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WILLIAM WOODS  
UNIVERSITY

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**MED Teaching and Technology Annual Assessment 2023-2024**

**MED TEACHING AND TECHNOLOGY ANNUAL ASSESSMENT 2023-2024** **1**

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**MASTER OF EDUCATION: TEACHING AND TECHNOLOGY** **3**

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# Graduate Annual Assessment 2023-2024

## Master of Education: Teaching and Technology

### Program Profile

#### Program Mission

##### **MED T&T Program Mission:**

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers. Students completing the program will have developed the skills necessary to become Google Certified Educators Level 1 and Level 2.

##### **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.

##### **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.

##### **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**

#### **Total Enrollment 2022-2023**

17

#### **Total Enrollment 2023-2024**

### **Graduating Students**

#### **Total Graduated 2022-2023**

13

#### **Total Graduated 2023-24**

17

### **Program Assessment Data Sheet**

*Upload the Assessment Data sheet from Institutional Research*

Screenshot\_2023\_04\_11\_at\_9.49.20\_PM.png

### **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?*

After this year, MEd Teaching and Tech will merge as a concentration under MED Curriculum and Instruction.

The number of incoming students remains very low. Enrollment has shown a decline of 57.6%, but this is in line with the overall graduate enrollment decline at the University of 47.6%. The University has embarked upon a new initiative to attempt to increase enrollment across all programs. We will know more in the next year or so in terms of the success.

Persistence to graduation has been variable within the program ranging from a low of 50% to a high of 100%. The last calculated graduation rate was 76.5% which is actually 1% higher than the overall graduate college graduation rate.

## **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?*

## **Marketing Suggestions to Consider: (Conferences and meetings are beginning to happen in person, but access may be limited).**

**These have been discussed with the Director of the Graduate School and initial plans are beginning to be implemented.**

Reach out to eMints to focus on the partnership that previously existed between eMints and the University. Attempt to market to those who have the corresponding eMints Certifications.

Social media marketing based on Google Certified Educators and Microsoft Certificated Educators.

Marketing at Missouri based Educational Technology meetings and Conferences.

Greater Ozarks Cooperating School Districts (GOCSO)

Regional Consortium for Educational Technology (RCET)

Missouri Science and Technology has a conference for educators

MORENET has an annual conference

Nationally there is the annual ISTE conference

Greater Ozarks Cooperating School Districts (GOCSO) allows businesses and organizations to "sponsor" meetings. Sponsoring a meeting could be as simple as providing promotional items for them to distribute at the meeting.

## **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.*

All part time faculty taught less than 9 hours in a term.

## 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 TT 2019.1	Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.
MED TT 2019.2	Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.
MED TT 2019.3a	Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement
MED TT 2019.4	Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.
MED TT 2019.5a	Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.

### 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.*

Students in the MED T&T Program develop Major Field Competence through an intense focus on developing academic excellence and improving proficiency in the teaching craft. This is accomplished through the analysis of instructional needs and the application of technology to improve the learning environment.

Students in the MED T&T Program demonstrate ethics through appropriate interactions with others in their online courses as well as through their participation in a Personal Learning Network.

Students in the MED T&T Program develop Self-Liberation through their analysis of research and their participation and interaction through a Personal Learning Network.

Students in the MED T&T Program exemplify aspects of Lifelong Education by the fact they they are extending themselves beyond basic learning and seeking an advanced degree.

## Curriculum Map

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

### Curriculum Map

	EDU 520	EDU 543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	EDU 590
<b>MED TT 2019.1</b> Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.	R	I	R	R	R	R, A	R	M, A	R, A
<b>MED TT 2019.2</b> Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.	R	I	R, A	R	R	R, A	R, A	M, A	R
<b>MED TT 2019.3a</b> Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement	R	I	R, A	R	R, A	R	R, A	M, A	R
<b>MED TT 2019.4</b> Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.		I, R, A		R				M, A	
<b>MED TT 2019.5a</b> Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.	R	I		R	R	R	R	M, A	R, 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?*

Our revised curriculum was finally fully implemented in January of 2020. Since that time only minor corrections and updates have been implemented

Technology changes fairly rapidly so it is a challenge for our curriculum to remain up-to-date. We regularly analyze our curriculum and make minor modifications. Our goal is to review for necessary revisions at least every 2 years.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Curriculum Map

~Program did not complete the map or findings

### Improvement Narrative List

#### 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 program enrollment after 2023-2024 will drop to zero. This will become part of the C and I program as a concentration.

## 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.*

Nothing specific to report

### 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*

Nothing specific to report

### 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*

Nothing specific to report

**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.*

Missouri Quality Matters Conference - Feb 24, 2023. All faculty in the MED T&T were required to attend to maintain eligibility as instructors in the program.

Faculty PD May 25, 2023

**Professional Development**

*Upload any documentation supporting the professional development offered.*

Faculty\_PD\_May\_25\_\_2023\_119882\_.docx

Quality\_Matters\_Conference\_Feb\_24\_2023.png

## Assessment Rubric:

Clear	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:				
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:	Program used the old mission and did not update to the current mission of the university			
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 assessment map was not filled out with assessment activities so no assessment findings were populated. the assessment of the program was not completed.			

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:	Rich Text Editor, richtext-7646-29668			
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:				
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
Comment:				

## Appendix: Supplemental Data



# Meeting Schedule

## Friday, February 24, 2023

*Zoom links will be sent one week prior to the conference via the email address provided on the registration form.*

**8:45-9:00am** - QMo System Welcome and Updates

**9:00-9:50am** - [Keynote Speaker - Catherine Ford, \*Empathy by Design\*](#)

**10:00-10:50am** - [Virtual Brown Bag Brunch](#): Brainstorming and sharing ideas related the meeting theme and what they might be doing in their courses to address the theme of humanizing, belonging, and engaging students in online learning

**11:00-11:50am** - [How the QM Standards Support Interaction and Engagement in Online Learning](#) - Bethany Simunich, Ph.D.

**12:00-12:15pm** - Closing remarks/Wrap-up and attendance prizes

5/25/2023  
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=dURjVkJZMLzRTWXZBWnpPOEZHbUVVUT09>

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=eDIwZEpFOW5qWEtieVYzWnBZOFg0QT09>

Meeting ID: 895 7536 3406

Passcode: 293857

6:00-6:30

*Thank you & Final Thoughts*

**Dr. Jim Concannon**

<https://us06web.zoom.us/j/6448227964>