Work with marketing to develop a "visual roadmap" for progression through the curriculum that would show students how to navigate the program. This is a recommendation not just for Education, but an idea for all academic programs at WWU.

Reviewed 7-10-25