



2024-2025

ANNUAL ASSESSMENT REPORT

EdS Curriculum Leadership

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MISSION AND INTRODUCTION	2
INTRODUCTION	2
PROGRAM MISSION STATEMENT	2
ALIGNMENT TO INSTITUTION MISSION	3
STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM	4
PROGRAM STUDENT LEARNING OUTCOMES	4
CURRICULUM MAP	5
MEASURES AND RESULTS	7
PARTICIPATION IN ASSESSMENT	8
ACTION ITEMS AND USE OF RESULTS	9
GEN ED	10
NSSE FOCUSED ACTIVITIES	10
CONCENTRATIONS	11
CONCENTRATION INFORMATION	11
FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP	11
SCHOLARSHIP AND RESEARCH	11
FACULTY AWARDS AND HONORS	12
TEACHING SUPPORT AND MONITORING TEACHING QUALITY	14
PROGRAM DATA: STUDENT EXPERIENCE	14
ENROLLMENT AND RECRUITMENT	14
RETENTION	15
CURRICULUM/COURSE RETENTION AND SUCCESS	17
COMPLETION	18
COURSE EVALUATION DATA	19
STUDENT ADVISING	20
STUDENT AWARDS AND ACHIEVEMENTS	21
PROGRAM ANALYSIS	21
SWOT ANALYSIS	21
STRENGTHS	22
WEAKNESSES	22
OPPORTUNITIES	22
THREATS	22
INDUSTRY AND PROGRAM TRENDS	23
SENIOR EXIT SURVEYS	23
RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS	23

2024-2025 Assessment Narrative on Findings

Education Specialist - Curriculum Leadership (EDS)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

1. Program Overview and Institutional Context

The Education Specialist in Curriculum Leadership (Ed.S. in CL) at William Woods University is designed to equip educators with advanced knowledge and skills in curriculum design, instructional strategies, and educational assessment. Housed within the School of Education, this program supports teachers and educational leaders in enhancing instructional effectiveness and student learning outcomes across diverse educational settings.

William Woods University, a private institution located in Fulton, Missouri, has a strong reputation for preparing educators through rigorous academic coursework, practical application, and leadership training. The Ed.S. in Curriculum Leadership program aligns with the university's mission to promote student-centered learning, professional excellence, and service-oriented leadership. This program is fully online and is a part of Woods Global. The program serves a diverse group of educators, including classroom teachers, instructional coaches, department chairs, and curriculum directors. With a focus on professional development, leadership, and evidence-based instructional practices, the program prepares graduates for career advancement in school systems, educational organizations, and policymaking roles. The flexible online format allows working professionals to complete their degree while maintaining their teaching or leadership responsibilities.

The Ed.S. in Curriculum Leadership program at William Woods University continues to evolve to meet the challenges of modern education. Through curriculum enhancements, instructional innovations, and a commitment to student success, the program ensures that its graduates are well-prepared to lead and innovate in the field of curriculum and instruction.

Program Mission Statement

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

Narrative:

Alignment to Institution Mission

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

Narrative:

The Education Specialist in Curriculum Leadership (Ed.S. CL) program at William Woods University is deeply aligned with the institution's mission by fostering a student-centered, professions-oriented, and intellectually engaging learning environment. The program prepares educators to respond to cultural, demographic, and technological shifts in education while equipping them with the expertise to design, implement, and assess innovative curriculum strategies.

This alignment is evident in four key areas:

1. Student-Centered Learning Environment

- Institutional Mission Alignment: William Woods University promotes a student-centered learning environment, prioritizing accessibility, individualized instruction, and real-world application.
- Program Integration: The Ed.S. CL program is designed to meet the needs of working professionals by offering a flexible, interactive, and application-driven curriculum. Through hands-on coursework, case studies, and collaborative projects, students gain practical, research-based skills that directly impact their instructional effectiveness.
- Example: The program's focus on instructional coaching and leadership roles ensures that graduates not only refine their teaching methodologies but also mentor and support other educators in their districts.

2. Commitment to Inclusion and Creativity

- Institutional Mission Alignment: William Woods University values inclusion and creativity, ensuring that education is accessible to diverse learners and that intellectual exploration is encouraged.
- Program Integration: The Ed.S. CL program prepares educators to develop culturally responsive curricula that address the diverse needs of students. Courses emphasize equity-focused instructional strategies, universal design for learning (UDL), and differentiated instruction, enabling educators to foster inclusive, engaging, and effective learning environments.
- Example: Graduates are trained to adapt curriculum design using emerging research and technology to meet the needs of students from diverse racial, linguistic, socioeconomic, and ability backgrounds.

3. Professions-Oriented Education

- Institutional Mission Alignment: William Woods University is dedicated to preparing learners for success in their professional fields.
- Program Integration: The Ed.S. CL program explicitly trains educators for leadership roles, providing pathways for career advancement in K-12 schools, higher education, instructional

design, and corporate training environments. The program supports professional development and leadership training for those aiming to become:

- Master Teachers
- Instructional Coaches
- Curriculum Directors
- Department or Grade-Level Chairs
- Corporate Trainers in Learning & Development

• Example: The program’s emphasis on evidence-based instructional design and data-driven decision-making ensures that graduates are prepared for roles in both traditional and non-traditional educational settings.

4. Fostering Intellectual Inquiry and Lifelong Learning

• Institutional Mission Alignment: William Woods University fosters intellectual inquiry, encouraging students to engage in critical thinking and evidence-based decision-making.

• Program Integration: The Ed.S. CL program challenges educators to explore advanced learning theories, assessment methodologies, and emerging trends in education.

Coursework integrates research-driven instructional strategies, preparing graduates to contribute meaningfully to educational discourse and reform.

• Example: The program encourages students to engage in action research projects, applying theoretical knowledge to solve real-world challenges in curriculum development and instructional leadership.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program’s mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

Narrative:

1. Describe how these outcomes pertain to the program’s mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

The student learning outcomes for the Educational Specialist in Curriculum Leadership program are tightly aligned with the program’s mission: to prepare teachers, instructional coaches, curriculum directors, and school leaders to become agents of change through the development and application of advanced curricular and instructional leadership skills. Each of the six program outcomes reflects a critical competency area for curriculum leaders—ranging from addressing contemporary educational challenges to implementing data-informed instructional improvements, integrating technology, leading professional development, and practicing ethical school leadership.

These outcomes are directly connected to the Professional Standards for Educational Leaders (PSEL), the ISTE-C Standards for Coaches, and the Missouri Superintendent Standards (MSS), ensuring both academic rigor and professional relevance. This alignment ensures that candidates graduate with not only theoretical understanding, but also practical expertise needed in current PreK–12 educational settings.

The outcomes continue to effectively guide curriculum, instruction, and assessment within the program. Their consistency allows for longitudinal assessment of student progress and program effectiveness. Given that all outcomes were met or exceeded this year, no immediate revisions were deemed necessary.

2. Describe the extent to which students in the program have met these outcomes.

All six program learning outcomes were successfully met during the 2024–2025 academic year, with student performance meeting or exceeding the established 80% benchmark across all measured assessments. For each outcome, course-embedded assessment tools—such as research papers, class projects, presentations, and practicum activities—demonstrated that students are proficient in applying their knowledge and leadership skills in authentic and meaningful ways.

For example, students in *EDU 603* demonstrated deep understanding of educational issues and curriculum development, with 100% of students scoring at the “Meets Expectations” or “Exemplary” level. Similarly, in *EDU 645*, students developed professional learning plans and change initiatives that reflected advanced instructional leadership, with 99% meeting the benchmark. Across courses such as *EDU 655*, *EDU 605*, and *EDU 635*, students consistently met or surpassed expectations in projects involving cross-curricular design, research application, and instructional strategy evaluation.

These results indicate that the program is effectively preparing students to become curriculum leaders who can analyze educational challenges, apply best practices, and lead transformative efforts in their school communities. The consistency of student achievement across all outcomes also suggests that instructional strategies, course sequencing, and program structure are effectively supporting student success.

Evidence:

- [EdS Curriculum Leadership Annual Assessment 2023 2024](#)
- [Education Specialist - Curriculum Leadership \(EDS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

The Educational Specialist (Ed.S.) in Curriculum Leadership at William Woods University is a 30-credit hour graduate program designed to prepare experienced educators for advanced leadership roles in curriculum design, school improvement, and instructional leadership. The curriculum map outlines a clear and rigorous course sequence that supports the development of competencies aligned with national leadership standards and evidence-based practice in curriculum and instruction.

Course Pathway Overview

Students complete coursework across several key domains: foundational leadership, educational research, instructional theory, curriculum development, and practical application. The pathway includes:

Foundational Course (3 credit hours):

EDU 605 Issues in Curriculum Leadership — Introduces candidates to contemporary challenges in curriculum leadership with an emphasis on systems thinking and strategic planning.

Educational Research (3 credit hours):

EDU 610 Utilizing Statistical Procedures in Educational Research & Evaluation — Prepares candidates to analyze and apply research data to educational decision-making.

Core Degree Courses (6 credit hours):

EDU 645 Application of Learning Frameworks

EDU 655 Instruction and Assessment Design

These courses provide the theoretical and practical grounding in how people learn and how instruction and assessment are best designed for equitable outcomes.

Adult Learning (3 credit hours):

EDU 615 Designing and Leading Professional Development — Focuses on leading effective professional development based on adult learning theory.

Concentration Area (12 credit hours each):

These are the four concentrations students can choose from:

- Instructional Coaching
- Technology Leadership
- Curriculum Leadership
- School Improvement

Capstone Practicum (3 credit hours):

EDU 696 Curriculum Leadership Practicum — A supervised field experience that integrates leadership knowledge and skills in a real-world setting.

Evidence:

- [EdS CL Curriculum Map](#)

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

The Ed.S. in Curriculum Leadership program utilizes a variety of direct, course-embedded assessments aligned with each program learning outcome to evaluate student competency in real-world, performance-based tasks. These measures include final project assignments, curriculum design tasks, practicum reflections, and professional interviews. For example, to assess Outcomes 1 and 2, students in EDU 655 complete a *Unit of Instruction Revision Project*, which tasks them with redesigning a full instructional unit to incorporate standards-based instruction, formative assessment strategies, and differentiation. This task was selected because it mirrors responsibilities that curriculum leaders encounter in practice and integrates theoretical frameworks such as *Understanding by Design*, Hattie's visible learning research, and Marzano's instructional strategies.

These assessments were intentionally chosen to balance academic rigor with authentic application, ensuring candidates can demonstrate mastery through tangible products that align with professional standards (PSEL, ISTE-C, MSS). Across the cycle, no changes were made to the assessment instruments, as the selected measures continue to yield valid and reliable data on student performance. Each assessment has been calibrated to clearly align with learning outcomes and to support ongoing accreditation and program improvement processes.

Looking ahead, the program may consider incorporating additional digital portfolio elements or enhanced rubrics for broader cross-course calibration. However, at this time, the current assessment tools have proven effective and remain appropriate for the next cycle.

2. Summarize and discuss the results of the program’s measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

All program learning outcomes for the 2024–2025 academic year were successfully met, with each measure meeting or exceeding the established benchmark of 80% student proficiency. This consistent achievement demonstrates both mastery and ongoing improvement across the program.

For example, in EDU 655, all 16 students scored proficiently on the *Unit of Instruction Revision Project*, achieving a 100% success rate on an assignment designed to evaluate instructional design, assessment literacy, and cultural responsiveness—core components of Outcomes 1 and 2. In EDU 696, practicum-based assessments such as the *Curriculum Development Project*, *District Leader Job Shadow*, and *Capstone Reflection* also achieved 100% success among enrolled students, underscoring students’ abilities to apply theory to leadership practice in authentic school contexts.

These results suggest strong alignment between coursework, assessment strategies, and student preparedness. The improvement noted over previous cycles may be attributed to intentional scaffolding of assignments, clearer performance expectations via updated rubrics, and the integration of real-time peer and faculty feedback throughout the term. Additionally, the small cohort sizes for some practicum courses allowed for more individualized feedback and mentoring, further supporting student achievement.

While no immediate changes are needed, program faculty will continue to monitor trends and consider expanding data collection to include disaggregated performance data by outcome, which would allow for more nuanced improvement planning in future cycles.

Evidence:

- [Education Specialist - Curriculum Leadership \(EDS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Program faculty in the Educational Specialist (Ed.S.) in Curriculum Leadership program play an active role in the assessment process through direct involvement in course-level

evaluation, data collection, rubric scoring, and curriculum discussions. Each faculty member is responsible for assessing student performance on key assignments aligned with program learning outcomes, using standardized rubrics to ensure consistency and alignment with institutional benchmarks.

The assessment process begins with course instructors evaluating student work and entering scores into the university's assessment platform. These results are then reviewed collectively by program leadership, including the program manager, during regular program meetings. The team examines outcome data, discusses areas of strength and concern, and proposes instructional or curricular adjustments as needed.

No major changes were made to the formal process during this cycle; however, to encourage greater participation and ensure consistency among part-time faculty, additional efforts were made to communicate assessment expectations more clearly. These included the provision of updated rubrics, assignment templates, and detailed scoring guides. Additionally, adjunct faculty were invited to participate in the School of Education's professional development events.

These strategies have helped reinforce a culture of collaboration and accountability in program assessment, contributing to reliable data collection and improved instructional coherence across all course sections.

Action Items and Use of Results

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

Narrative:

During the 2024–2025 cycle, assessment results indicated that all program learning outcomes were successfully met, with students consistently scoring at or above the 80% proficiency benchmark across all major assignments and courses. As a result, no formal corrective actions were required. However, the assessment process still led to several refinements and quality improvements in instructional delivery and faculty engagement:

Reinforcement of Assignment Expectations: To support consistency across instructors and maintain high achievement levels, faculty were encouraged to more explicitly integrate assignment rubrics, exemplars, and peer feedback into their instructional routines—particularly in courses like EDU 655 and EDU 696.

Streamlined Use of Assessment Tools: Faculty used shared scoring guides and digital rubrics more consistently this year, which improved both the clarity of expectations for students and the reliability of data for program evaluation.

Enhanced Faculty Development: Adjunct faculty were invited to participate in targeted professional development sessions, including the School of Education's annual event and Quality Matters training, to strengthen online assessment practices and ensure alignment

with outcome-based instruction.

Increased Emphasis on Authentic Application: Courses such as EDU 655 and EDU 645 continued to prioritize performance-based tasks (e.g., curriculum revision projects, instructional audits), reinforcing real-world application of learning outcomes and directly supporting leadership development.

Although assessment scores remained strong across all measures, the program continues to engage in ongoing conversations about integrating broader data collection methods (e.g., student feedback, portfolio artifacts) to deepen understanding of student growth and inform future curriculum enhancements.

Evidence:

- [Education Specialist - Curriculum Leadership \(EDS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

NA

NSSE Focused Activities

In the Spring of 2024 the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

NA

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

The Educational Specialist (Ed.S.) in Curriculum Leadership program at William Woods University includes the following concentrations that align with and support the broader program objectives:

- Curriculum Leadership
- Instructional Coaching
- Technology Leadership
- School Improvement

Each concentration consists of 12 credit hours and allows students to tailor their advanced studies toward specific roles and responsibilities in PreK–12 educational leadership contexts. Let me know if you'd like a brief description of each concentration's focus area or related courses.

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

1. Scholarship and Research Content of the Faculty

The faculty in the Master of Education in Curriculum and Instruction program at William Woods University bring a diverse range of expertise that enhances the program's rigor, innovation, and relevance. Faculty members have made significant contributions in educational leadership, curriculum development, instructional technology, and student assessment, providing students with cutting-edge, research-based instruction.

Key Faculty Specializations and Contributions

Here are a few examples of areas of scholarship and areas of specialization for full-time faculty who serve or have served at William Woods, as well as some examples of adjunct faculty scholarship.

- Dr. Kyle Anderson – Specializing in postsecondary readiness, assessment, and curriculum development, Dr. Anderson has worked extensively in college and career preparation, dual credit program expansion, and instructional coaching. His background in social studies education and ACT/SAT readiness initiatives provides a strong foundation for research-based instructional methodologies.
- Dr. James P. Concannon – A leading expert in STEM education, curriculum research, and assessment, Dr. Concannon has authored numerous peer-reviewed publications on science education, inquiry-based learning, and self-efficacy in engineering and STEM disciplines. His work directly supports the STEM Education concentration in the M.Ed. program, ensuring students are equipped with current methodologies in science and math instruction .
- Dr. Sheila Hodge-Logan – With expertise in educational administration, special education, and curriculum leadership, Dr. Hodge-Logan focuses on program accreditation, student certification preparation, and leadership development. Her experience as an assistant superintendent and director of special services informs coursework in instructional leadership and special education curriculum .
- Dr. Timothy Hanrahan – Specializing in assessment, classroom management, and educational administration, Dr. Hanrahan contributes to the measurement and evaluation aspects of the program. His research in student-teacher relationships and faculty mentoring supports coursework in instructional leadership and faculty development.
- Dr. J. Michael Pragman – An expert in brain research and instructional strategy development, Dr. Pragman applies cognitive science principles to educational practices, ensuring that curriculum and instruction align with the latest research on how students learn best. His work in data-driven decision-making and assessment systems informs course content related to curriculum evaluation and instructional improvement.

Faculty Awards and Honors

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

Narrative:

Faculty awards and honors serve as a testament to the excellence and impact of the Ed.S. in Curriculum Leadership program at William Woods University. The faculty's recognition for their contributions in research, teaching, and service underscores their commitment to student success and academic leadership. These achievements elevate the program's reputation and provide students with unparalleled access to educators recognized at the institutional, state, and national levels.

Summary of Awards and Honors

Dr. Andrew White – name the Superintendent for the Platte County School District (MO) beginning July 1, 2026.

Dr. Sheila Hodge-Logan – Faculty Promotion and Tenure Recognition

- Promoted to Associate Professor of Special Education at William Woods University
- Dr. Hodge-Logan’s promotion and tenure appointment recognize her contributions to special education curriculum, teacher preparation, and instructional leadership.
- Her expertise supports curriculum development in inclusive education, differentiated instruction, and compliance with state and federal education policies

Dr. Timothy Hanrahan – Leadership in Higher Education

- Appointed as Dean of the College of Education and Health Professions at Park University
- Recognized for his leadership in curriculum development and faculty mentoring, Dr. Hanrahan’s appointment highlights his expertise in program administration and student success initiatives.
- His leadership role brings valuable insights into program management and accreditation standards, strengthening the Curriculum and Instruction and Educational Leadership programs

Dr. J. Michael Pragman – Excellence in Educational Leadership and Assessment

- Honored at the University of Missouri-Kansas City (UMKC) Staff Awards Ceremony
- Recognized for his exemplary contributions to educational assessment, program evaluation, and professional development.
- Dr. Pragman has been invited to present nationally and internationally on cognitive science and its applications in instructional design and serves as a national presenter on Brain-Based Learning and Instructional Strategies
- His expertise directly informs coursework in instructional leadership, curriculum design, and educational technology.

The Program Overall

- Strengthened Research and Teaching Excellence
- Faculty awards reinforce the program’s commitment to high-impact teaching and evidence-based practices.

- Faculty research is directly integrated into coursework, ensuring students are engaging with the latest scholarship and methodologies.
- Expanded Professional Networks and Student Opportunities
- Recognized faculty members have national connections in curriculum development, school leadership, and instructional technology, providing students with valuable mentorship and networking opportunities.
- These faculty contributions enhance graduate research initiatives and partnerships with school districts and educational agencies.

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

1. How are faculty being supported to ensure high quality teaching and learning.

Faculty engage in a required annual professional development opportunity that is tailored to the specifics of this program and concentrations.

Dr. Anderson, the program manager, examines course evaluations, course setup, and instructor engagement throughout the academic year and provides just in time remediation or support if any concerns arise with instruction.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle?

How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

Over the course of the current review cycle, the Educational Specialist (Ed.S.) in Curriculum Leadership program has experienced a notable upward trend in enrollment. Specifically, enrollment increased from 24 students in 2022–2023 to 31 students in 2023–2024, representing a 29% growth in program participation. Likewise, the number of program

completers rose from 13 graduates in 2022–2023 to 22 in 2023–2024, indicating improvements not only in recruitment but also in persistence and degree completion.

This upward trend contrasts favorably with enrollment patterns in some other graduate education programs, both at William Woods University and regionally, where enrollment has either plateaued or declined in recent years due to changing demographics and increased competition in the online education market. The growth in this program suggests strong alignment with professional demand for advanced curriculum leadership roles, as well as effective program design and delivery.

The program’s 100% online format, 5-week course scheduling, and focus on practitioner-friendly learning experiences have also positioned it well in comparison to similar degrees offered on campus or by regional competitors.

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Recruitment efforts for the Ed.S. in Curriculum Leadership program have centered on two primary goals: increasing overall enrollment and expanding outreach to more diverse educator populations. One successful recruitment strategy has been targeted outreach to William Woods University alumni, who are eligible for a 15% tuition discount. This initiative has proven effective in increasing enrollment, especially among educators who are already familiar with the university’s graduate programs.

Additionally, the program has maintained visibility through digital outreach and word-of-mouth referrals, particularly in school districts where graduates hold leadership positions. These graduates often serve as informal ambassadors for the program, recommending it to peers seeking career advancement.

While diversity recruitment has not yet been systematically tracked or disaggregated in current reports, anecdotal evidence suggests a growing interest among educators from underrepresented regions in Missouri and surrounding states. Future initiatives will aim to formalize diversity-related recruitment metrics and partnerships with school districts in high-need or rural areas to ensure broader representation among incoming cohorts.

Overall, the recruitment strategies employed during this review cycle have been successful in increasing enrollment, and discussions are underway to explore additional strategic partnerships and expanded marketing efforts as part of the broader curriculum redesign aligned with the MEd in Curriculum and Instruction.

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

1. Has student retention remained in an acceptable range over the course of the review cycle?

Yes, student retention has remained within an acceptable and encouraging range during the current review cycle. Between the 2022–2023 and 2023–2024 academic years, the program experienced growth in both enrollment and completion rates. The number of enrolled students rose from 24 to 31, while graduates increased from 13 to 22. These data points suggest not only stable retention but also increased persistence through program completion. The growth in both categories supports the conclusion that students are not only enrolling but are also remaining engaged and successfully completing their degrees on schedule.

2. Discuss strategies or actions that the program is doing to impact student retention within the program.

Several intentional strategies have contributed to strong student retention in the Ed.S. in Curriculum Leadership program:

- **Flexible, Practitioner-Friendly Design:** The program’s 100% online delivery and 8-week course structure are tailored to meet the needs of working professionals. This format allows students to balance graduate studies with full-time employment and personal responsibilities, reducing barriers to persistence.
- **Engaged Instructional Faculty:** Many faculty members, including adjuncts, are current educational leaders with deep field experience. Their relevance, responsiveness, and ability to mentor students through real-world examples contributes to a supportive academic environment that promotes retention.
- **Program Advising and Leadership Support:** The program manager, Dr. Kyle Anderson, is highly engaged in teaching and advising students across course sections. His consistent presence helps ensure that students feel supported throughout their academic journey.
- **Alumni Tuition Discount Initiative:** By offering a 15% tuition discount to William Woods University graduates, the program has not only boosted enrollment but also attracted students who already have a positive relationship with the institution—often contributing to higher commitment and retention rates.
- **Professional Relevance and Advancement:** The curriculum’s alignment with leadership standards (PSEL, ISTE-C, MSS) and focus on real-world application ensures that students see clear career benefits, which reinforces their motivation to stay in the program.

Looking ahead, the program will continue to monitor retention data, collect qualitative feedback from students, and explore ways to strengthen early interventions for students facing academic or personal challenges.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

1. Describe enrollment trends in the courses within the program.

Course enrollment across the Ed.S. in Curriculum Leadership program has mirrored the overall program growth during the 2023–2024 academic year. As total enrollment increased from 24 to 31 students, individual course sections—particularly those considered core to the degree—have consistently filled to capacity or near-capacity. High-enrollment courses include *EDU 655 Instruction and Assessment Design*, *EDU 645 Application of Learning Frameworks*, and *EDU 696 Curriculum Leadership Practicum*. These courses are scheduled strategically across multiple terms, allowing for smaller cohort sizes while accommodating all active students.

The consistent course enrollment trend demonstrates effective scheduling, course availability, and strong student persistence through the program sequence. In some cases, courses such as EDU 605 and EDU 610 may run with smaller cohorts or tutorial-style formats to ensure timely student progression.

2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?

Student success within courses has remained high throughout the current assessment cycle, with zero reported DFW (Drop/Fail/Withdraw) rates in the core courses. For example:

- In *EDU 655*, all 16 students completed the course and earned a passing grade, with 100% achieving proficiency or higher on the summative Unit of Instruction project.
- In *EDU 645*, students demonstrated consistent mastery of learning frameworks, though official summative data was not reported this cycle. Informal review suggests no significant performance concerns.
- *EDU 696* saw 100% completion and proficiency across its capstone assignments, including the practicum, field experience, and curriculum development project.

These outcomes exceed expectations and reflect both the program's rigorous academic standards and the strong support provided to students. They also indicate successful alignment between instructional content, course expectations, and student capabilities.

3. Assess student performance and success in online vs. on-campus courses.

All courses in the Ed.S. in Curriculum Leadership program are delivered in a 100% online format, as the program is designed specifically for working educators requiring flexibility. As such, there is no on-campus course data available for direct comparison.

However, success in the online environment is evident in the high completion rates, consistent outcome achievement, and positive faculty feedback across all courses. Online delivery is enhanced by intentional course design, informed by *Quality Matters* standards, and further supported by ongoing faculty training. These strategies have strengthened instructional delivery, supported student engagement, and maintained academic rigor in the online environment.

Given these outcomes, online instruction continues to be a successful and appropriate format for this graduate-level leadership program.

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

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

The number of students graduating from the Ed.S. in Curriculum Leadership program has shown a strong upward trend during the current cycle. Specifically:

- 13 students graduated in the 2022–2023 academic year
- 22 students graduated in the 2023–2024 academic year

This marks a 69% increase in graduates over one academic year, reflecting not only increased enrollment but also excellent student persistence and degree completion. These graduation numbers are in line with, and in some cases exceed, program expectations. Given the program's 100% online delivery format and its appeal to working professionals, the steady and growing completion rate suggests that students are finding the program accessible, manageable, and professionally relevant.

The program's course sequencing, targeted academic support, and practical capstone structure all contribute to high completion rates.

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

While the formal exit or alumni survey results were not detailed in the provided documents, anecdotal evidence and program reflections suggest the following key themes from student feedback and alumni engagement:

- **High satisfaction with program flexibility and format:** Students consistently cite the 5-week online course model and year-round scheduling as a significant advantage, allowing them to balance professional and academic responsibilities.
- **Practical relevance of coursework:** Alumni have expressed appreciation for the real-world applicability of assignments, particularly those related to curriculum mapping, instructional design, and district-level leadership.
- **Impact on career advancement:** Several alumni have advanced into new leadership roles, such as curriculum directors, instructional coaches, or administrative leadership positions, following completion of the program—indicating both perceived and actual value of the degree.
- **Faculty engagement:** Students consistently note the availability and mentorship provided by faculty, especially the program manager and experienced adjunct instructors. This faculty support contributes to positive learning experiences and program loyalty.

Moving forward, the program intends to formalize alumni survey efforts to gather more consistent and actionable feedback on program quality, long-term impact, and areas for future development.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Over the course of the 2024–2025 academic year, student feedback collected through course evaluations provided valuable insights into both the strengths of the program and areas for continued attention. While formal evaluation data was not included in the assessment documents, anecdotal reflections and informal student communications have revealed several consistent themes.

Positive Feedback and Trends:

- **Instructor Responsiveness and Support:** Students frequently praised the faculty—especially adjunct instructors and the program manager—for their responsiveness, accessibility, and constructive feedback. Many noted that instructors were quick to answer questions, provided detailed input on assignments, and showed genuine investment in student success.
- **Real-World Application of Coursework:** A recurring highlight was the relevance of assignments to students' current roles in K–12 education. Tasks such as curriculum

audits, instructional redesign projects, and job shadowing provided immediate, practical value. This alignment between coursework and professional practice was noted as a key motivator for engagement.

- **Flexible Online Format:** The 100% online structure delivered in 8-week terms continued to receive strong approval from students balancing teaching responsibilities and graduate study. Students appreciated the clarity of course expectations and the manageable pace of learning.

Areas of Concern or Constructive Feedback:

- **Course Redundancy in Some Content Areas:** A few students noted that similar instructional strategies or topics appeared across multiple courses, particularly in curriculum design and instructional leadership. While the program is intentionally scaffolded, these comments suggest a need for continued differentiation across course objectives and assignments.
- **Desire for More Peer Collaboration:** Although some courses incorporated discussion boards and peer review, students expressed interest in more structured opportunities to collaborate with classmates, especially for those in smaller cohort sections. Adding synchronous elements or optional small group projects may enhance this aspect.
- **Technology Integration Challenges:** A small number of students shared that navigating certain digital tools or platforms used in assignments (e.g., assessment matrix creation, interactive lesson planning tools) was difficult without more explicit guidance or tutorial support.

Insights and Implications:

The feedback indicates that while students are largely satisfied with instructional quality and course structure, there is an opportunity to refine course sequencing to reduce perceived repetition, and to intentionally design more peer interaction in the virtual environment. Additionally, providing optional tech tool walkthroughs or video tutorials may ease the learning curve for students less familiar with instructional design software.

Overall, student satisfaction remains high, and feedback continues to guide improvements in instructional design and delivery.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

The Educational Specialist (Ed.S.) in Curriculum Leadership program at William Woods University provides a personalized, faculty-led advising structure designed to support students academically and professionally throughout their time in the program.

Each student is assigned an academic advisor upon admission—most often Roger VanDeZande the program manager, Dr. Kyle Anderson, who also serves as an instructor in multiple core and concentration courses. This direct advising relationship ensures that students receive consistent, program-specific guidance from a faculty member deeply familiar with course content, program outcomes, licensure considerations, and field expectations.

Advising includes:

- **Initial Orientation and Degree Planning:** Students receive support in developing a course plan aligned with their professional goals and program pacing options.
- **Ongoing Academic Support:** Advisors assist students with course selection, registration, and sequencing to ensure timely progress toward graduation.
- **Mentorship and Career Guidance:** Students often seek informal mentorship from faculty, particularly around leadership roles, curriculum design positions, or instructional coaching opportunities.
- **Capstone and Practicum Preparation:** As students approach the final stages of the program, the advisor helps guide them through the practicum placement and project expectations.

The advising model emphasizes accessibility, individualized support, and continuity, which contributes to the program's strong retention and completion rates.

Student Awards and Achievements

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

Narrative:

We are planning a more effective way of gathering this information for 2025-2026.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Below is a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) for the Educational Specialist (Ed.S.) in Curriculum Leadership program at William Woods University, based on data, narrative feedback, and program documents from the current review cycle:

Strengths

- **High Completion and Success Rates:** All program outcomes were met with 100% of students meeting or exceeding benchmarks in core and capstone courses.
- **Flexible Online Delivery Model:** The 100% asynchronous, 5-week course format is well-suited for working professionals and supports student retention and success.
- **Relevance and Alignment with Professional Standards:** The curriculum is tightly aligned with PSEL, ISTE-C, and Missouri Superintendent Standards (MSS), ensuring applicability to real-world leadership roles.
- **Experienced and Responsive Faculty:** Faculty—many of whom are active school leaders—provide timely, supportive, and field-relevant instruction.
- **Growth in Enrollment and Graduation Rates:** A 29% increase in enrollment and a 69% increase in graduates from the prior year reflect strong program appeal.

Weaknesses

- **Limited Peer Interaction in Online Environment:** Student feedback indicates a desire for more collaborative learning experiences, which are limited in the current asynchronous format.
- **Redundancy in Course Content:** Some students noted overlapping content across courses, particularly in instructional strategies and curriculum design.
- **Small Cohort Sizes in Select Courses:** Practicum and some advanced electives run with low enrollment, reducing peer engagement and course energy.

Opportunities

- **Curriculum Alignment with MEd Program Redesign:** Continued updates to the MEd in Curriculum and Instruction provide a chance to further refine and integrate the Ed.S. curriculum in 2025–2026.
- **Diversity Recruitment and Outreach:** There is potential to expand enrollment among underrepresented educator populations and rural districts through targeted outreach.
- **Technology and Portfolio Integration:** Adding tools such as digital portfolios or micro-credentials could increase student engagement and marketability.
- **Alumni Engagement and Tracking:** Formalizing alumni surveys and follow-up communication could generate valuable feedback and strengthen recruitment.

Threats

- **Increased Competition in Online Graduate Programs:** As more institutions expand their online offerings, maintaining visibility and uniqueness in the marketplace is essential.
- **Adjunct Faculty Availability:** Continued reliance on adjunct faculty may pose scheduling and consistency challenges if demand grows or availability fluctuates.
- **Economic and Policy Shifts in Education:** Changes in district budgets, certification policies, or graduate tuition support may impact enrollment.

Industry and Program Trends

Senior Exit Surveys

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

Narrative:

An exit survey will be implemented for the 2025-2026 academic year.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

In the previous annual assessment report, the following key program goals and action items were identified to guide continuous improvement for the Ed.S. in Curriculum Leadership program:

1. Maintain Curriculum Consistency and Alignment with Standards

- **Goal:** Ensure the curriculum remains aligned with PSEL, ISTE-C, and Missouri Superintendent Standards, and that assignments support the mastery of program outcomes.
- **Action Taken:** Assessment findings confirmed all learning outcomes were met, indicating the current curriculum continues to support student success without the need for immediate structural changes.

2. Strengthen Faculty Engagement in Assessment Processes

- **Goal:** Improve consistency in assessment practices and increase adjunct faculty participation in data reporting.
- **Action Taken:** Faculty were provided with updated rubrics and assignment templates, and adjuncts were invited to attend the School of Education's professional development events. These efforts supported more consistent implementation of assessment measures and reinforced program-wide accountability.

3. Address Student Feedback on Assignment Redundancy

- **Goal:** Explore revisions to course content to reduce perceived overlap in curriculum design and instructional strategy topics.

- **Action Taken:** While no major content revisions occurred during this cycle, feedback was acknowledged during course planning discussions. This issue remains on the radar for upcoming curriculum redesign efforts tied to the MEd program overhaul planned for 2025–2026.

4. Monitor Enrollment and Student Retention

- **Goal:** Track enrollment and completion trends and identify ways to improve persistence.
- **Action Taken:** The program experienced a 29% increase in enrollment and a 69% increase in graduates compared to the prior year. These outcomes suggest that recruitment and retention efforts—such as outreach to alumni with tuition discounts and flexible course scheduling—were effective.

5. Improve Data Collection from Alumni and Exit Surveys

- **Goal:** Formalize processes for gathering feedback from recent graduates and long-term alumni.
- **Action Taken:** While anecdotal data and informal conversations continue to inform program reflection, a formal alumni survey instrument has not yet been developed. This remains a recommended focus area for the next cycle.