



WILLIAM WOODS
UNIVERSITY

MED Reading Instruction Annual Assessment 2023-2024

MED READING INSTRUCTION ANNUAL ASSESSMENT 2023-2024 **1**

GRADUATE ANNUAL ASSESSMENT 2023-2024 **3**

MASTER OF EDUCATION IN READING INSTRUCTION **3**

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Graduate Annual Assessment 2023-2024

Master of Education in Reading Instruction

Program Profile

Program Mission

WWU MED RI Mission:

The William Woods University Master of Education (MEd) in Reading Instruction program is designed especially for current K-12 teachers who desire to develop extensive skills in the area of effective reading instruction. Students enrolled in this innovative online Master of Education program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, curriculum development, assessment and effective intervention.

Students earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in grades K-12 as Reading/Literacy Specialists, Coaches and Interventionists.

WWU School of Education 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.

WWU School of Education 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.

WWU School of Education 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.

Program Demographics

Graduating Students

Total Enrollment 2022-2023

16

Total Graduated 2022-2023

19

Total Enrollment 2023-2024

7

Total Graduated 2023-24

22

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?

The students who begin the MED RI program are finishing the program by graduating. A few of the students have had life circumstances that caused them to alter their timeline, but all have remained persistent and just finished a little later than initially planned. We altered the course scheduling process during the 2023-2024 schoolyear to provide more flexibility in scheduling. This impacts students by allowing them to start the program quicker due to increasing the entrance options. This will hopefully also allow increase class sizes which will be a more optimal learning environment than teachers being in courses independently or with only one to two other students. A strength of this program is learning from colleagues, so we want to ensure this remains a strong aspect of the MED RI program by ensuring we have more optimal class sizes.

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

DESE

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?

The WWU marketing department has information posted on the website at https://www.williamwoods.edu/academics/online/graduate/master_of_education_in_reading_instructor.html. The promotional flyer that is currently available is attached. A brief perspective promotional video was also created to connect with potential students in a more personal way. The revised flyer put an emphasis on how this program has also been approved by the Department of Elementary and Secondary Education for Missouri students to be eligible for a Special Reading, K-12 Certification upon completion of the program. We need to also promote that the content of this program prepares teachers for successfully passing the Missouri Educator Gateway Assessment (MEGA) for Special Reading. As of May 2024, our students have had a 100% pass rate with a strong average score of 265.87.

Marketing Attachments

MED_RI_Program_Flyer_Updated_March_2023.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.

This program currently has one program manager, Dr. Julie Schaefer, and 5 adjunct faculty.

Dr. Cindy Owens taught four courses including EDC 510, 530, 590, & 591.

Dr. Jocelyn Schluss taught EDC 500 and 540.

Stephanie Maddox taught EDC 520 and 550.

Teri Tillinghast taught EDC 560.

Christie Geha taught EDC 580.

The student feedback from course evaluations has continued to be positive.

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
ILA-2018.RLS.1	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.
ILA-2018.RLS.2	STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.
ILA-2018.RLS.3	STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.
ILA-2018.RLS.4	STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
ILA-2018.RLS.5	STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
ILA-2018.RLS.6	STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.
ILA-2018.RLS.7	STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practical/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

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.

WWU2016.1

Every course within the Masters of Education (MEd) in Reading Instruction program focuses on deepening the students understanding of the theory behind literacy instruction in order to develop the why behind each application piece and how the new learning will directly impact real world instruction with students.

WWU2016.2

At the core of each course within the MEd in Reading Instruction program, is the opportunity to collaborate and learn with colleagues in a professional manner. In addition to creating a learning community with students respecting the learning of their peers, they will also have the opportunity to interact with students, parents, and colleagues working in the field of literacy instruction. These opportunities will provide students with various experiences to allow them to grow this aspect of being an ethical professional.

WWU2016.3

Every course within the MEd in Reading Instruction program embeds opportunities for self-reflection in learning and application. Most assignments require students to reflect before getting direct feedback from the course instructor. Beyond this program, being deeply reflective daily when working with students is an incredible skill that will help teachers to be life long learners who are continuously improving their craft for the rest of their career. Each course promotes this belief and provides countless opportunities for self-reflection in order to help students to begin valuing the importance of this skill on their own.

WWU2016.4

The previous narrative will hopefully lead to creating life long learners. The goal is not for teachers to leave this program feeling as though they are an expert that knows everything there is to know about literacy instruction. Rather, the hope is that this program will building their confidence and expertise, but also propel them into a cycle ongoing growth and learning well beyond this degree.

Curriculum Map

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

International Literacy Assoc. Standards for Reading/Literacy

	EDC 500	EDC 510	EDC 520	EDC 530	EDC 540	EDC 550	EDC 560	EDC 580	EDC 590	EDC 591
ILA-2018.RLS.1 STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.		R	R	A	R	A	R	R	M, A	A, M
ILA-2018.RLS.2 STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.		R		R	R	R			M, A	A, M
ILA-2018.RLS.3 STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.		R, A	R		R			R	M, A	A, M
ILA-2018.RLS.4 STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.		R	R	R	R, A	R	R		M	M
ILA-2018.RLS.5 STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe,		R		R	R		R, A		M, A	A, M

and effective ways; foster a positive climate that supports a literacy-rich learning environment.										
ILA-2018.RLS.6 STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.			R	R			R, A		A, R	A, M
ILA-2018.RLS.7 STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.		R, A	I						M, A	M, 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?

Each instructor has made minor tweaks to better meet the needs of the students based on lessons learned each time a course is taught. Dr. Dube has been extremely accommodating to help us make adjustments in Brightspace as needed. We have not needed to have a big scale revision of a course yet.

Our instructor team met Spring 2022 to make a few needed adjustments to this curriculum map based on the recommended course sequence. We submitted the changes to Dr. Dube and all of the course syllabi were adjusted for Fall 1 2022. These adjustments were made in Via as well.

Assessment Findings

Assessment Findings for the Assessment Measure level for International Literacy Assoc. Standards for Reading/Literacy

Standard/Outcome

ILA-2018.RLS.1 STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

Assessment Measures

EDC 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80 percent of students will score at or above proficiency for the reflection of personal theory essay. been met yet? Met	100% Met expectations	Untitled_Rubric_Report_05_29_2024_090332__1_.pdf	

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. been met yet? Met	91.84% Met expectations	MED_RI.pdf	

Standard/Outcome

ILA-2018.RLS.2 STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

Assessment Measures

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. been met yet? Met	91.84% Met expectations	MED_RI.pdf	

Standard/Outcome

ILA-2018.RLS.3 STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

Assessment Measures

EDC 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Met	100% Met expectations	Untitled_Rubric_Report_05_29_2024_090332__1_.pdf	

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 90 percent of students will score at or above proficiency for post-tutoring report class assignment. been met yet? Not met	84.35% Met expectations 15.65 NA	MED_RI__1_.pdf	

Standard/Outcome

ILA-2018.RLS.5 STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Assessment Measures

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. been met yet? Met	91.16% Met expectations	MED_RI.pdf	

Standard/Outcome

ILA-2018.RLS.6 STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

Assessment Measures

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. been met yet? Not met	79.59% Met expectations 20.41% NA	MED_RI.pdf	

Standard/Outcome

ILA-2018.RLS.7 STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Assessment Measures

EDC 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Met	100% Met expectations	Untitled_Rubric_Report_05_29_2024_090332__1_.pdf	

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 90 percent of students will score at or above proficiency for the tutoring log class assignment. been met yet? Met	90.91% Met expectations	EDC_591Tutoring_Log_Spring1_22.pdf	

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.

We were able to collect data successfull this time and the data showed that 100% of our students met the expectations. This confirms that our students are being successful as a result of our curriculum and instruction.

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.

None that we are aware of at this time.

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

Two of our team members completed Volume 2 of Language Essentials for Teachers of Reading and Spelling (LETRS) training in May of 2024: Stephanie Maddox & Dr. Julie Schaefer

Three of our team members presented a session titled *Building Bridges to Support Literacy Learning Journeys for All* at the Missouri Association of Reading Recovery Educators Conference in December of 2023: Dr. Cindy Owens, Dr. Julie Schaefer, & Stephanie Maddox

Christie Geha was selected for a leadership role in Columbia Public Schools as part of her Title I Reading Steering Committee.

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

We have 8 students who have taken the Missouri Special Reading MEGA assessment for their K-12 Special Reading Certification. Of those students we 100% pass rate with a strong average score of 265.87 average (a passing scores is 220). We are excited to see that our program is preparing them for a successful outcome on this assessment.

Several of our alumni have moved into literacy intervention and instructional coach positions since completing their MED in Reading Instruction program.

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.

All of our MED in Reading Instruction instructors met three times via Zoom to tackle timely program tasks and ensure that we are moving forward cohesively. We also all attended the WWU professional development evening on May 14, 2024.

As mentioned previously, two of our team members completed LETRS training. This knowledge will be infused into our program to ensure that our courses are staying current with new research.

Julie Schaefer attended the National Council of Teachers of English in Columbus, Ohio in November of 2023.

Stephanie Maddox & Julie Schaefer attended the Write to Learn Conference in Columbia, Missouri in March 2024.

Professional Development

Upload any documentation supporting the professional development offered.

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:	<input type="text"/>			
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:	<input type="text" value="are there any strategies for attracting more students to the program?"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			

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:	EDC 540, EDC 550, EDC 560, and EDC 590 are listed as an assessments with no activity outlined?			
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:	Some discussion is needed when the use of NA on the rubric is used so often. Outlining the use of the rubric and how it being pulled in would be helpful. In some courses, the students did not meet the 80% threshold and there is no discussion on program plans to improve student results - outcomes.			
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:	Some discussion is needed when the use of NA on the rubric is used so often. Outlining the use of the rubric and how it being pulled in would be helpful. In some courses, the students did not meet the 80% threshold and there is no discussion on program plans to improve student results - outcomes.			
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:	Some discussion is needed when the use of NA on the rubric is used so often. Outlining the use of the rubric and how it being pulled in would be helpful. In some courses, the students did not meet the 80% threshold and there is no discussion on program plans to improve student results - outcomes.			
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
Comment:				

Appendix: Supplemental Data