



2024-2025

# ANNUAL ASSESSMENT REPORT

EdS Educational Leadership

K-12

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# 2024-2025 Assessment Narrative on Findings

Educational Leadership (EDS) - K-12 School Leader

## 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:**

The School of Education houses the Educational Specialist (EDS) degree focused on Educational Leadership. This degree program is a path for aspiring school leaders to develop a strong foundation in district leadership and ultimately meet certification requirements for DESE K-12 Superintendent. Students who have earned a Master of Education degree in areas other than Educational Leadership and aspire to be school leaders may also utilize the EDS in Educational Leadership as a pathway for preparing for K-12 school leadership.

### 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:**

School of Education Mission Statement and Conceptual Framework: The School of Education at William Woods University aims to create and maintain standards-aligned and student-centered education programs valuing inclusion, creativity, and intellectual inquiry. Anchored to current research, pedagogy and "best practices" from the field, our conceptual framework rests on the assumption that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice based on current research/theory will produce the high-quality teachers and administrators needed to boost student achievement in all locales-rural, urban and suburban/metropolitan. 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 disciplines for developing future teachers and educational administrators who will in-turn boost student achievement in our state and elsewhere. We believe that all K12 students deserve effective and caring teachers and school leaders who are visionary and purposeful in practice. The SOE Mission statement has been effective throughout the 2024-2025 academic year.

## Alignment to Institution Mission

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

### Narrative:

The School of Education Mission fully embodies the Institution Mission through its focus on student-centered learning opportunities grounded in best practice, standards alignment, and application of the professional skills required of certified teachers and school leaders. The EDS Educational Leadership building level field experience courses serve as examples of the School of Education alignment to the Institution Mission of promoting a student-centered learning environment focused on professions-oriented education by requiring program completers to have demonstrated the application of essential leadership skills in the domains of relational leadership, managerial leadership, visionary leadership, innovative leadership, and instructional leadership while documenting 300 hours of building-level school leadership.

### Evidence:

- [EDU 577 Syllabus April 2025](#)

## 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:

#### School of Education Mission and Framework

The School of Education at William Woods University focuses on creating student-centered education programs that emphasize inclusion, creativity, and intellectual inquiry. Their mission is to prepare high-quality teachers and administrators through a blend of theory, practice, and reflection.

- Aims to maintain standards-aligned, student-centered education programs.
- Values inclusion, creativity, and intellectual inquiry in education.
- Focuses on current research and best practices in pedagogy.
- Prepares future educators to boost student achievement across various locales.

#### Educational Leadership Learning Outcomes

The program aims to develop aspiring district leaders who understand key leadership domains, including visionary, instructional, managerial, relational, and innovative leadership. The outcomes are assessed through various evaluations and performance assessments.

- Objective 1: Visionary Leadership - 100% of students met expectations.
- Objective 2: Instructional Leadership - 100% of students met expectations.
- Objective 3: Managerial Leadership - 100% of students met or exceeded expectations.
- Objective 4: Relational Leadership - 100% of students met expectations.
- Objective 5: Innovative Leadership - 100% of students met expectations.

### **On-site Supervisor Evaluations**

On-site Supervisor Evaluations are conducted at the end of field experience courses to assess student performance across five leadership domains. The evaluations are aligned with the Missouri Leadership Development System (MLDS) competencies.

- Evaluations are conducted at the end of FLD501 and FLD503.
- Target: 80% of students to score 3 or above in each domain.
- FLD501: 98% of students met or exceeded expectations.
- FLD502: 100% of students exceeded expectations.

### **MPEA Performance Assessment**

The MPEA PA is an action research assessment that evaluates aspiring school leaders on their ability to analyze building academic data, identify areas of academic weakness, then work through an instructional improvement process to improve instruction with a goal of increasing student achievement. Essentially, the MPEA PA is the aspiring school leader's opportunity to demonstrate instructional leadership skills. The assessment is aligned with MLDS domains and requires a cumulative score for successful completion.

- Students must complete all four steps of the MPEA PA.
- Target score: 12.5/20 or higher (when scored by step, the student must have earned a score of 10/16)
- 100% of students met the passing score requirement.
- Mean scores for leadership domains exceeded 3.0/4.0, despite some individual scores below this threshold.

### **Conclusion on Student Performance**

The program has successfully met its objectives across all leadership domains, indicating that students are well-prepared for future roles in educational leadership. Continuous assessment and reflection are integral to their professional growth.

- 100% of students met or exceeded expectations in all five leadership objectives.
- Emphasis on reflective practice and continuous professional growth is highlighted.
- The program aims to drive positive change in educational settings.

### **Evidence:**

- [Educational Leadership \(EDS\) - K-12 School Leader 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 WWU EDS in Educational Leadership program is designed to support the development of effective district leaders through knowledge and skill development in each of the five transformational leadership areas identified by the Missouri Leadership Development System (MLDS). The WWU EDS in Educational Leadership program is also aligned to the Professional Standards for School Leaders (PSEL) and the Missouri Superintendent Standards (MSS). For students who have earned a MED in an area other than Educational Leadership, this degree path can also support the aspiring school leader's path to K-12 School Leader certification. With a building level focus, the program objectives are also aligned to the National Educational Leadership Development (NELP) standards.

PO1: The aspiring district leader understands the importance of vision and mission and how they relate to the core values and culture of the school district community. **(Visionary Leadership)** (PSEL 1,5,7,10) (MSS 1,4,6) (NELP 1,2,3,5)

PO2: The aspiring district leader understands the importance of a viable curriculum, effective instructional practice, and the role of data and assessment in the process of teaching and learning. **(Instructional Leadership)** (PSEL 2,4,6,7,9,10) (MSS 2,6,7) (NELP 3,4,7,8)

PO3: The aspiring district leader understands the need to prioritize establishing and maintaining a safe and functional school environment, recruiting and retaining highly skilled personnel, and ensuring equitable and strategic use of school and district resources. **(Managerial Leadership)** (PSEL 2,3,5,7,8,9,10) (MSS 3,4,5,6,7) (NELP 3,4,5,6,7,8)

PO4: The aspiring district leader recognizes the importance of developing and maintaining effective relationships with students, staff, and community and models effective strategies to do so. **(Relational Leadership)** (PSEL 2,3,4,5,7,8,9,10) (MSS 2,4,5) (NELP 1,2,3,5,7,8)

PO5: The aspiring district leader recognizes knowledge, skills, and best practice that support continuous professional growth, engages in reflective practice, and applies needed skills to drive positive change. **(Innovative Leadership)** (PSEL 2,3,4,6,7,8,9,10) (MSS 1,2,5,6,7) (NELP 2,3,4,5,6,7,8)

### Educational Specialist in Educational Leadership (Building) Courses and Recommended Rotation

EDU 600 - Issues in School Superintendency - 3.00

EDU 610 - Utilizing Statistical Procedures in Educational Research & Evaluation - 3.00

FLD 501 - Field Experience III - 1.00 (10 weeks)

EDU 620 - Effective School- Community Relation - 3.00

EDU 640 - Human Resources in Education - 3.00

FLD 502 - Field Experience III - 1.00 (10 weeks)

EDU 572 - Managerial Leadership - 3.00

EDU 650 - School District Finance - 3.00  
EDU 653 - School Plant & Facilities Development/Safety & Security - 3.00  
FLD 503 - Field Experience III - 1.00 (10 weeks)  
EDU 573 - Instructional Leadership - 3.00  
EDU 673 - Educational Reform and Urban Educational Issues - 3.00  
EDU 680 - Advanced School Law and Policy Development - 3.00  
EDU 690 - Differentiated & Supplemental Program - 3.00  
EDU 697 - Superintendent Field Experience and Capstone - 3.00  
EDU 583- MPEA PA- 0.50

### **Changes in 2024-2025 Academic Year**

There were no changes in the curriculum content or required assessments in the 2024-2025 academic year. The instructional modality remained online, however transitioned from 8-week sessions to 5-week sessions. Also, the MPEA PA transitioned from scoring by step to scoring by MLDS domain.

### **Evidence:**

- [WWU Educational Leadership Webpage](#)

### **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:**

The EDS Educational Leadership program curriculum is aligned to the transformational leadership model reflected in the Missouri Leadership Development System (MLDS) domains and competencies. Missouri certification expectations, assessments, and mentoring support for school leaders in the school environment are also aligned to the MLDS domains and competencies. In addition, the MLDS domains and competencies accurately describe the comprehensive skills of effective school leaders.

In the EDS Educational Leadership program, assessment measures have been aligned to MLDS domains and competencies for the last few years. The program assessments include two evaluations completed by the On-Site Supervisor, one following the student's completion of 100 field experience hours in FLD 501 and the second at the conclusion of three hundred field experience hours, in FLD 503. In EDU 583, students complete the comprehensive MPEA Performance Assessment. The MPEA PA is an action research school improvement process assessment focused on improving instruction with the goal of improving student

achievement. The identified instructional problem for this assessment must be substantiated by building academic data.

### **Educational Leadership Learning Outcomes**

The program aims to develop aspiring building leaders who understand key leadership domains, including visionary, instructional, managerial, relational, and innovative leadership. The outcomes are assessed through various evaluations and performance assessments.

- Objective 1: Visionary Leadership - 100% of students met expectations.
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- FLD501: 100% of students met or exceeded expectations.
- FLD503: 100% of students met or exceeded expectations.

### **MPEA Performance Assessment**

The MPEA PA is an action research school improvement process assessment focused on improving instruction with the goal of improving student achievement. The identified instructional problem for this assessment must be substantiated by building academic data.

- Students must complete all four steps of the MPEA PA.
- Target score: 12.5/20 or higher.
- 100% of students met the passing score requirement.
- Mean scores for leadership domains exceeded 3.0/4.0, despite some individual scores below this threshold.

### **Conclusion on Student Performance**

The program has successfully met its objectives across all leadership domains, indicating that students are well-prepared for future roles in educational leadership. Continuous assessment and reflection are integral to their professional growth.

- 100% of students met or exceeded expectations in all five leadership objectives.
- Emphasis on reflective practice and continuous professional growth is highlighted.
- The program aims to drive positive change in educational settings.

### **Evidence:**

- [Educational Leadership \(EDS\) - K-12 School Leader\\_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:

The EDS in Educational Leadership program (building level) requires the student to complete three credits of field experience. Field experience is broken down into three one credit courses, each ten weeks in duration. There are three consistent field experience instructors (FEI) who follow the same students through the entire field experience.

In the first section of field experience (FLD 501) students select an On-Site Supervisor (OSS) to supervise their work in the school district. In FLD 501, students log 100 hours of field experience distributed among the five MLDS leadership domains. At the end of FLD 501, the On-Site Supervisor completes a performance review (Eval 1). In the second section of field experience (FLD 502) the student continues to log experience hours aligned to the MLDS domains totaling 200 hours. At the end of FLD 502, the student continues on to the third section of field experience, FLD503, to complete the required 300 hours of field experience. Toward the end of FLD 503, the On-Site Supervisor again completes a performance review (Eval 2). Throughout the field experience rotation, the field experience instructor communicates a minimum of three contacts, with the On-Site Supervisor. Finally, when enrolled in EDU 583, the student completes the Missouri Professors of Educational Administration Performance Assessment.

The OSS evaluation process has been in place since 2022 and the MPEA PA since 2018. This assessment model has been effective in ensuring common expectations between the University and the assigned school districts, as well as ensuring student acquisition of essential knowledge and skills.

Data collected in the 2024-2025 academic school year from On-site Supervisor Evaluations of student performance in the field experience setting and, on the certification required, MPEA PA indicates students are experiencing success in the EDS in Educational Leadership program. I recommend continuing to utilize the MLDS aligned curriculum, field experience expectations, and program assessments in the EDS Educational Leadership, building level leader preparation program.

### Evidence:

- [2024-2025 MED and EDS Building Level Leadership Eval 1 and Eval 2 data \(names redacted\)](#)
- [MPEA PA data 2024-2025 program eval- names redacted](#)

## 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:

Data collected in the 2024-2025 academic school year from On-site Supervisor Evaluations of student performance in the field experience setting and on the MPEA PA indicates students are experiencing success in the EDS in Educational Leadership program. I recommend continuing to utilize the MLDS aligned curriculum, field experience expectations and program assessments in the EDS Educational Leadership, building level leader preparation program.

### Evidence:

- [Educational Leadership \(EDS\) - K-12 School Leader\\_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:

N/A

## 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:

N/A

## 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:**

N/A

## 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:**

All instructors in the EDS in Educational Leadership program have earned a terminal degree (either PhD or EDD) in Educational Leadership or related area. In addition, all instructors have professional experience in the areas each instructs.

**Evidence:**

- [2024-2025 MED and EDS Educational Leadership Active Instructors](#)

### Faculty Awards and Honors

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

**Narrative:**

Adjunct Instructor	Highest Degree Earned	Current Role	Recognitions/Promotions
Bruner, Zach	EdD	Superintendent Marceline Schools	President NEMO MASA Graduate of the AASA National Superintendent Certification Program, March 2025.
Frederickson, Matt	PhD	Superintendent in Troy, Lincoln Co-R-3.	DALI National Leader of Distinction
Friga, Adam	EdD	Superintendent Oran School District	Past President SEMO MASA Professional Coaching Certification

			Robert L. Pearce Outstanding Education Leadership Award, 2025
Luttrell, Carrie	EdD	Retired Elementary Principal Parkway School District, 2017. Also served as Director of Curriculum and Assessment for the Rockwood School District	Served as a mentor for 2 principals through the KC RPDC, 2025
Omohundro, Emily	JD	EdCounsel, LLC Owner	Leading Missouri school attorney
Sigrist, Robert	EdD	Assistant Superintendent, St. Joseph School District Retiring June 2025	MSTA Unsung Hero Award, November 2024 MASA NW Region Asst. Superintendent of the Year, 2025
Storm, Dustin		Superintendent Miller School District	President of the Southwest Center for Educational Excellence President of Southwest Conference Secretary of the Missouri Educators' Trust
VanDover, Teresa	EdD	School Leadership faculty for WWU and CC	Facilitator for Missouri Writing Program for Rural Schools
Wilson, Chris	EdD	Retired Superintendent, 2024, Kennett School District	MASA Superintendent Coach, SW MO

## Teaching Support and Monitoring Teaching Quality

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

### Narrative:

The WWU faculty participates in an annual program update and professional development session. Faculty are selected for course assignments based on their level of academic preparedness and specific educational leadership experience.

In addition, prior to each term, assigned faculty receive a term specific welcome email highlighting expectations and important information. Clear direction is given to faculty regarding effective use of the student learning system, Brightspace, expected communication, and best practice to maximize teaching and learning in the online environment. Our instructors also provide a weekly virtual session (Woods Wednesday) to discuss course content, engage students in relevant content focused on the educational leadership, and clarify course expectations.

The EDS Educational Leadership program curriculum is centrally developed and aligned to the Missouri Leadership Development System (MLDS) leadership domains and competencies. In advance of each term, the assigned instructors receive course materials and access to the student management system with all curriculum and resources uploaded.

Finally, frequent monitoring of online instruction and interaction is conducted by the program chair. WWU has benefited greatly by having a consistent adjunct faculty team comprised of talented, experienced school leaders.

**Evidence:**

- [2025 Adjunct Faculty Annual Update](#)

## **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:**

A review of institutional data reflects an upward trend of enrollment since the COVID floor of enrollment in 2022 which followed a transition from the face to face, cohort instruction model to the current online model of instruction supplemented with weekly virtual engagement. Fall 2024 enrollment of 85 students is up from the prior year (Fall 2023) enrollment of 62, and significantly up from the Fall 2022 enrollment of a single student. The 5-year average enrollment for this program is 64 students. This enrollment trend is slightly higher than other WWU MED and EDS online School of Education programs.

The demographic of this program is largely white males and females working as teachers and leaders in Missouri schools. As our program continues to grow and reach beyond our current boundaries through the Woods Global efforts, there is an expectation that our student demographic data will reflect a more diverse student enrollment. The enrollment capacity for this program is great as is the need for school leaders.

### **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:**

**UNIVERSITY DATA REPORT IN THIS AREA IS CURRENTLY UNAVAILABLE.**

An upward enrollment trend for the EDS in Educational Leadership program exists with a capacity to serve many more students.

In the 2024-2025 academic year, we've experienced an increase in the number of students enrolling in the EDS in Educational Leadership program. Students enrolled in the program consist of those interested in Superintendent certification and those who have earned an MED in an area other than Educational Leadership and now wish to pursue K-12 School Leader certification. A benefit of the WWU EDS in Educational Leadership program is the opportunity to follow a path to K-12 School Leader certification or Superintendent certification, or both.

## **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:**

An upward enrollment trend for the EDS in Educational Leadership program exists with a capacity to serve many more students. In the 2024-2025 academic year, we've experienced an increase in the number of students interested in enrolling in the EDS in Educational Leadership program to complete K-12 School Leader certification. The aligned curriculum with embedded relevant field experiences and the opportunity to complete the certification assessment within the program have been of benefit to students.

On-site supervisor evaluation data reflects strong observational performance of WWU students completing field experience. Student feedback on their field experience is positive and often relates to the value of the relationships gained and the relevance of the tasks completed. Student performance on the embedded performance assessment required for K-12 School Leader certification is also strong.

In the 2024-25 academic year, 100% of students who submitted complete performance assessments earned a passing score.

The only instructional modality for this program is online.

### **Evidence:**

- [MPEA PA data 2024-2025 program eval- names redacted](#)

## **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:**

In the 2024-25 academic year, twenty-eight students graduated from the EDS in Educational Leadership program.

During the 2024-2025 academic year, the School of Education team set a goal of earning a total student satisfaction score of 4.25/5.0 on the end of the program student survey report. The overall mean score from students in the EDS program was 4.63/5.0. In addition, students in the EDS in Educational Leadership program indicated that earning the EDS degree in their profession was of high value.

**Evidence:**

- [Concannon End of Program Student Survey Summary](#)
- [Copy of MED and EDS Current Student Satisfaction with comments](#)
- [Student graduates by Year and Major](#)

**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:**

The School of Education student satisfaction survey results for students enrolled in the EDS in Educational Leadership program are largely positive.

- **Academic Advisor Helpfulness:** Most students rated their academic advisors as extremely or moderately helpful, with fewer responses indicating unhelpfulness.
- **Library System Accessibility:** The majority of students found it easy to obtain resources from the university library system, with most responses falling under "extremely easy" or "moderately easy."
- **Learning Management System (Brightspace):** Students generally rated the LMS as well-maintained, with most responses indicating it is "extremely well" or "very well" maintained.
- **Instruction Quality:** The quality of instruction was rated positively, with most responses indicating it is "extremely good" or "moderately good."

Overall, the survey results reflect positive student satisfaction across programs, academic advising, library accessibility, LMS maintenance, and instruction quality.

**Evidence:**

- [Student Satisfaction Survey](#)

## **Student Advising**

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

### **Narrative:**

Students enrolled in the School of Education graduate degree programs benefit from having a single assigned advisor who is incredibly knowledgeable, organized, and efficient. He communicates regularly with students and provides a monthly email newsletter with important dates and information. The advisor assists each student in developing a degree plan that reflects the program and pace desired to complete. The advisor monitors progress through the designated program and maintains regular communications. The advisor also assists faculty on an as needed basis in contacting students and offering support. The advisor serves the online graduate students remotely from an off-campus location.

The School of Education student satisfaction survey results for students enrolled in the EDS in Educational Leadership program scored academic advisor helpfulness positively, with most students rating their academic advisor as extremely or moderately helpful, with fewer responses indicating unhelpfulness.

### **Evidence:**

- [Student Satisfaction Survey](#)

## **Student Awards and Achievements**

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

### **Narrative:**

The 2024 School Leader APR indicates 76 students applied for DESE K-12 School Leader certification and fully met certification requirements.

### **Evidence:**

- [2024 School Leader APR](#)

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

**Narrative:**

Based on a comprehensive review of the EDS in Educational Leadership using various data sources, many of which are included in this assessment report, the following SWOT analysis was created to articulate a summary of program strengths, weaknesses, opportunities, and threats.

**EDS Educational Leadership SWOT Analysis**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>● Quality curriculum, aligned to MLDS</li> <li>● Experience school leaders serving as instructors</li> <li>● Accelerated, 5-week online courses</li> <li>● Consistent, assigned field experience instructors</li> <li>● Available paths to building and superintendent certification</li> <li>● Strong student performance on certification assessment(s)</li> <li>● Strong presence of WWU graduates as school leaders</li> <li>● Ability to complete the EDS degree in 13-14 months</li> <li>● Dedicated graduate advisor</li> <li>● Online program with weekly virtual engagement</li> <li>● Growing enrollment</li> <li>● Small class sizes</li> <li>● Consistent instructional management system</li> <li>● Embedded field experience opportunities</li> <li>● Embedded certification required performance assessment</li> <li>● Strong student feedback related to curriculum and instructor skills</li> <li>● Strong student perception of the value of the EDS degree</li> <li>● Frequent communication with students from advising, administration, and instructors</li> <li>● Student access to instructors and instructors support of student needs</li> </ul>	<ul style="list-style-type: none"> <li>● Slightly higher tuition rates compared to other Missouri institutions</li> <li>● Frequent turnover in roles supporting recruitment, admissions, and public relations.</li> <li>● Infrequent communications related to efforts being made to publicize the program and recruit students</li> <li>● Consistency and accuracy of course syllabi and course creation in Brightspace</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>

- Continued focus on consistency and accuracy of course syllabi and course creation in Brightspace
- Strengthen communications related to efforts being made to publicize the program and recruit students with SOE
- Continue to develop innovative strategies to reach potential students

- Competition from other institutions seeking to secure students
- Enrollment

**Evidence:**

- [EDS Educational Leadership SWOT Analysis](#)

## 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:**

In the 2024-25 academic year, twenty-eight students graduated from the EDS in Educational Leadership program. Although enrollment is increasing, we are not yet at the enrollment level experienced pre-pandemic when our program modality was cohort face to face instructional delivery.

During the 2024-2025 academic year, the School of Education team set a goal of earning a total student satisfaction score of 4.25/5.0 on the end of the program student survey report. The overall mean score from students in the EDS program was 4.63/5.0. In addition, students in the EDS in Educational Leadership program indicated that earning the EDS degree in their profession was of high value.

**Evidence:**

- [Concannon End of Program Student Survey Summary](#)

### 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:**

Specific program recommendations were not included in the review rubric of the 2023-2024 Annual Assessment Report.

**Evidence:**

- [2024-25 EDS Superintendent Annual Assessment Report](#)
- [EDU Educational Leadership - Superintendent Annual Assessment 2023-2024](#)