



WILLIAM WOODS
UNIVERSITY

MED C & I Annual Assessment 2022-2023

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Graduate Annual Assessment 2022-2023

Master of Education: Curriculum and Instruction

Program Profile

Program Mission

Mission

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.

This program is designed to provide teachers an alternative to the administration program by developing curricular skills that can be used in the classroom on a daily basis.

Program Objectives

Objective 1: Teachers are committed to students and their learning

Objective 2: Teachers know the subjects they teach and how to teach those subjects to students

Objective 3: Teachers are responsible for managing and monitoring student learning

Objective 4: Teachers think systemically about their practice and learn from experience

Objective 5: Teachers are members of learning communities

Program Demographics

	Total Enrollment	Total Graduated
2021-2022	22	14
2022-2023	28	

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Copy_of_Final_Program_Assessment_Data_Graduate__4_.xlsx

Program_Assessment_Data_Graduate_19_20__3_.xlsx

Copy_of_Program_Assessment_Data_Graduate__1_.xlsx

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?

William Woods University

Assessment Data

Program: Education Curriculum and Instruction

Academic Year	Declared Majors/Incoming Students ¹	Total (As of Fall Census)	Graduate Enrollment	Number of Cohorts
10/11	0	141	1,426	
11/12	0	84	1,301	26
12/13	8	48	1,206	20
13/14	17	59	1,125	15
14/15	8	73	1,025	15
15/16	17	77	1,171	23
16/17	10	67	1,103	28
17/18	28	66	1,282	23
18/19	13	72	1,367	
19/20	11	67	1,280	
20/21	4	42	1,232	
21/22	8	28	951	
22/23	3	22	716	
Change		-69.4%	-47.6%	

Graduated Majors	Graduation Rate: ²	Cohort Year	Graduate College	Program
(9/1-8/30)	07/08	07/08	90.7%	90.8%
107	08/09	08/09	94.2%	95.0%
76	09/10	09/10	94.5%	91.4%
27	10/11	10/11	88.1%	87.0%
31	11/12	11/12	89.5%	100%
31	12/13	12/13	91.1%	90.0%
59	13/14	13/14	86.50%	92.10%
45	14/15	14/15	81%	NA
45	15/16	15/16	61.70%	100%
47	16/17	16/17	80.60%	78.80%
31	17/18	17/18	54.80%	66.70%
36	18/19	18/19	85.70%	73.50%
14	19/20	19/20	74.20%	79.50%

¹ = students new to the program in the fall semester

²= % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis

Program Delivery

Cohort
Online (selected)
Hybrid
Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes (selected)
No

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.

HLC

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?

Market materials specific to this program consist of a "program sheet".

Marketing Attachments

0291_001__2_.pdf

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 faculty teaching in this program are either adjuncts or full time professors who are not designated for this program receiving overload pay. In addition to the active adjunct faculty listed below, Dr. James Concannon, Dr. Tim Hanrahan, Dr. Katie Freisen, and Dr. Kyle Anderson (KC FEI) also teach courses in the MED C&I program.

97% Part Time 3% Full Time

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Faculty Load Attachment

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

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
MED .1	Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
MED .2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED .3	Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED .4	Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
MED .5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED .6	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

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.

The Master of Education (MED) in Curriculum and Instruction program provides the experienced educator a high- quality curriculum and instruction focused program designed to development professional skills essential to creating rigorous curriculum and effective instructional models to support the academic preparation of students in the K-12 school environment. The MED in Curriculum and Instruction program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

Curriculum Map

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

Master of Education Curriculum and Instruction NBPTS Standards

	EDU 500	EDU 510	EDU 520	EDU 530	EDU 540	EDU 550	EDU 556	EDU 580	EDU 581
NBPTS.1 Teachers are committed to students and their learning.	I	R		R	A, M	R	R	R	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R	R	R	A, M	R	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	I	R	R	R	R	A, M	R	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	I		R	A, M	R	R		R	R
NBPTS.5 Teachers are members of learning communities	I	R	M	R	R	R	R	R	M

	EDU 585	EDU 586	EDU 590	EDU 597
NBPTS.1 Teachers are committed to students and their learning.		A, M		R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.		A, M		R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.		A, M		R
NBPTS.4 Teachers think systematically about their practice and learn from experience.		A, M		M
NBPTS.5 Teachers are members of learning communities	R	A, M	R	R

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 specific changes in this map from last year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Master of Education Curriculum and Instruction NBPTS Standards

Standard/Outcome NBPTS.1 Teachers are committed to students and their learning.				
Assessment Measures				
Edu 540				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations been met yet? Met	22-23 C & I Via Report Uploaded Here 98% of assessed students (77) scored in the Meets Expectations or Exemplary areas	Untitled_Rubric_Report_05_31_2023_231755.pdf	
Edu 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations for NBPTS.1 EDU 586 Assignment C & I Data Located Here been met yet? Met	98% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Standard/Outcome
 NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

Assessment Measures

Edu 550				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations been met yet? Met	95% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Edu 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations for NBPTS.2 EDU 586 Assignment been met yet? Met	95% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Standard/Outcome
 NBPTS.3 Teachers are responsible for managing and monitoring student learning.

Assessment Measures

Edu 550				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations been met yet? Met	92% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Edu 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets Exceeds Expectations for NBPTS.3 EDU 586 Assignment been met yet? Met	92% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

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Standards/Outcome
 NBPTS.4 Teachers think systematically about their practice and learn from experience.

Assessment Measures

Edu 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations been met yet? Met	93% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Edu 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets Exceeds Expectations for NBPTS.4 EDU 586 Assignment been met yet? Met	93% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Standard/Outcome
 NBPTS.5 Teachers are members of learning communities.

Assessment Measures

Edu 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations for NBPTS.5 EDU 586 Assignment been met yet? Met	90% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

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 what activities 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.

The assessment process changed a bit this year. Instead of the mark being 80 percent exceeds expectations for meeting each indicator, this was changed to 80 percent meeting or exceeding expectations (which is more realistic).

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.

Information unavailable

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

WWU prides itself in partnering with highly effective school leaders to serve as adjunct instructors for much of our coursework. Our standards aligned curriculum combined with the school leader's knowledge and experience creates a uniquely rigorous and relevant educational opportunity.

Listed below are examples of state-wide leadership roles held by our adjunct faculty:

Robert Sigrist

- Became the Assistant Superintendent of Business and Operations for the St. Joseph School District (had been the Director of Student Services)
- Presented at the MoASBO Spring 2023 Conference: "Prioritizing and Developing a Strategic Facilities Plan"
- Selected at the Spring Conference meeting to be on the MoASBO Board of Directors beginning in July 2023.

Zach Bruner

- I began the position as Superintendent of Schools at Marceline R-V School District in July of 2022.
- The Marceline R-V School District received the top K-12 APR score in the state of Missouri this year.
- I was recently informed that I was accepted into the AASA National Superintendent Certification Program for the "West" Region of the United States.

Adam Friga

- Elected to serve as MASA Treasurer on MASA Executive Committee
- Elected to serve as Vice President for Southeast MASA Region)

Ryan Chowning

- Elected to serve as MASA Treasurer on MASA Executive Committee
- Elected to serve as Vice President for Southeast MASA Region

Dustin Storm

- President of the Southwest Center for Educational Excellence
- President of Southwest Conference
- Secretary of the Missouri Educators' Trust

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

Information unavailable

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.

Throughout the academic year, there are multiple opportunities for our faculty to engage in professional development. Regularly, the University hosts faculty discussions, pedagogy days, and book study opportunities. The online director, Dr. Matt Dube, held a Quality Matters online training for faculty, including adjunct instructors, on February 24, via Zoom. This event was well attended and received positive feedback.

In addition, the School of Education hosts an annual required professional development event for all active adjunct instructors, this year the event was held via Zoom on May 25. This event consisted of a keynote presentation from Dr. Linda Nilson, followed by School of Education update sessions hosted by the SOE Dean, Chairs, and Program Managers. This event was also well-attended and received positive feedback. Details below..

Professional Development

William Woods University

School of Education

4:00 – 7:00

4:00 – 5:00 Welcome & Keynote

Online Teaching at its Best by Dr. Linda B. Nilson Zoom Link: <https://us06web.zoom.us/j/6448227964>

Dr. Linda B. Nilson, Ph.D., is currently Director Emerita at Clemson University and was the founding director of Clemson's Office of Teaching Effectiveness and Innovation from 1998 to June 2016. Prior to Clemson, Dr. Nilson served as Director of the Center for Teaching at Vanderbilt University and Director of the Teaching Development Program at the University of California, Riverside. She started her career as a professor of sociology at UCLA.

Dr. Nilson's most recent publications include: Teaching at Its Best: A Research-Based Resource for College Instructors. 5th ed., with T.D. Zakrajsek. San Francisco, CA: Jossey-Bass, 2023.

Why is self-regulated learning so effective? Its links with cognitive psychology research. Pp. 1- 35 in E. Balashov (Ed.), Self-Regulated Learning, Metacognition, and Cognition. Hauppauge, NY: Nova Science Publishers.

Infusing Critical Thinking into Your Course: A Concrete, Practical Approach. Sterling, VA: Stylus, 2021.

Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research. 2nd ed., with L.A. Goodson. San Francisco, CA: Jossey-Bass, 2021.

Creating Engaging Discussions: Strategies for "Avoiding Crickets" in Any Size Classroom and Online, with J.H. Herman. Sterling, VA: Stylus. 2018.

One thing for all learners. To Improve the Academy: A Journal of Educational Development, 37(1, January), 77-87, 2018. doi: 10.1002/tia2.20074

Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time. Sterling, VA: Stylus, 2015.

Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills. Sterling, VA: Stylus, 2013.

5:00- 5:30

School of Education Chairs

Entire MEd & EdS Instructional Team

Review of the MEd and EdS Degree Programs and Certification

Dr. Sheila Logan

<https://us02web.zoom.us/j/83653758515?pwd=dURjVkZMLzRTWXZBWnpOEZHbUUVVUT09>

Meeting ID: 836 5375 8515 Passcode: 273447

Entire EdD Instructional Team

Review of the EdD Educational Leadership and EdD Adult Learning

Dr. Frank Giuseffi

<https://zoom.us/j/93427584810?pwd=OHFRQ05pZmt4ZlVnRXZXOUplL2JaZz09>

Meeting ID: 934 2758 4810 Passcode: 741599

5:30 – 6:00

MEd Program Managers

MEd in Athletic Administration Informational Session

Dixie Wescott

<https://zoom.us/j/96484548912?pwd=a3JsNzM5bHBGTlFtckhZRHB1YmNVQT09>

Meeting ID: 964 8454 8912

Passcode: 093978

Master's in Teaching and Technology Informational Session

Dr. David Hollingshead <https://zoom.us/j/94385401437>

MEd STEM Education, MEd C & I, EdS Curriculum Leadership Informational Session

Dr. Jim Concannon and Dr. Kyle Anderson <https://us06web.zoom.us/j/6448227964>

MEd Reading Instruction Informational Session

Dr. Julie Schaefer <https://us04web.zoom.us/j/76040098591?pwd=YMBZdgXM9owb5mRjEdX8yyFyUX3jJc.1>

Meeting ID: 760 4009 8591 Passcode: e0xRyA

MEd Educational Leadership & EdS Educational Leadership Informational Session

Dr. Sheila Logan <https://us02web.zoom.us/j/89575363406?pwd=eDlwZEpFOW5qWEtieVYzWnBZOFg0QT09>

Meeting ID: 895 7536 3406 Passcode: 293857

Professional Development

Upload any documentation supporting the professional development offered.

2023_Adjunct_Instructor_PD_and_Update_Attendance_.docx

Assessment Rubric:

	3.00 Exceeds	2.00 Meets	1.00 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 are not needed in this part of the report.			
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:	the report shows the data but no reflection on how and what the steps are in the program to retain and attract students.			
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:				
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:				

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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text" value="All objectives were met"/>			
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:	<input type="text"/>			
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
Comment:	<input type="text"/>			

Appendix: Supplemental Data

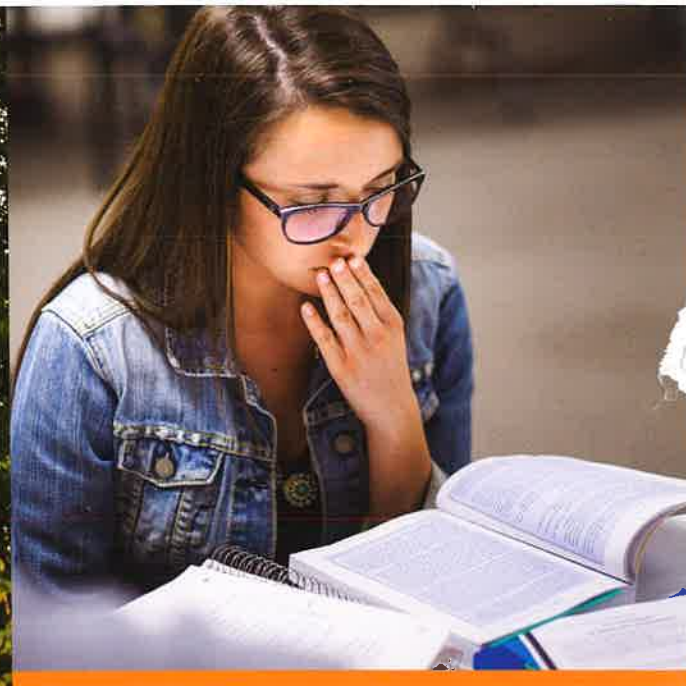


WILLIAM
WOODS
UNIVERSITY

The evening and online
graduate programs
at William Woods University.

A close-up photograph of a man with short brown hair and a light beard, smiling broadly. He is wearing a blue polo shirt and holding a silver pen in his right hand. The background is a plain, light-colored wall.

*Get your career moving without
putting your life on hold.*



*Of all the challenges
you face in your
journey to leadership,
the toughest can be
the challenge of
balancing life, family,
and work with the
advanced education you
need to get ahead.*

Smart choices.

We salute you for making the smart and courageous choice to seek an advanced degree. In that spirit, we share a few other smart choices that have proven useful to our graduate students over time.

1. BRING WORK TO CLASS – AND CLASS TO WORK

Watch for any opportunity to apply classroom learning at work and to bring real world workplace challenges into the classroom. Think in terms of two places — one learning laboratory.

2. KNOW YOUR PRIORITIES

It helps to know in advance whether you're here to enhance your current career, or to look for a bigger change after graduation. This will help you focus your limited time and energy. Do you stay home and polish a client presentation or attend a networking event?

3. SEEK HELP EARLY

Most likely, you're returning to school after spending some time in the workplace. So expect some rust — whether it's in handling the reading load or in writing well. Ask advisors, faculty, classmates, and staff for ideas and resources early to avoid falling behind.

4. BE READY TO COLLABORATE

So much of this experience involves relating to others — whether faculty mentors, small group collaborators, or your current supervisor. Be open to feedback, lean on others, and let others draw from your strengths. This is your new tribe. Work at belonging and becoming an essential part of the group.

5. ENJOY THE RIDE

Yes, this may well be the hardest thing you will ever do, but avoid the idea that academic rigor must break you to make you. It's important to celebrate each small step, and to recall your motivations. You obviously enjoy learning, so indulge. Not only will this pay real dividends, but you're setting an example for others — siblings, children, friends — to follow.



94%

OF OUR MBA GRADUATES
ARE WORKING OR PURSUING
AN ADVANCED DEGREE

Get your career moving without putting your life on hold.

GRADUATE PROGRAMS

Doctorate in Educational Leadership (EdD) (Evening)

You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. This degree will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education.

Education Specialist in Administration (EdS) (Evening)

This advanced degree not only opens doors at the leadership level in school buildings, but it also creates opportunities to expand your marketability to school district-level leadership positions. Successful completion of the program, along with a qualifying score on the DESE assessments, enables you to apply for a superintendent's certificate within the state of Missouri.

Education Specialist in Curriculum and Instruction (EdS) (Evening)

This program is designed for teachers, instructional coaches, curriculum directors, and principals with an interest in staying current in instructional and curricular issues in K-12 schools. As a graduate, you will be trained as a leader in the areas of curriculum construction, instructional development, and assessment.

Master of Education (MEd) in Administration (Evening)

As a teacher or administrator with leadership as a career goal, you will get the skills you need to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience. This degree includes all coursework required by DESE for building-level certification.

Master of Education (MEd) in Athletics/Activities Administration (Evening) (Online)

This program is one of a handful in the nation that trains you in facilities management, recruiting, publicity, law, and much more — at all levels, middle school through high school and collegiate.

Master of Education (MEd) in Curriculum and Instruction (Evening) (Online)

In this program, you'll learn about education trends, assessment procedures, and how to use advanced learning theories and educative design to adjust curriculum in response to current research. This program will prepare you for National Board Certification and also may prepare you to become a master teacher or a curriculum and instruction director within your district.

Special Education Director Certification (Evening)

If you are enrolled in our Education Specialist or Master in Administration degree program, you can prepare for this challenging and rewarding career by earning Missouri certification as a Special Education Director (K-12). This certification comprises two 3-credit courses and a 3-credit field experience, in addition to the requirements of the Master's or Education Specialist in Administration degree.

Master of Education (MEd) in Equestrian Education (Online)

This degree will help you gain the field pedagogy skills you need to make the transition from equestrian professional to equestrian educator. A graduate degree prepares you for a position as a post-secondary teacher in this industry.

Master of Education (MEd) in STEM (Online)

Courses provide an in-depth understanding of the origin of STEM and its guiding principles, STEM literacy, and the integration of the content into and across the K-12 curriculum. They teach the integration of technology (including coding), engineering (including robotics), and project-based learning with real world applications into curricula.

Master of Education (MEd) in Teaching and Technology (Online)

If you work in a school district, this degree will enhance your instructional skills with the potential to advance you to a position as an instructional technology coordinator or instructional technology coach. As a business trainer or multimedia specialist, you will find these skills invaluable in meeting sales training, professional development, and other corporate learning goals. The learning you gain will enable you to research and evaluate new tools, design materials, and programs that incorporate them, and assess their effectiveness.

Master of Business Administration (MBA) (Evening: Fulton and Columbia locations only) (Online)

The skills you develop in our online MBA program — leadership, financial competency, organizational theory, information systems and more — will show your organization that you are ready to take your place among its leaders. Chief among these skills is decision-making, which will help you find new ways to lead and create solutions in a world of constrained resources, environmental challenges, and competitive global markets.

Master of Health Administration (MHA) (Online)

The MHA program will prepare you with the leadership and administration skills, as well as hands-on training, to manage a number of realms of the healthcare industry.

MBA/MHA (Online)

Requires completion of 60 total credit hours, 36 credit hours in the Master of Business Administration program and 24 credit hours in the Master of Health Administration program. Upon completion of the 60 required credit hours, two diplomas will be issued, one for the MBA and one for the MHA.



"For me, as a working professional, the scheduling really helped with time budgeting. Meeting with the cohort outside of class allowed me to balance my personal and professional life."

~ Benjamin Gakinya, MBA '12, entrepreneur

The evening and online programs at William Woods University are fully accredited and nationally recognized. They combine academic excellence with affordability and a flexible, accelerated course schedule that fits your busy life. And, because this is William Woods University, you'll also find a genuine and personal commitment to help you reach your goals.

Join us. It's time for your career to flourish.

- > Convenient and affordable 8-week courses
- > Student-centered and service-oriented
- > Online courses provide start-and-stop flexibility
- > Evening education courses are administered on-site or at a location near you, with over 70 program locations in Missouri
- > Evening course facilitators are practicing professionals with advanced degrees

Working on my graduate degrees at William Woods University has been a great experience. Meeting one night a week and being able to work with other educators in the area is awesome! The connections that have been made are helpful in my career and life.

~Mark Harvey, principal, Westran High School



WILLIAM WOODS UNIVERSITY

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Fulton, Missouri 65251

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- > Courses are taught online, on campus, and at convenient locations around the state
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- > Cohort scheduling encourages networking and collaboration with like-minded peers
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- > William Woods is fully accredited
- > Our tuition promise: No tuition increases as long as you stay continuously enrolled



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SOE MED/EDS Program Overview 5-5:30 PM	SOE Educational Leadership Team Update 5:30-6 PM
Kevin Garner	Tim Hanrahan
Robert Sigrist	Julie Dill
Christie Geha	Leatha Ault
Martha Barwick	Dustin Storm
Shalonda Scott	Lisa Nieuwenhuisen
Emily Turner	Frank Giuseffi
Lisa Borden	Bobby Jo Lewis
Ryan Chowning	Shalonda Scott
Kieth Chapman	Emily Turner
Bryan Campbell	Ryan Chowning
Tim Hanrahan	Brandon Jones
Joel Holland	Aaron Sydow
Matt Chance	Cindy Amick
Aaron Sydow	Kristee Lorenz
Julie Schaefer	Bryan Campbell
Leatha Ault	John Smith
Stephanie Maddox	Cindy Wibberg
Dixie Wescott	Matt Smith
Cindy Amick	Courtney Martin
John Smith	Adam Friga
Matt Smith	Stephanie Young
Nancy Scott	Joel Holland
Jacque Ward	Jeremy Covey
David Hollingshead	Kyle Cahill
Thomas Gotsch	Eric Kurre
Cindy Owens	Gretchen Guitard
Mark Holderbaum	Stacy Bonderer
Kaleb Stoppel	Shanna Schwarzer
Doug Kuhlman	Michael Pragman
Sarah Wisdom	Sarah Wisdom
Adam Friga	Emily Omohundro
Jennings Wilkinson	Sheila Logan
Cindy Wibberg	Sherri Thomas
Lori Mathys	Robert Sigrist
Sheila Logan	Drew White
Sherri Thomas	Jacque Ward
Alicia Wilson Casey	Jennings Wilkinson
Teri Tillinghast	Nancy Scott
Patrick Brown	
Drew White	
Jeremy Covey	
Dustin Storm	
Jocelyn Schluss	

Stephanie Young
Ronda Miles
Josh Scott
Brandon Jones
Kyle Anderson
Courtney Martin
Kyle Cahill
Eric Kurre
James Concannon
Karalin Sanders
Teresa VanDover

Untitled Report

Generated by: Carrie McCray 06/01/2023

MEd C&I Rubric

Query Name: Untitled query

Parameters Applied: Term: Fall 2223 08/22/2022~12/09/2022, Spring 2223 01/09/2023~04/28/2023, Summer 2122 05/02/2022~08/19/2022

Untitled Report

Generated by: Carrie McCray 06/01/2023

MEd C&I Rubric

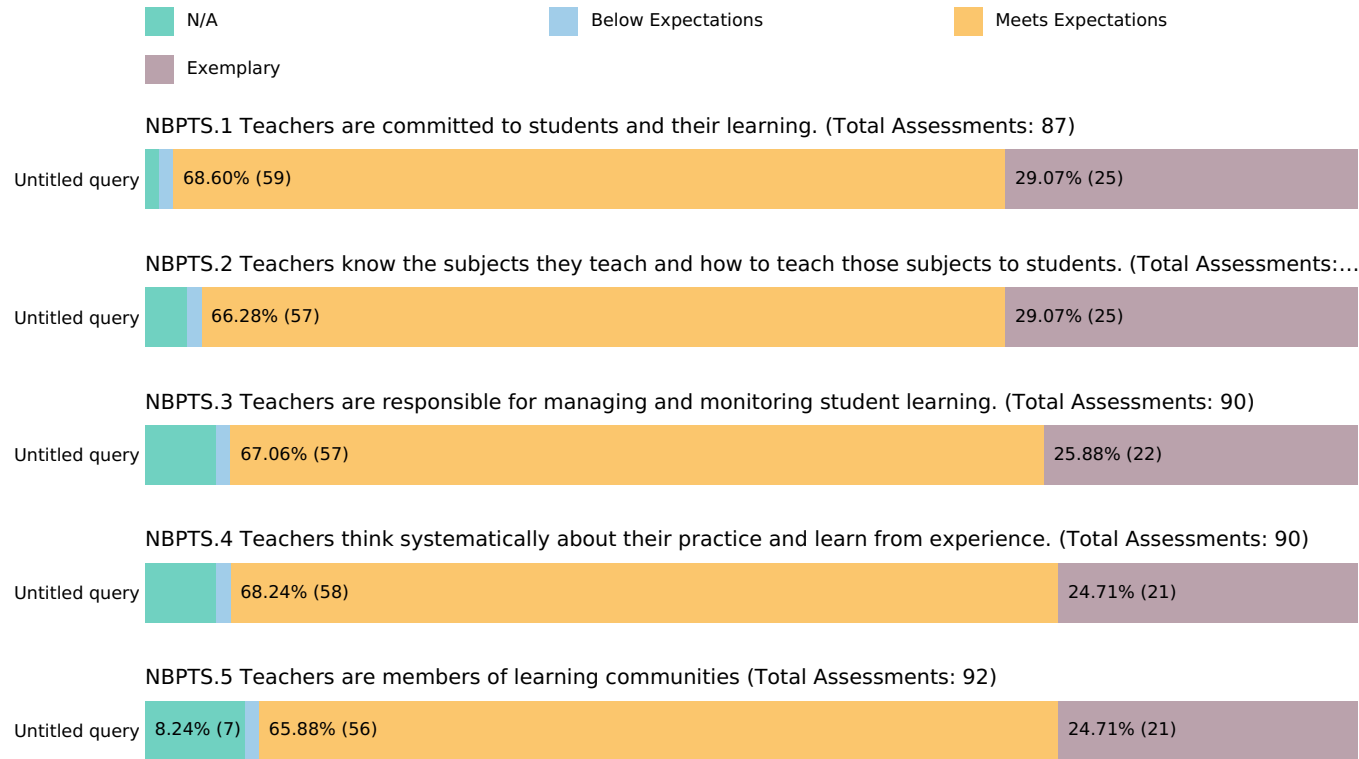
Group by: Element

Element: NBPTS.1 Teachers are committed to students and their learning. / NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students. / NBPTS.3 Teachers are responsible for managing and monitoring student learning. / NBPTS.4 Teachers think systematically about their practice and learn from experience. / NBPTS.5 Teachers are members of learning communities

Performance Level: N/A / Below Expectations / Meets Expectations / Exemplary / N/A

Standard: -

Rubric Results by Element



Element	Query	N/A	Below Expectations	Meets Expectations	Exemplary	N/A	Mean	Stdev
NBPTS.1 Teachers are committed to students and their learning.	Untitled query	1.16% (1)	1.16% (1)	68.60% (59)	29.07% (25)	1.16% (1)	0	0

Untitled Report

Generated by: Carrie McCray 06/01/2023

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	Untitled query	3.49% (3)	1.16% (1)	66.28% (57)	29.07% (25)	3.49% (3)	0	0
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	Untitled query	5.88% (5)	1.18% (1)	67.06% (57)	25.88% (22)	5.88% (5)	0	0
NBPTS.4 Teachers think systematically about their practice and learn from experience.	Untitled query	5.88% (5)	1.18% (1)	68.24% (58)	24.71% (21)	5.88% (5)	0	0
NBPTS.5 Teachers are members of learning communities	Untitled query	8.24% (7)	1.18% (1)	65.88% (56)	24.71% (21)	8.24% (7)	0	0

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stddev
Untitled query	77	0	0