



2024-2025

ANNUAL ASSESSMENT REPORT

MASTER OF EDUCATION: ATHLETICS/ACTIVITIES ADMINISTRATION

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2024-2025 Assessment Narrative on Findings

Education - Athletics/Activities Admin (MED)

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 Master of Education - Athletics/Activities Administration continues to support the William Woods mission of promoting student-centered learning. The practical assignments student throughout the program provides students with real-world experiences surrounding the work of an Athletic/Activities Administrator. These experiences help prepare the students for leadership roles in athletics and activities.

The Master of Education in Athletics and Activities Administration program is located in the School of Education Department.

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:

There have not been any changes to the MEA mission statement. It ties in to the School of Education mission which aligns to the University.

Alignment to Institution Mission

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

Narrative:

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.

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:

[Education - Athletics Activities Admin \(MED\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)

These outcomes continue to support the student-centered learning, practical assignments that an Athletic/Activities Administrator would perform in their position. These include daily weekly, monthly, and yearly type real world experiences. Our students graduate with a better understanding of the role of an A/A Admin but also, a better understanding of their role as a coach.

We have changed two of the objectives; one in objective 2 and one in objective 6. Objective 2 did include a Current Issues Research paper in EDU524. We felt that we did not need 4 benchmark measurements and eliminated that assignment.

Also, because of changes made with the NAIA we no longer had access to the Champions of Character course for our students that were not NAIA members. We, therefore, changed the assignment to the NFHS Developing Youth Through Sport Course, as all students have free access to the NFHS and this particular course. The focus of Character Education is still the main drive behind this assignment. This is assessed over objective 6, stressing the importance of professional development, lifelong learning.

Evidence:

- [Education - Athletics Activities Admin \(MED\)_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:

COURSE ROTATION

EDU 521	Intro to AA Administration
EDU 508	Practical Aspects AA Admin
EDU 524	Current Issues in AA Admin
EDU 544	Digital Tools in the Athletics/Activities Administration Environment
EDU 523	Supervision of AA Program
EDU 526	AA Character & Citizenship
EDU527	AA Program Promotion
EDU 503	Sports Law
EDU 528	Financing AA Program
EDU509	Capstone - Field Experience

The MEA program has kept the current course rotation from the previous year. We have though, changed from an eight-week per course to a five-week per course. We have also added to the program that students can take courses from the NIAAA that can transfer into our MEA program and count for credit towards out course. This is highly due to the fact that we use the NIAAA curriculum in which the curriculum courses are Leadership Training Courses (LTCs). We use the NIAAA curriculum in all of our courses except EDU 544.

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 measures we have used seem to help guide us in determining success of the program for our students. Our chosen work provides a wide variety of experiences for our students in understanding the importance of the role of an athletic administrator. We will not be changing our benchmark assessments for the upcoming cycle as our assignments are still

viable in determining outcome measures.

Our results seem to be reliable and successful for student. We did however, not meet our Benchmark in our EDU526 course which has students write a Mission Statement. 81% exceeded, 5% met, but 14% were at approaching. We will work with the students more with their development by providing them suggestions for improvement, possibly having hem redo and assignment to improve upon the initial mission statement.

[Education - Athletics Activities Admin \(MED\) 2024-2025 Curriculum and Assessment Findings_2024-2025](#)

Evidence:

- [Education - Athletics Activities Admin \(MED\) 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:

Throughout the program, in specific courses, Faculty will assess our specific assignments, working toward Benchmarks set. Many will encourage students to work toward improvements in assignments, should they fall short.

We have changed one assessment in or EDU 526 course. No longer are we able to have access to the NAIA Champions of Charter program. We now use the NFHS Developing Youth Through Sport material. While these are two different programs, they are both reflecting upon the idea of Character Education in Sports.

We also stopped assessing an assignment in EDU 524. We no longer assess the Current Issues Research paper, as we have three other assessments over Objective two.

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:

We have changed one assessment in or EDU 526 course. No longer are we able to have access to the NAIA Champions of Charter program. We now use the NFHS Developing Youth Through Sport material. While these are two different programs, they are both reflecting upon

the idea of Character Education in Sports.

We also stopped assessing an assignment in EDU 524. We no longer assess the Current Issues Research paper, as we have three other assessments over Objective two.

Evidence:

- [Education - Athletics Activities Admin \(MED\)_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:

There are no courses tied into the general education requirements for William Woods.

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:

Not part of the graduate program.

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:

This year, significant curriculum development took place within the Athletic Administration program, contributing to our continued rigor. As part of this effort, courses were rewritten and restructured—transitioning from 8-week formats into accelerated 5-week modules. These revisions were designed to align with the university’s program pacing while maintaining academic integrity and enhancing the student learning experience.

MEA Adjuncts that are teaching courses or presenting workshops for MSHSSA, MIAAA, NIAAA, and various other organizations.

[Jared Barge](#) teaching a workshop at the MSHSSA office during the Summer Summit of 2024. The workshop was on Branding and Social Media for your Athletic and Activities Program.

Josh Scott several LTC courses through the NIAAA. He taught LTC 706 through a webinar. He taught LTC 704 at the Wisconsin conference and provided a workshop for Administrative Assistants in the Athletic offices. Josh also serves on the PDA team for the NIAAA.

[Dr. Doug Kuhlman](#) has taught many LTC courses and workshops throughout this past year. August 2024, at the MSHSSA/MIAAA Conference he taught LTC 619. November 2024, MIAAA Symposium he taught LTC 508 and 510. December 2024, NIAAA National Conference he taught LTC 611, and at the April 2025 MIAAA Conference he taught LTC 502, 710B, and 790.

[Mark Holderbaum](#) was part of a Veteran Athletic Administrator Veteran Panel that presented at the Border States Summit in the Summer of 2024.

Dixie Wescott is now an Ambassador for the Border States Summit Conference, primarily advocating for Missouri Athletic Administrators to attend the summer conference. [Border States Summit](#)

Evidence:

- [Border States Summit](#)
- [Current adjunct teaching at MSHSSA Summer Conference](#)
- [LTC course taught at MIAAA; current adjunct and alumnus teaching the course](#)
- [Mark H at BorderStatesSummit](#)

Faculty Awards and Honors

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

Narrative:

[Doug Kuhlmann](#): Doug received the Don Rothermich Professional Development Award, presented by the Missouri Interscholastic Athletic Administrators Association (MIAAA). This award is given annually in recognition of outstanding contributions to the professional growth and development of athletic administrators in the state of Missouri. It reflects a commitment to excellence in leadership, education, and service within the MIAAA. Also, Doug serves on the MIAAA Leadership Committee as the LTC Training Co-Coordinator.

[Keith Chapman](#): Keith received the Gerald lineman Lifetime Achievement Award, presented by the Missouri Interscholastic Athletic Administrators Association (MIAAA). The award is given annually in recognition of a way to honor athletic administrators with a minimum of 25 years of service, whose dedication to athletics in Missouri has been exemplary. Also, Keith serves on the MIAAA Leadership Committee as the Past President.

David Garrison: David has become the MIAAA District Representative for the Kansas City area. David also completed his Doctoral Education through William Woods University. David has been promoted to the new District Director of K12 Athletics and Activities for the North Kansas City School District, leaving his role as the Athletic Administrator at North Kansas City High School.

Josh Scott: Josh serves on the MIAAA Leadership Committee and is the MIAAA Executive Director. Josh also serves on the NIAAA PDA team and supports rewrites of LTC course. This past year helped with the rewrite of LTC 506.

Jarred Barge: Jared is the KCIAAA Treasurer since 2018 to the present.

Dixie Wescott: Dixie is the Kansas City, MSHSSA Rules Interpreter for Volleyball. She also serves as an evaluator of volleyball officials for MSHSAA. Dixie most recently has been asked to serve as an Ambassador for the Border States Summit Conference that is held in July.

[Border States Summit](#)

[MIAAA Leadership - 3 Adjuncts & 1 Alumnus](#)

Evidence:

- [Border States Summit](#)
- [Doug Kuhlmann](#)
- [Keith Chapman](#)

- [MIAAA Leadership - 3 Adjuncts & 1 Alumnus](#)

Teaching Support and Monitoring Teaching Quality

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

Narrative:

To help make sure students in the MEA program get a great learning experience, the Program Director and Adjunct Faculty have worked to stay on the same page. Regular check-ins between faculty and the program director have ensured instructional alignment and consistency in our learning outcomes. Faculty also give and receive feedback from each other and the expanded survey results from our students to keep improving teaching. As this data is received and evaluated, adjustments are made based on feedback and performance, including pacing, expectations, and assignments.

The MEA program had an Adjunct meeting on February 23, to provide an update on the program and the direction and/or changes it is headed, Woods Wednesday's. Many of the current Adjuncts were involved with Professional Development courses through the NIAAA. Some also, were Instructors in courses provided to Athletic Administrators Nationally.

Through the NIAAA, Adjuncts have the opportunity to continually take LTC courses to have ongoing PD opportunities. This is on their own and not paid for by WWU.

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:

The Master of Education in Athletic/Activities Administration has maintained fairly steady enrollment over the past review cycle; 33-42 students. I do not have specific data about other programs.

I do know though, that the programs that work toward building level certification in (masters', specialist's, doctorate) are all larger than the MEA program. The MEA then usually then has the largest enrollment than the other Online Programs.

Recruitment is done at the MIAAA conference every school year, which is for athletic administrators. I always speak at the new A/A Admin meetings helping to support not only

those attending but also talking to them about recruitment of their coaches.

[2025 MIAAA SPRING CONFERENCE PROGRAM](#)

[MIAAA stop at WWU booth](#)

[William Woods & MIAAA Partner Flyer](#)

Evidence:

- [2025 MIAAA SPRING CONFERENCE PROGRAM](#)
- [MIAAA stop at WWU booth](#)
- [William Woods & MIAAA Partner Flyer](#)

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:

Overall, the program has declined over the past five years; average over the five-year span is 61.6%. Our student population has increased with full time students, in which our numbers have increased due to on campus Graduate Assistants going through the program. Five years ago, we were at 4, which has now increased to 19.

I personally believe that a decline has occurred due to the fact that the MEA degree does not provide building level certification. Many districts are hiring a combo of AD/AP. I still believe this is the route to keep the MEA program has many people going through our program do not have the desire to become a building level administrator but want to gain knowledge about athletics and truly, want to move across the pay scale. The program allows students to learn more about the athletic administrator role, providing them with a wealth of knowledge about this position.

Ongoing recruitment takes place at many conferences by the admissions office. The admissions office, and myself, recruit at the MO Interscholastic Athletic Administrators Conference in early April. We are able to speak with many at the event in the vendor area plus I also speak during one, if not two at times, individual sessions that people attend.

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:

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I teach the Capstone course for the program. Students always reflect on how much the program has helped prepare them for the role of an Athletic Administrator. However, more importantly (since many are younger and not ready for the role) they discuss how the program has helped them understand their role as a coach, preparing them and making them more knowledgeable in the coaching realm.

We do not have on-campus courses in this 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:

Graduation data has not been provided to me and is not in the report, specifically for the MEA program. However, the data that I keep about enrollment in courses and those completing the Capstone Course, EDU509, tallies to 30 students completing the Master of Education in Athletics and Activities Administration.

Fall A = 3
Fall C = 5
Spring B = 13
Summer A = 7
Summer C = 2 (thus far enrolled)

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:

Positive feedback has been that adjuncts are readily available to answer questions through zoom, phone, text, email. Students have enjoyed the practical part of the assignments since these are direct reflections of the work an A/A Admin completes.

Negative has been that change of the 8-week cycle to a 5-week cycle. Many have stated that this is very difficult for the working professional.

Student Advising

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

Narrative:

Roger VanDeZande is the University's Graduate Academic Advisor. He ensures that our students are enrolled correctly in the program plan of study. He is also available to Adjuncts should they need help when a student is not upholding their end of being a student; not doing work, late on work, etc. Roger provides is with guidance on students should there be something that we need to be made aware of.

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 have had a few alumni receive certification from the National Interscholastic Athletic Administration Association through completion of the program. [Clayton Polson](#) received his RAA certification. [Clayton NIAAA Certification](#)

We just had one student that graduated in the Fall of 2024 (Clayton Polson, Fall 2024), was hired as an Athletic Administrator for the next school year at Kingsville R-1.

[Jen Brooks](#), alumnus, continues to serve on the MIAAA Leadership Committee as the Mentoring Coordinator. She was also elected to become the MIAAA President elect.

Jen also teaches courses and workshops. She taught at the 2024 MSHSSA Summer Summit, the 2025 MIAAA Conference, presented a workshop at the 2024 National Athletic Directors Conference, and will be presenting two workshops at the VIAAA conference this April.

All of the following are William Woods University Alumnus

- [Amanda Renfro](#) - Liberty Middle School
 - 2025 Kansas City District Middle School AD of the Year
- Mike Conner - Central (Cape Girardeau) Middle School
 - 2025 Southeast District Middle School AD of the Year
- Brian Foster - Smith-Cotton Middle School
 - 2025 Central District Middle School AD of the Year
 - 2025 Thaddeus Hamilton MS Athletic Director of the Year
- Taylor Dace - Cuba High School
 - 2025 South Central District Newcomer AD of the Year
- Derek Gohn - Central (Cape Girardeau) High school
 - 2025 Southeast District Newcomer AD of the Year
- Adam Staring - Marquette High School
 - 2025 St. Louis District Newcomer AD of the Year
- Ashley Cooley - West Plains High School
 - 2025 Roger Estes Newcomer of the Year
- Gabe Middleton - Platte County High School
 - 2025 Kansas City District AD of the Year
- Jeff Nix - Ste. Genevieve High School
 - 2025 Southeast District AD of the Year
- David Egan - Columbia Public Schools
 - 2025 State Athletic Director of the Year

Evidence:

- [Alumnus Award Example Picture](#)
- [Clayton NIAAA Certification](#)
- [Clayton P Certification](#)
- [MIAAA Leadership - 3 Adjuncts & 1 Alumnus](#)

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths - The Adjunct faculty is a very strong and diverse group, being able to lead our students in different ways to help understand the role of the A/A Admin.

Weaknesses - The change to the 5-week courses had had an impact on students completing work. Some have communicated with me and in EOC evaluations that the time commitment is hard for the working professional. While less work is what students want, we still held to a high standard of work that needs to be completed to help our students be successful.

Opportunities - While this, the change to the 5-week courses, is a weakness it is also an opportunity for students to complete their degree quicker, which has been a driving force with the change.

Threats - We have already had 2 courses not make this cycle due to low enrollment. The idea of this possibility continuing can hurt the overall program. We must be able to adjust for our students to not jeopardize their degree plan of completion....not finishing when they planned due to course cancellations.

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:

William Woods University is currently working on creating this document currently. The MEA program does not have this information at this time.

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:

N/A at this time.