



WILLIAM WOODS
UNIVERSITY

EDD Adult Learning Annual Assessment 2022-2023

EDD ADULT LEARNING ANNUAL ASSESSMENT 2022-2023 **1**

GRADUATE ANNUAL ASSESSMENT 2022-2023 **3**

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Graduate Annual Assessment 2022-2023

Education Doctorate Adult Learning

Program Profile

Program Mission

Purpose

The Doctorate in Leadership and Adult Learning in Organizations is designed to equip adult learners from various professional fields with the essential theories, concepts, and instructional strategies necessary to educate and train adults. Doctoral students will acquire knowledge in adult learning theory, learn to develop programs for working adults, and master leadership and managerial skills that address the dynamic changes impacting the current adult workforce.

EDDAL. 1: Learners will examine and interpret a wide range of scholarly and professional literature pertinent to the advanced study of adult learning and its application to educational leadership and professional practice.

EDDAL. 2: Learners will complete in-depth investigations of the current research and best practices in the training and education of adult learners.

EDDAL. 3: Learners will engage in dialogue on the theories and practices expounded in adult learning, explore the connections between adult learning and leadership, and attain practical knowledge that can be applied to work environments.

EDDAL. 4: Learners will integrate accumulated professional knowledge and scholarly inquiry on adult learning and its relation to leadership and professional growth.

EDDAL. 5: Learners will develop a deep understanding of applicable research methods and advanced academic inquiry.

EDDAL. 6: Learners will conceptualize, design, and complete research projects and a dissertation for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

The Mission of the School of Education

Our mission is to provide aspiring educators a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. We strive as an Educator Preparation Program 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 activities for developing students into the kind of high-quality teachers and administrators needed to boost student achievement in our state and elsewhere.

Description

William Woods University is located in Fulton, Missouri and has been educating future educators in Callaway County and Mid-Missouri since 1914. The School of Education offers bachelors of science degrees in physical education, special education, secondary education, elementary education, art education, and middle school education. The School of Education offers the required coursework for 13 initial teacher licensure programs as well as two add-on certifications in early childhood education (undergraduate level) and special reading (graduate level). The undergraduate programs offered in Fulton provides students the necessary coursework to become CPI and Google certified. Additionally, the undergraduate degree programs have a close partnership with Fulton Public Schools, as evidenced by the Grow Your Own program. Graduate degree programs in educational leadership leads students to one of three advanced certifications including K12 school leader, superintendent, and special education director. Undergraduate coursework is offered on the main campus, and all graduate coursework is offered online. Graduate degrees are offered in the areas of teaching and

technology, STEM education, athletic administration, educational leadership, curriculum and instruction, curriculum leadership, adult learning, and reading instruction.

Conceptual Framework

William Woods University officially became a college in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. One can still see these values, stronger than ever, at work among our faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

The William Woods University Professional Education Unit has refined its Conceptual Framework since 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty. The School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit’s guiding principles. The precursor document was developed during the 2000-2001 academic year. During both processes, the Unit’s faculty (that included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms.

University Mission Statement: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

School of Education Mission Statement and Conceptual Framework: The foundations for the William Woods University teacher, school leader, and district leader mission and conceptual framework are that all educators must promote a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. 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 activities for developing students into the kind of high-quality teacher needed to boost student achievement in our state and elsewhere. We believe that all K12 students, aspiring teachers, and aspiring educational leaders deserve effective and caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. The conceptual framework for teacher and educational leader preparation is articulated and defined by appropriate state and national preparation standards given that both the William Woods University and subsequently the Educator Preparation Program missions center upon professions-oriented preparation.

The mission of William Woods University and the Education Unit’s Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. Professional Standards for Educational Leaders, Missouri Leader Development Standards, and Missouri Teaching Standards are articulated and aligned in the syllabi with student learning objectives throughout graduate and undergraduate courses. Students demonstrate their competencies of these standards through field experience evaluations, creating appropriate artifacts, reflection activities, and self-guided inquiry

University Mission Statement: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Program Demographics

Total Enrollment 2021-2022

Total Enrollment 2022-2023

2

Graduating Students

Total Graduated 2021-22

Total Graduated 2022-2023

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

At this time, there are two students enrolled; persistence numbers cannot be ascertained yet.

Program goals for student retention: 1) Communicate regularly that it is a high quality educational experience that applies adult learning theory and practice to real world leadership and workforce training issues; 2) Continually reach out to students in the program through advisor-advisee relationships and periodic meetings; 3) Engage with the Admissions Department on ways to recruit more students in this program.

The optimal enrollment for the program is 245 students.

Program Delivery

Cohort
 Online (selected)
 Hybrid
 Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes
 No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

We have an informative and attractive newsletter that will be distributed to those interested in the program. The university has hired an external company to market the program, too. I have indicated to Admissions that I would be happy to speak with future students or anyone interested in the program.

In regard to the website, the layout of the information is good; however, the link to the program is ebedded a bit too deeply. Several clicks are needed to get to the information. There are several clicks: Academics - Academic Catalog - Graduate - Program - Adult Learning.

For the EdD in Educational Leadership, you click Academics then Graduate Programs. You will then see our traditional doctorate under Education Program. I would also like the Leadership and Adult Learning in Organizations Program there, too.

Marketing Attachments

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

The EdD in Adult Learning faculty member (full time) is, at this time, solely Dr. Frank Giuseffi. He has a nine hour release per semester. Attached is a hypothetical faculty rotation framework if we enroll five to seven more students in a semester.

Faculty Load Attachment

If you want to attach the load document you can do that here.

Faculty Rotations (Hypothetical with 5-7 students):

Faculty Member	Change/No Change	Credit Hours/Fall 1	Credit Hours/Fall 2	Credit Hours/Spring 1	Credit Hours/Spring 2	Credit Hours/SU 1	Credit Hours/SU 2
TBD	No Change	3	0	3	0	3	0
Frank Giuseffi	No Change	0	3	0	3	0	3

Program Objectives

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
EDDAL.1	Learners will examine and interpret a wide range of scholarly and professional literature pertinent to the advanced study of adult learning and its application to educational leadership and professional practice.
EDDAL.2	Learners will complete in-depth investigations of the current research and best practices in the training and education of adult learners.
EDDAL.3	Learners will engage in dialogue on the theories and practices expounded in adult learning, explore the connections between adult learning and leadership, and attain practical knowledge that can be applied to work environments.
EDDAL.4	Learners will integrate accumulated professional knowledge and scholarly inquiry on adult learning and its relation to leadership and professional growth.
EDDAL.5	Learners will develop a deep understanding of applicable research methods and advanced academic inquiry.
EDDAL.6	Learners will conceptualize, design, and complete research projects and a dissertation for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Alignment with Institutional Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

We find that all six of the Leadership and Adult Learning in Organizations EdD Program objectives align with the university WWU2021.1 objective. EDDAL.1 supports the institutional objective because it focuses on exposing students to current literature concerning adult learning. EDDAL.2 advances this practice by requiring students, through assignments, to "complete in-depth investigations of the current research and best practices" in adult learning. By having students enter a dialogic learning experience, as articulated in EDDAL.3, about the relationship between leadership and adult learning, new and imaginative ways of looking at the two disciplines can culminate in "academic discovery" as stated in WWU2021.1. Moreover, the accumulation of knowledge and scholarship of leadership and adult learning (EDDAL.4), along with its application via research studies (EDDAL.5), again aligns with the university's objective of engaging students to think anew and apply their new knowledge to real world issues. Lastly, the expertise doctoral students will attain will be fully reflected in the final research project known as the Applied Doctoral Project (EDDAL.6).

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Doctorate in Adult Learning

	ALE 710	ALE 730	ALE 760	ALE 770	ALE 775	ALE 780	ALE 785	ALE 790	ALE 795	ALE 798	ALE 799
WWU2021.1 Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.											
EDDAL.1 Learners will examine and interpret a wide range of scholarly and professional literature pertinent to the advanced study of adult learning and its application to educational leadership and professional practice.	I	R	A	A	R	A	R	A	R	R	R
EDDAL.2 Learners will complete in-depth investigations of the current research and best practices in the training and education of adult learners.	I	A	A	R	A	R	A	A	R	R	R
EDDAL.3 Learners will engage in dialogue on the theories and practices expounded in adult learning, explore the connections between adult learning and leadership, and attain practical knowledge that can be applied to work environments.	I	R	R	A	A	A	A	R	R	R	R
EDDAL.4 Learners will integrate accumulated professional knowledge and scholarly inquiry on adult learning and its relation to leadership and professional growth.	R	I	A	A	A	A	A	R	R	A	A
EDDAL.5 Learners will develop a deep understanding of applicable research methods and advanced academic inquiry.	A	A				R	R		A	A	A
EDDAL.6 Learners will conceptualize, design, and complete research projects and a dissertation for the generation of new knowledge that will satisfy the highest standards of academic and professional review.									A	A	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?

There are no changes made to the curriculum at this time.

Assessment Findings

Assessment Findings for the Assessment Measure level for Doctorate in Adult Learning

Standard/Outcome				
EDDAL.1 Learners will examine and interpret a wide range of scholarly and professional literature pertinent to the advanced study of adult learning and its application to educational leadership and professional practice.				
Assessment Measures				
ALE 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students must attain an 80% or higher on the final assessment. Rubric will consist of Content, Analysis and Application, Scholarly Voice, and Presentation skills. been met yet?			
ALE 770				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students must earn 80% or higher in the final assessment. Rubric consists of Content, Analysis and Application, Scholarly voice. been met yet?			
ALE 780				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			
ALE 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

Standard/Outcome

EDDAL.2 Learners will complete in-depth investigations of the current research and best practices in the training and education of adult learners.

Assessment Measures

ALE 730				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Rubric consisting of Content, Analysis and Application, and Scholarly Voice and Mechanics. Students will attain 80% or higher on final project. been met yet? Met	Student received a 90% on the final assessment.		

ALE 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students must attain at least an 80% on final assessment based on a rubric that consists of Content, A & A, and Scholarly Voice. been met yet?			

ALE 775				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students must earn at least an 80% based on a rubric that consists of Content, A & A, and Scholarly Voice on the final assessment. been met yet?			

ALE 785				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

Standard/Outcome

EDDAL.3 Learners will engage in dialogue on the theories and practices expounded in adult learning, explore the connections between adult learning and leadership, and attain practical knowledge that can be applied to work environments.

Assessment Measures

ALE 770				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Based on a rubric that consists of Content, A & A, and Scholarly Voice, students will earn at least an 80% on the final assessment. been met yet?			

ALE 775				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 780				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 785				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

Standard/Outcome

EDDAL.4 Learners will integrate accumulated professional knowledge and scholarly inquiry on adult learning and its relation to leadership and professional growth.

Assessment Measures

ALE 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Based on a rubric consisting of Content, A & A, and Scholarly Voice, students must earn at least an 80% on the final assessment. been met yet?			

ALE 770				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Based on a rubric consisting of Content, A & A, and Scholarly Voice, students will learn at least an 80% on the final assessment. been met yet?			

ALE 775				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 780				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 785				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 798				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 799				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

Standard/Outcome				
EDDAL.5 Learners will develop a deep understanding of applicable research methods and advanced academic inquiry.				
Assessment Measures				
ALE 710				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Rubric consisting of Content, Analysis and Application, Scholarly Voice and Mechanics, and Oral Presentation. Students will attain 80% or higher on final assessment. been met yet?			
ALE 730				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students must attain at least an 80% based on a rubric that includes Content, A & A, Scholarly voice. been met yet?			
ALE 795				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			
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ALE 798				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 799				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

Standard/Outcome

EDDAL.6 Learners will conceptualize, design, and complete research projects and a dissertation for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Assessment Measures

ALE 795				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 798				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

ALE 799				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Student must earn at least an 80% for the final assessment. The rubric consists of content, analysis and application, and scholarly voice. been met yet?			

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss activities that were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Steve Middleton collaborated with a WWU undergraduate student on a research project for Spring of 2023.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

- Chief Editor for book entitled *Self-Directed Learning Strategies in Adult Educational Contexts*, published in March of 2019. IGI Global, Hershey, PA.
- *The Socratic Way and Adult Learning: A Nelsonian View of the Socratic Method in Self-Directed Learning Encounters*. In *Self-Directed Learning Strategies in Adult Educational Contexts*, published in March of 2019. IGI Global, Hershey, PA
- *Liberating Educational Technology through the Socratic Method* in *Encyclopedia of Information Science and Technology*. Mehdi Khosrow-Pour, Ed. IGI Global, Hershey, PA. 2017.
- Editor for book entitled *Emerging Self-Directed Learning Strategies in the Digital Age*, published in December of 2017. IGI Global, Hershey, PA.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Professional Development Opportunities

Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

Students and/or faculty will attend an annual conference of the AAACE organization.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

	3.0 Exceeds	2.0 Meets	1.0 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	the objectives do not go in with the mission statement.			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Faculty Teaching Loads weight: 1.000	✓ The program provides a detailed explanation of teaching loads outlining courses for adjunct and full time faculty. Data is provided that shows percentages and responsibilities in the program.	✓ The program provides a basic explanation who is teaching in the program with no data to provide a complete picture.	✓ The program provides a minimal explanation to no explanation of who teaches in the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for decisions.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	the program might want to look at the assessment and make sure the plan is sustainable. This is more than expected for a graduate program.			
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	only one assessment activity was submitted out of the 10+ activities listed. I think it is a rotational issue and the other activities did not happen due to the class not being offered, but there is no explanation as to why the report was completed.			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	only one assessment activity was identified and no data was uploaded to support the claim.			
Assessment Findings weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				
Professional Development Opportunities weight: 1.000	✓ The program detailed the opportunities for PD as well as any additional PD completed by faculty in the program.	✓ The program provided a basic listing of PD options available and how many faculty participated.	✓ The program provided little to no description of the PD available or participation of faculty.	✓ N/A

Faculty Rotations (Hypothetical with 5-7 students):

Faculty Member	Change/No Change	Credit Hours/Fall 1	Credit Hours/Fall 2	Credit Hours/Spring 1	Credit Hours/Spring 2	Credit Hours/SU 1	Credit Hours/SU 2
TBD	No Change	3	0	3	0	3	0
Frank Giuseffi	No Change	0	3	0	3	0	3

