



2024-2025

# ANNUAL ASSESSMENT REPORT

MED Curriculum and Instruction

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# 2024-2025 Assessment Narrative on Findings

MED - Curriculum and Instruction (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:

##### 1. Program Overview and Institutional Context

The Master of Education in Curriculum and Instruction (M.Ed. CI) 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 M.Ed. in Curriculum and Instruction 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 M.Ed. in Curriculum and Instruction 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:

##### 1. Changes to the Mission Statement During This Cycle

Over the past five years, the Master of Education in Curriculum and Instruction (M.Ed. C&I) program at William Woods University has refined its mission to reflect the evolving landscape of education, the diverse career pathways of today's educators, and the growing integration

of technology and leadership in instructional design. Recognizing that education now extends beyond traditional classroom settings, the program has expanded its focus to include corporate training, instructional leadership, digital learning innovation, and curriculum development in diverse educational environments.

This mission is continuously assessed and refined to ensure that program offerings remain aligned with emerging trends in education, workforce demands, and institutional priorities. The faculty is dedicated to providing transformative learning experiences that prepare students to lead and adapt in dynamic educational and training settings.

The Curriculum and Instruction program is committed to equity, inclusivity, and research-based instructional practices. Through an interdisciplinary and application-driven approach, we strive to develop reflective educators, innovative curriculum designers, and instructional leaders who:

- Foster high academic achievement among all learners, including those from diverse racial, cultural, linguistic, and socioeconomic backgrounds.
- Integrate technology, research, and data-driven decision-making to improve educational outcomes.
- Serve as leaders, advocates, and change agents in educational settings ranging from K-12 schools to higher education institutions and corporate training environments.
- Make informed decisions regarding curriculum development, assessment, and instructional design to meet the needs of a rapidly evolving educational landscape.

## **Alignment to Institution Mission**

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

### **Narrative:**

The Master of Education in Curriculum and Instruction (M.Ed. C&I) 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 M.Ed. C&I 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 M.Ed. C&I 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 M.Ed. C&I 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 National Board Certification preparation, 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 M.Ed. C&I 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. Alignment of Learning Outcomes with Program Mission and Outcome Revisions

The mission of the Master of Education (M.Ed.) in Curriculum and Instruction program at William Woods University is to prepare educators to navigate and respond to evolving cultural, demographic, technological, and pedagogical forces by designing, implementing, and assessing effective curricula. The mission further emphasizes preparing graduates to assume leadership roles—such as department chairs, instructional coaches, and directors of curriculum and instruction—and to become master teachers equipped with contemporary educational research and tools.

The program's learning outcomes directly reflect this mission by targeting the following core areas:

- **Instructional Needs (Outcome 1):** Students evaluate and respond to instructional needs using appropriate strategies and technology, aligning with the program's emphasis on adapting to diverse classroom environments.
- **Advanced Instructional Design (Outcome 2):** Students enhance curriculum through the integration of digital tools, supporting the mission's focus on innovative curriculum development.
- **Data Analysis (Outcome 3):** Students use qualitative and quantitative data to inform instructional practice and policy, fostering educational leadership and evidence-based decision-making.
- **Professional Development Planning (Outcome 4):** Students plan for lifelong learning and engagement with educational communities, echoing the program's emphasis on continued growth and leadership.
- **Student Success (Outcome 5):** Students demonstrate the capacity to promote a positive school culture and ensure student achievement through ethical practice and effective instruction.

#### Changes to Outcomes Over the Cycle:

No changes were made to the program outcomes during this assessment cycle. The stability of these outcomes reflects their continued alignment with national standards (NBPTS, ISTE, MLDS) and the evolving mission of the program. Assessment results from the 2024–2025 academic year indicated that the outcomes continue to serve as an effective framework for measuring student growth, thus negating the immediate need for revisions.

### 2. Extent to Which Students Have Met These Outcomes

Analysis of the 2024–2025 data reveals that students in the M.Ed. in Curriculum and Instruction program consistently met or exceeded the established benchmarks for all program outcomes.

#### Outcome 1: Instructional Needs

- *Measure: Artifact Defense Paper 1 (EDU 586)*

- Result: 10 out of 12 students (83%) earned a score of 3 or higher.
- *Measure: Modern Classrooms Project Credential (EDU 543)*
  - Result: 28 out of 30 students (93%) passed.

#### Outcome 2: Advanced Instructional Design

- *Measure: Artifact Defense Paper 2 (EDU 586)*
  - Result: 11 out of 12 students (92%) met benchmark.
- *Measure: Google Certified Educator Level 1 (EDU 543)*
  - Result: 25 out of 30 students (83%) passed.

#### Outcome 3: Data Analysis

- *Measure: Artifact Defense Paper 3 (EDU 586)*
  - Result: 11 out of 12 students (92%) met benchmark.
- *Measure: Modern Classrooms Project Credential (EDU 543)*
  - Result: 28 out of 30 students (93%) passed.

#### Outcome 4: Professional Development Planning

- *Measure: Artifact Defense Paper 5 (EDU 586)*
  - Result: 11 out of 12 students (92%) met benchmark.
- *Measure: Google Certified Educator Level 1 (EDU 543 and EDU 563)*
  - Results: 25/30 and 13/15 students respectively passed.

#### Outcome 5: Student Success

- *Measure: Artifact Defense Paper 4 (EDU 586)*
  - Result: 10 out of 12 students (83%) met benchmark.
- *Measure: Modern Classrooms Project Credential (EDU 563)*
  - **Result:** 15 out of 15 students (100%) passed

#### Evidence:

- [MED - Curriculum and Instruction \(MED\)\\_2024-2025 Curriculum and Assessment Findings\\_2024-2025](#)
- [MED Curriculum and Instruction Annual Assessment 2023-2024](#)

### 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 Pathway and Degree Structure

The M.Ed. in Curriculum and Instruction at William Woods University is a 30-credit hour graduate program designed to develop advanced instructional leadership through a blend of

research, pedagogy, digital integration, and content-specific electives. The program features a clear pathway that ensures students' progress from foundational theory to applied research and specialization.

## Core Course Structure

### 1. Foundational Course (3 credits)

- EDU 500 – Current Issues in Education

This gateway course introduces students to contemporary trends, challenges, and policy discussions in education, laying the groundwork for later specialization.

### 2. Research Courses (6 credits)

- RSH 520 – Research Design

Prepares students to interpret and conduct educational research, which is vital for the culminating capstone experience.

- EDU 586 – Education Research Capstone (6 credits)

A cornerstone of the program, this course guides students through the development of an applied research project and includes the defense of artifacts aligned to the National Board for Professional Teaching Standards (NBPTS).

### 3. Major Electives (6 credits)

Students choose from courses like:

- EDU 543 – Teaching and Learning in the New Digital Landscape
- EDU 558 – Digital Tools for Academic Programs
- EDU 580 – Educational Technology
- EDU 590 – Appraisal of Student Learning

### 4. Concentration Area (9 credits)

Students select one of five concentration areas:

- Teaching & Learning (ABCTE)
- STEM Education
- Educational Technology
- Teacher Leader
- Self-Designed Concentration

Courses vary by track but include options like:

- EDU 530 – Instructional Design
- EDU 563 – Applied Instructional Theories Using Technology
- EDU 571 – Coaching Teachers and Staff
- EDU 572 – Assessing Student Performance

## Elective Flexibility

Students in the self-designed concentration select from a broad menu of electives to tailor their learning experience. Courses cannot be double counted toward both major electives and the concentration area.

## Program Pathway Changes During This Cycle

This year, the new concentrations went into effect. The curriculum structure continues to reflect the program's commitment to:

- Aligning with national standards (NBPTS, ISTE, MLDS)
- Supporting professional certification (e.g., Modern Classrooms Credential, Google Educator)
- Maintaining flexibility through elective and concentration options

The course rotation schedule and elective flexibility help ensure the program remains accessible and responsive to student interests and professional goals, while core requirements ensure rigor and consistency across cohorts.

**Evidence:**

- [MED CI 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. Measures Used to Assess Student Learning Outcomes

To assess the program learning outcomes, the following primary direct measures were used:

- Artifact Defense Papers (EDU 586 Education Research Capstone)  
Aligned with the five National Board for Professional Teaching Standards (NBPTS), these papers serve as cumulative, reflective assessments where students connect coursework artifacts to specific teaching standards. Each paper requires students to synthesize their learning, demonstrate application through chosen artifacts, and exhibit higher-order thinking skills (analysis, evaluation, synthesis).
- Microcredentials and Certifications
  - Google Certified Educator Level 1 – Measures students’ proficiency in applying digital tools in classroom settings (used for Outcomes 2, 4, 5).
  - Modern Classrooms Project Credential – Assesses understanding and implementation of blended, self-paced, and mastery-based instructional strategies (used for Outcomes 1, 3, 5).

Rationale for These Measures

These assessments were chosen because they:

- Align directly with the NBPTS, ISTE, and MLDS standards integrated into the program outcomes.
- Provide authentic, performance-based evaluations of professional competence.

- Are embedded within capstone or course-embedded assignments, ensuring consistency across students and cohorts.
- Offer external validation (e.g., certification) of applied skills in instructional technology and pedagogical innovation.

### Changes to Measures in this Cycle

Changes were made during the 2024–2025 academic year to reflection the consolidated degree and to further align with industry-recognized credentials. Some measures were intentionally consistent as

- The measures had previously proven reliable and valid.
- The faculty aimed to maintain longitudinal comparability of data.
- High student performance trends suggested the measures were appropriately rigorous and aligned.

### Planned Changes for Future Cycles

At this time, no different measures are planned for the next assessment cycle. However, the program will consider:

- Adding a formative assessment checkpoint earlier in the capstone course to support students in drafting their Artifact Defense Papers.
- Analyzing the effectiveness of each artifact type used in the defense papers to ensure alignment across different course pathways and concentrations.

## 2. Summary and Analysis of Results

**Results Overview (2024–2025).** Across all five program outcomes, **students met or exceeded the 80% proficiency benchmark:**

### Evidence:

- [MED - Curriculum and Instruction \(MED\)\\_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:

Faculty Participation in Assessment: Roles, Processes, and Engagement Strategies

#### Faculty Roles in Assessment

Program faculty in the M.Ed. in Curriculum and Instruction program play an integral role in all stages of the assessment process. Their involvement ensures that the program's outcomes are assessed rigorously and remain aligned with both professional standards and the needs

of the field.

Key roles include:

- **Designing Assessments:** Faculty collaboratively design the major assessments aligned with program learning outcomes, including the Artifact Defense Papers and embedded course-based microcredentials (e.g., Google Certification, MCP).
- **Scoring and Calibration:** Faculty members use standardized rubrics to evaluate student artifacts. Instructors for EDU 586, in particular, are trained to assess NBPTS-aligned defense papers using a common rubric to ensure consistency across evaluators.
- **Curriculum Mapping:** Faculty contribute to the ongoing alignment of courses to outcomes by updating the curriculum map and ensuring that instructional content supports assessment goals.
- **Data Review and Reflection:** During scheduled program meetings and at the conclusion of EDU 586 each term, faculty collectively review student performance data and reflect on instructional effectiveness, trends, and areas for improvement.
- **Improvement Planning:** Based on data and reflections, faculty propose modifications to instruction, support services, or curriculum sequencing.

### Assessment Process Overview

The assessment process follows a cyclical and collaborative structure:

**Data Collection:** Faculty collect assessment artifacts (e.g., capstone papers, credentialing exam results) at the course level.

1. **Scoring:** Designated faculty score the artifacts using agreed-upon rubrics.
2. **Data Aggregation:** The program coordinator or assessment lead compiles scores and credentialing data.
3. **Review Meetings:** At the end of each academic year—and sometimes at midpoints—faculty meet to review data and discuss patterns, concerns, and emerging needs.
4. **Action Steps:** Faculty collaboratively determine whether changes to instruction, course content, or assessment procedures are warranted.

### Efforts to Encourage Participation During This Cycle

While faculty participation in assessment has traditionally been strong, several steps were taken during the 2024–2025 cycle to further encourage meaningful involvement:

- **Increased Transparency and Feedback:** Results from capstone assessments and credentialing exams were more explicitly shared with all faculty teaching in the program, including adjuncts, to foster shared responsibility for student learning outcomes.
- **Streamlined Data Sharing:** A centralized system was developed for reporting student scores from microcredentialing platforms, reducing reporting burdens on individual faculty.
- **Faculty-Led Norming Sessions:** To enhance inter-rater reliability, faculty engaged in norming exercises using anonymized student work samples from EDU 586, increasing confidence in scoring consistency.
- **Recognition of Faculty Contributions:** Faculty who actively participated in assessment planning and scoring were recognized during department meetings, reinforcing the importance of their role in program quality assurance.

## 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:

Assessment findings during the current cycle have directly informed several strategic improvements in instruction, curriculum design, and student support. These actions have enhanced both the coherence of the program and student performance across outcomes, as evidenced by strong performance in capstone artifacts and external credentialing exams.

### 1. Integration of Instructional Technology and Microcredentials Across More Courses

#### Assessment Insight:

Students performed well on the Google Educator and Modern Classrooms credentials, particularly when these were integrated into both core and elective courses (EDU 543, EDU 563).

#### Action Taken:

- Faculty expanded access to technology credentialing by embedding structured support and preparation earlier in the program sequence, especially in EDU 543 and EDU 558.
- Credential preparation modules were refined to include peer collaboration and troubleshooting support, improving first-attempt pass rates.

#### Impact:

This ensured better preparation for certification and reinforced digital fluency aligned with Outcome 2 (Instructional Design) and Outcome 5 (Student Success).

### 2. Enhanced Scaffolding and Support for Capstone Artifact Defense Papers

#### Assessment Insight:

While overall results met benchmarks, faculty observed some inconsistencies in student ability to clearly articulate alignment between artifacts and NBPTS standards.

#### Action Taken:

- Capstone instructors introduced a draft review protocol and mid-semester writing checkpoints for each of the five defense papers in EDU 586.
- A defense paper organizer template was created to guide students in making clearer connections between their artifacts and the NBPTS outcomes.

#### Impact:

These supports helped students structure their arguments more effectively, contributing to improved performance on Outcomes 1–5, particularly in articulation and evidence of instructional impact.

**Evidence:**

- [MED - Curriculum and Instruction \(MED\)\\_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:**

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 Master of Education in Curriculum and Instruction at William Woods University offers the following five concentrations:

1. **Teaching & Learning (ABCTE)** Designed for candidates transitioning into teaching or strengthening foundational pedagogy, often aligned with alternative certification pathways.
2. **STEM Education** Focuses on interdisciplinary teaching and learning in science, technology, engineering, and mathematics, with an emphasis on curriculum innovation and digital tools.
3. **Educational Technology** Emphasizes the integration of emerging digital tools, instructional design, and media literacy for 21st-century learning environments.
4. **Teacher Leader** Prepares educators for leadership roles within schools or districts, focusing on coaching, mentoring, data-driven decision-making, and professional development planning.
5. **Self-Designed Concentration** Allows students to tailor a customized plan of study aligned with individual career goals or specialty areas not otherwise represented, with faculty advising support.

#### Evidence:

- [MED CI Curriculum Map](#)

## 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.

## **2. Core Features of the Program Based on Faculty Expertise**

The faculty's combined expertise has shaped several core features of the M.Ed. in Curriculum and Instruction program.

- Focus on Data-Driven Instruction and Assessment

- Courses such as EDU 590 (Appraisal of Student Learning) incorporate faculty expertise in educational assessment and data analysis, preparing students to evaluate and improve instructional effectiveness.

- Dr. Pragman's experience in data-driven decision-making has led to the integration of real-time student performance analysis into coursework.

- Emphasis on STEM and Technology Integration

- Dr. Concannon's research in STEM pedagogy and inquiry-based learning has strengthened the STEM Education concentration, providing students with research-backed strategies for science and math instruction.

- Courses such as EDU 564 (STEM: An Introduction) and EDU 580 (Educational Technology) reflect current trends in STEM education, digital learning, and instructional design.

- Leadership Development and School Administration
- Faculty with backgrounds in school leadership, superintendent roles, and instructional coaching have enhanced the program's focus on developing teacher leaders and curriculum specialists.
- Courses such as EDU 573 (Instructional Leadership) and EDU 635 (Curriculum Leadership) provide practical applications in school administration and curriculum development.
- Application of Research in Curriculum Design
- With faculty like Dr. Anderson specializing in postsecondary readiness and student assessment, students gain practical research experience in courses like EDU 586 (Educational Research Capstone).
- The capstone project requires students to apply evidence-based strategies to real-world instructional challenges, leveraging faculty expertise in quantitative and qualitative research methods.

### **3. Opportunities for Program Expansion**

Building on the strengths of current faculty, several opportunities exist for expanding the program's offerings:

- New Areas of Specialization
- A Data-Driven Instruction and Assessment concentration could leverage Dr. Pragman's expertise in student learning analytics and formative assessment strategies.
- A Postsecondary and Career Readiness track could capitalize on Dr. Anderson's experience in college preparation, dual enrollment, and early college programming.
- Expanding the Educational Technology concentration to include Artificial Intelligence in Education would align with trends in adaptive learning platforms and AI-driven assessment tools.
- Interdisciplinary Opportunities
- Collaborating with other departments to offer joint programs or certificates in areas like business leadership (for educational administrators).
- Expanding partnerships with school districts and state education agencies to provide real-world practicum experiences.

### **4. Potential Impact of Additional Instructional Members**

Hiring additional faculty could further enhance program offerings and instructional capacity:

- Expansion into Emerging Fields

- A faculty member specializing in AI and digital learning tools could strengthen the Educational Technology concentration.
- Adding an expert in school law and policy could enhance coursework in educational leadership and administration.
- Smaller Class Sizes and Increased Student Support
- More faculty would allow for smaller student-to-instructor ratios, increasing individualized mentorship opportunities.
- Additional instructional members could lead to more faculty-led research projects and increased student involvement in education-based studies.
- Development of Doctoral Programs
- The faculty's extensive research background supports the potential development of Ed.D. and Ph.D. programs in Curriculum and Instruction, providing advanced research training and leadership development for education professionals.

## **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 Master of Education in Curriculum and Instruction 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. Jim Concannon – Distinguished Teaching and Research Recognition**

- Louis D. Beaumont Dad's Association Distinguished Professor Award nominee. This prestigious award is student-nominated, recognizing faculty members who demonstrate exceptional dedication to teaching.
- Dr. Concannon's commitment to student-centered learning, STEM education, and curriculum research directly contributes to the high-quality instruction and mentorship within the program.
- Published Research in Peer-Reviewed Journals

- Dr. Concannon’s scholarship includes research on knowledge-building curricula, administrator perceptions of evaluation, and secondary student engagement in scientific inquiry.

- His work informs course content in STEM education, curriculum design, and research methodologies, ensuring students receive evidence-based instruction and best practices

### **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. Enrollment Trends Over the Review Cycle**

Over the past five years, the M.Ed. in Curriculum and Instruction program at William Woods University has experienced fluctuations in enrollment, reflecting broader trends in graduate education. The university's total graduate enrollment decreased between the 2021-2022 and 2022-2023 academic years, suggesting a potential impact on the M.Ed. program. However, newly implemented program enhancements and strategic recruitment efforts are expected to stabilize and increase enrollment moving forward.

Key enrollment trends include:

- A decline in overall graduate enrollment at the university, following national trends in graduate program participation.
- A shift toward online learning preferences, impacting the way prospective students choose graduate programs.
- Increasing interest in specialized concentrations, such as STEM Education and Educational Technology, indicating a demand for more targeted professional development opportunities.

## **2. Recruitment Efforts and Goals**

To address enrollment challenges and attract a diverse and well-qualified student body, the M.Ed. in Curriculum and Instruction program has implemented targeted recruitment initiatives, including:

- Expanded Digital Marketing and Outreach
- Utilizing social media campaigns, university website enhancements, and targeted email marketing to reach prospective educators, instructional leaders, and administrators.
- Highlighting the flexibility and career advancement benefits of the program's fully online, asynchronous format.
- Strengthened Partnerships with School Districts
- Collaborating with regional school districts to provide professional development pathways that encourage district-sponsored enrollment in the M.Ed. program.
- Expanding employer tuition assistance agreements with partner schools and educational organizations.
- Introduction of Specialized Concentrations
- The launch of five new concentrations in 2024-2025 (Teaching & Learning, STEM Education, Educational Technology, Teacher Leader, and Self-Designed) has increased program appeal.
- STEM and Educational Technology concentrations have been particularly successful in attracting applicants seeking 21st-century instructional skills.
- Alumni and Employer Engagement
- Leveraging the success stories of program graduates to showcase the program's impact on career progression and instructional leadership.
- Encouraging alumni referrals and district-wide cohort enrollments.

## **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:**

The retention strategies implemented in the M.Ed. in Curriculum and Instruction program have successfully contributed to maintaining an 80% retention rate, even amid broader institutional enrollment challenges. Continued faculty engagement, curriculum updates, and student support initiatives will further strengthen retention and student success moving forward.

Over the course of the review cycle, program retention has remained relatively stable, reflecting the effectiveness of student engagement strategies, curriculum alignment, and flexible course delivery. However, enrollment declines at the institutional level have had some impact on student persistence, necessitating ongoing efforts to enhance student support and engagement.

**2. Strategies to Enhance Retention Rates**

To sustain and improve retention rates, faculty have implemented targeted initiatives that support student success:

- Curriculum Revisions for Relevance and Rigor
  
- The capstone course, EDU 586 (Educational Research Capstone), and foundational research course, RSH 520 (Research Design), have been restructured to provide more guided support for students conducting action research projects.
  
- Flexible Course Delivery to Support Working Professionals
  
- The program is delivered 100% online, allowing students to balance coursework with professional responsibilities.
  
- Courses are offered in a five-week format, making it easier for students to progress efficiently through the program while maintaining engagement.
  
- Proactive Student Support Services
  
- Personalized academic advising helps students navigate their course schedules and resolve academic challenges.
  
- Faculty provide individualized mentorship and professional guidance, ensuring students stay motivated and engaged.
  
- Optional live virtual sessions offer students the opportunity to connect with faculty and peers, fostering a sense of community and academic support.
  
- Faculty Engagement and Outreach

- Faculty members proactively monitor student progress and reach out to students who may be struggling to offer support and resources.
- The program emphasizes faculty-student mentorship, ensuring that students receive guidance on career pathways, research projects, and instructional strategies.

## **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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### **Curriculum/Course Retention and Success**

Enrollment and course retention trends within the M.Ed. in Curriculum and Instruction program reflect strong student engagement in foundational courses and growing interest in specialized concentrations. Faculty interventions—including curriculum adjustments, targeted student support, and flexible delivery models—have contributed to high course completion rates and steady program retention. Moving forward, continued assessment of student success data and enrollment trends will ensure that the program remains responsive to student needs and workforce demands.

#### **1. Enrollment Trends in the Courses Within the Program**

Enrollment trends within the M.Ed. in Curriculum and Instruction program have reflected institutional enrollment patterns and shifting student interests. The enrollment data from 2019 to 2024 highlights several key observations:

- Steady Enrollment in Core Courses – Foundational courses such as EDU 500 (Current Issues in Education) and RSH 520 (Research Design) have maintained consistent enrollment, as these are required courses taken early in the program.
- Growth in STEM and Educational Technology Courses – Enrollment in STEM-related courses such as EDU 564 (STEM: An Introduction) and EDU 565 (STEM Engineering Design) has increased, reflecting higher demand for STEM-based instruction and digital learning strategies.
- Fluctuations in Advanced Courses – Courses like EDU 586 (Educational Research Capstone) show some variability in enrollment, aligning with shifts in overall program retention and graduation patterns.

These trends suggest that core and foundational courses remain stable, while interest in specialized courses fluctuates based on student demand and market trends.

## 2. Success of Students Within Courses Over the Designated Time Frame

Student success metrics—including **completion rates, withdrawal rates, and failure rates**—offer insights into **course effectiveness and student engagement**.

### Completion Rates

- Completion rates for core courses (EDU 500, EDU 590, RSH 520) remain high, with an average pass rate exceeding 85%.
- Specialized courses, such as STEM and Educational Technology electives, show slightly lower completion rates, possibly due to students adjusting to technical and project-based coursework.

### Withdrawal and Failure Rates

- Courses with the highest withdrawal rates include EDU 586 (Educational Research Capstone) and EDU 590 (Appraisal of Student Learning), with a withdrawal rate of approximately 10%. This may be due to the rigorous research and assessment expectations in these courses.
- Failure rates remain low across most courses, with the majority of students meeting or exceeding performance benchmarks.

### Alignment with Expectations

- Overall, course performance aligns with institutional benchmarks, with high retention in foundational courses and slightly more variability in advanced coursework.
- Faculty interventions, such as mentorship programs and academic support services, have helped improve success rates in research-intensive and assessment-focused courses.

## 3. Consideration of Dual Modalities

The M.Ed. in Curriculum and Instruction is currently delivered in a 100% online format with the valued added component. While the program previously operated with dual modalities, all courses are now asynchronous with optional live sessions.

- The program retains the capability to pivot to a hybrid or in-person model based on market demand and institutional needs.
- Faculty have experience in delivering high-quality instruction across multiple learning formats, ensuring adaptability should future shifts be necessary.

### 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:**

The completion rates and student outcomes indicate that the M.Ed. in Curriculum and Instruction program is successfully preparing graduates for leadership roles in education. Retention strategies, faculty support, and curriculum enhancements have contributed to stable graduation trends, with ongoing adjustments aimed at improving the student experience and professional development opportunities.

**1. Graduation and Completion Rates**

The Master of Education (M.Ed.) in Curriculum and Instruction program at William Woods University has maintained consistent completion rates, though fluctuations in overall enrollment have impacted the total number of graduates each year.

•Completion Rates Over the Review Cycle

• 2021-2022: 14 graduates

• 2022-2023: Data not fully available, though trends indicate a comparable graduation rate to the previous year.

• Over the past five years, the program has seen an average completion rate exceeding 75%, aligning with institutional expectations.

•Comparison to Expectations

•The graduation rate aligns with institutional goals and reflects the success of student support initiatives, flexible course scheduling, and faculty engagement strategies.

• Retention rates of 80% indicate that the majority of students continue beyond their first year, ultimately leading to stable graduation outcomes.

**2. Findings from Exit Surveys and Alumni Feedback**

While formalized alumni tracking remains limited, feedback gathered from exit surveys and anecdotal reports provides valuable insight into program strengths and areas for improvement.

Positive Findings

•High Satisfaction with Faculty Engagement

•Graduates consistently praise the accessibility and support of faculty, citing strong mentorship and responsiveness as key factors in their success.

•Flexibility and Online Format as Strengths

- Many students noted that the fully asynchronous delivery model allowed them to balance coursework with professional responsibilities.

- Career Readiness and Professional Growth

- Alumni report feeling well-prepared for leadership roles, with many advancing to curriculum director, instructional coach, or district leadership positions.

#### Areas for Improvement

- Desire for Increased Networking and Professional Development

- Some students expressed interest in more structured networking opportunities with alumni and professionals in the field.

- Capstone Course Challenges

- EDU 586 (Educational Research Capstone) was identified as a demanding course, with some students suggesting additional preparatory resources to assist in research design and implementation.

### 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 course evaluation data confirms that the M.Ed. in Curriculum and Instruction program provides a high-quality learning experience, particularly in faculty engagement, curriculum design, and specialized concentrations. Moving forward, increasing interactive opportunities and expanding support for research-intensive courses will further enhance student satisfaction and success.

#### 1. Student Feedback from Course Evaluations

Student feedback from course evaluations conducted between provides valuable insights into the strengths of the program and areas for improvement.

##### Positive Feedback

- High Ratings for Instructor Engagement and Expertise

- Across all concentrations, instructors received consistently high marks for subject knowledge, enthusiasm, and student support.

- Average instructor rating: 4.5 – 4.7 out of 5 across all courses.

- Clarity and Consistency in Course Expectations

- Students reported that course expectations were clearly defined, allowing them to navigate coursework effectively.
- The highest-rated aspect was “The instructor presented critical thinking questions and problems that are real-world relatable,” scoring 4.6 – 4.7 out of 5.
- Strong Performance in STEM and Educational Technology Concentrations
- Students in STEM Education and Educational Technology concentrations rated their courses among the highest in the program.
- STEM Education Concentration: 4.55 – 5.0 out of 5 in key areas such as course structure, instructor feedback, and real-world application.
- Educational Technology Concentration: 4.62 – 5.0 out of 5, particularly praising hands-on applications of technology in education.

#### Constructive Feedback and Areas for Improvement

- Desire for More Interactive and Live Learning Opportunities
- While the program is fully online, students expressed interest in additional live discussion opportunities, networking events, and real-time collaboration with instructors.
- "Teachers practicing what we are being taught. Points get taken off based off the rubric, but the rubric is not always clear. Assignments are not always organized in the best way. I turn in the last part of my research paper a week before it is due and hope to have feedback to complete and turn in on time. Classes are not set up very well to try and work ahead either. Having shorter courses is nice, but organization of information and assignments within the course could be better."
- "I'm not sure what the thought process was when shortening the weeks and I'm sure the process was researched and debated. In my opinion, 5 weeks is not enough time to complete a class to the highest ability. The 8 weeks set up to me was the perfect amount of time."

#### Challenges in Research-Intensive Courses

- EDU 586 (Educational Research Capstone) and RSH 520 (An Introduction to Statistical Research) were identified as challenging courses due to the complexity of research design and data analysis.
- Some students suggested more structured guidance and additional resources to help them complete capstone projects.

#### Trends and Insights from Course Evaluations

The evaluation data highlights several key trends:

- Consistently High Instructor Ratings

- Across all concentrations, faculty expertise, enthusiasm, and student engagement were highly rated.
- Improvement in Course Structure and Content
- Courses that underwent curriculum revisions, such as EDU 500 (Current Issues in Education) and EDU 590 (Appraisal of Student Learning), received higher ratings following updates.
- Stronger Satisfaction in Concentration-Specific Courses
- Courses within STEM and Educational Technology concentrations received higher student satisfaction scores, indicating that students value specialized coursework that aligns with current industry trends.
- Need for Additional Support in Research and Capstone Courses
- Courses involving quantitative analysis and research methodology have slightly lower satisfaction scores, suggesting a need for enhanced student support and resource availability.

## **Student Advising**

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

### **Narrative:**

The advising structure within the M.Ed. in Curriculum and Instruction program is designed to provide personalized, flexible, and proactive support to students.

Through effective communication, collaboration with faculty, and continuous program improvement, advising ensures that students remain on track for graduation and achieve their professional goals.

Our current Academic Advisor is incredible. He supports students from their admission to the university, through the scheduling process developing a master schedule no matter when the student enters the program and then works with them individually to ensure they register for the courses they need to take in the sequence that they need to take them.

### **1. Advising Process for the Program**

The advising process includes:

- **Initial Advising Session:** Upon admission, students meet with the Academic Advisor to review degree requirements, discuss their concentration selection, and establish an academic plan.
- **Course Scheduling and Master Plan Development:** Students receive a personalized degree plan, ensuring that all courses are taken in the appropriate sequence and that they remain on track for graduation.

- Ongoing Advising Support: The advisor is available for continuous check-ins via email, virtual meetings, or phone calls to assist with course registration, schedule adjustments, and academic concerns.
- Capstone and Graduation Advising: In the final year of study, students receive guidance on completing the capstone project (EDU 586) and preparing for graduation requirements.

## **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 M.Ed. in Curriculum and Instruction program at William Woods University is proud to highlight the professional achievements, leadership appointments, and external recognitions earned by its graduate students during this review cycle. These accomplishments demonstrate the program's success in preparing students for advanced roles in curriculum leadership, instructional coaching, and educational administration across diverse educational settings.

### **Professional Advancement and Leadership Roles**

- Loretta Bouse was promoted to Process Coordinator and Psych Examiner and now serves as Assistant Principal at Trojan Intermediate School, showcasing the program's strength in developing school leaders prepared for administrative roles.
- Jason Noland serves as Assistant Principal at Hannibal High School and additionally holds leadership as the Off-Campus Coordinator, A+ Coordinator, and Dean of Students. His diverse administrative responsibilities reflect the program's alignment with educational leadership career pathways.
- Neda Oren advanced to the role of Instructional Coach at Frontier School of Innovation Middle in Kansas City, where she previously served as Secondary Social Studies Curriculum Coordinator. Her progression demonstrates strong curriculum leadership and instructional coaching expertise gained through the program.
- Sara Capra at Park Hill School District holds multiple instructional and leadership roles including AP Capstone Coordinator, AVID Program Leader, and Scholarship Coordinator, influencing both curriculum and student academic pathways.

### **Curriculum Development and Instructional Excellence**

- Aubrielle Paskon has served as a curriculum writer for the Independence School District (ISD) since her first year of teaching. She has authored curriculum across multiple grade levels and content areas, including first through third-grade subjects and fifth-grade math. Aubrielle also exemplifies leadership in teacher development by mentoring high school cadet teaching students, UCM junior interns, and student teachers—a testament to the program's emphasis on mentorship and instructional leadership.

- Sheila Powers has been recognized for her work as the Primary School PBIS Tier I Coach, leading positive behavior interventions and supports (PBIS) at the building level. Her role highlights a growing need for curriculum leaders who integrate behavioral support systems into instructional planning.

### **State-Level Contributions and Educational Impact**

- Laura Janovec made notable contributions at the state level through her collaboration with the Missouri Department of Elementary and Secondary Education (DESE). She participated in assessment writing, review, and analysis for the 4th and 6th Grade English Language Arts (ELA) MAP assessments. Laura’s selection for this work reflects the high caliber of curriculum expertise she developed in the program. Additionally, she is an eMINTS graduate and a National Writing Project Teacher Consultant, underscoring her commitment to educational technology integration and literacy leadership.

- Miranda Moore has demonstrated the transferability of skills gained in the M.Ed. program by serving as a Supervisor for the Missouri Children’s Division in Alternative Care and Investigation. Her role reflects the program’s ability to prepare graduates for leadership in child welfare and educational policy sectors.

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

#### **Narrative:**

#### **Strengths**

- Comprehensive and Evolving Curriculum – The program is continuously updated to reflect emerging trends in curriculum design, instructional leadership, and educational technology. Revisions to key courses such as EDU 500, EDU 590, and EDU 586 ensure alignment with national standards and student needs .

- Fully Online and Flexible Delivery – The asynchronous format accommodates working educators, allowing for nine different start points throughout the year, which enhances accessibility and student retention.

- Faculty Expertise and Leadership – Faculty members, including Dr. Jim Concannon, Dr. Kyle Anderson, and Dr. J. Michael Pragman, bring expertise in STEM education, educational research, and instructional leadership, providing students with high-quality instruction and mentorship .

- Strong Program Reputation and Accreditation – The program is aligned with NBPTS (National Board for Professional Teaching Standards) and ISTE (International Society for Technology in Education) standards, reinforcing its credibility among education professionals and school districts.

- Specialized Concentrations – New STEM, Educational Technology, and Teacher Leadership concentrations allow students to customize their learning experience based on their career goals.

## **Weaknesses**

- Heavy Reliance on Adjunct Faculty – With 97% of courses taught by adjuncts, the program lacks a consistent faculty presence, which may impact mentorship opportunities and long-term student-faculty engagement .

- Limited National Recognition – While strong regionally, the program has not yet established a national footprint, limiting its ability to attract out-of-state students.

- Challenges in Research-Intensive Courses – Student feedback suggests that capstone courses such as EDU 586 (Educational Research Capstone) and RSH 520 (An Introduction to Statistical Research) require additional support resources.

- Advising and Enrollment Management – Some students have reported confusion in course sequencing and scheduling, highlighting the need for enhanced academic advising strategies.

## **Opportunities**

- Expansion of Digital Marketing and Online Presence – Enhancing the program’s digital marketing strategy through SEO, social media, and targeted email campaigns can increase national visibility and attract more students.

- Leveraging School District Partnerships – Strengthening relationships with Missouri school districts and nationwide educational organizations can lead to increased cohort enrollments and potential tuition assistance partnerships.

- Professional Development and Certification Offerings – Developing micro-credentials, continuing education units (CEUs), and graduate certificates in STEM Education, Instructional Technology, and Curriculum Leadership can provide additional enrollment streams.

- Interdisciplinary Collaboration – Creating joint programs with business, psychology, or healthcare leadership programs could attract students interested in cross-sector educational leadership roles.

- Enhanced Student Support Services – Implementing structured academic support for research-intensive courses, virtual office hours, and additional faculty mentoring can improve student success rates in high-stakes courses.

## **Threats**

- Increasing Competition from Other Online Programs – Many institutions, including large state universities and private online education providers, offer competing programs with lower tuition rates or more aggressive marketing strategies.

- Shifting State and Federal Education Policies – Changes in teacher certification requirements, funding for graduate education, and public school district budgets could impact enrollment numbers.
- Economic Uncertainty and Tuition Costs – Financial constraints among educators and reduced district tuition reimbursement programs may affect student affordability and enrollment trends.
- Technological Advancements in Education – The rapid evolution of AI and instructional technology demands continuous curriculum updates, requiring additional faculty training and resource investment.

## 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:

#### 1. Positive and Negative Feedback from Students

Positive Feedback:

- Faculty Engagement and Expertise
- Students consistently praised faculty for their responsiveness, expertise, and mentorship.
- Ratings for faculty engagement ranged between 4.5 and 4.8 out of 5, with students particularly valuing the ability of instructors to connect theory to practice .
- Flexibility and Accessibility of Online Learning
- Students appreciated the asynchronous format, which allowed them to balance coursework with professional responsibilities.
- The availability of digital resources and structured course pacing were also frequently cited as strengths.
- Practical Application of Coursework
- Graduates reported that assignments were highly applicable to real-world instructional challenges.
- Capstone and research projects provided hands-on experience, allowing students to implement curriculum changes and assessment strategies in their classrooms.

- Preparation for Leadership Roles

- Many students felt the program prepared them well for positions such as instructional coach, curriculum specialist, or department chair.

- Coursework focused on instructional leadership and curriculum auditing was particularly praised for its direct applicability to district-level positions.

Negative Feedback:

- Course Rotation and Scheduling Concerns

- Some students experienced delays in course availability, making it difficult to maintain their preferred graduation timeline.

- A recurring suggestion was to offer core courses more frequently or provide alternative pathways for required courses.

- Initial Challenges with LMS Navigation

- While most students adapted well to Brightspace LMS, some initially found the platform difficult to navigate, particularly when accessing assessments and discussion boards.

- More structured LMS training was suggested to improve the onboarding experience.

- Limited Networking Opportunities for Online Students

- While students valued the flexibility of online coursework, many expressed a desire for more networking and professional collaboration opportunities.

- Suggestions included virtual discussion groups, faculty-led forums, and alumni mentoring programs to foster a greater sense of community.

- Demand for More Coverage of Emerging Educational Trends

- Some students felt that certain areas, such as AI in education, adaptive learning technologies, and advanced data analytics, should be covered in greater depth.

- A recommendation was made to integrate more cutting-edge instructional technology into existing courses or offer elective modules on emerging trends.

## **Trends and Insights from Exit Surveys Over the Cycle**

Consistent Strengths:

- Faculty engagement and program flexibility were the most frequently praised aspects of the program.

- Graduates increasingly valued practical coursework, particularly in areas related to curriculum design, assessment strategies, and instructional coaching.

#### Shifts Over Time:

- Improved Perception of Online Learning
  - In early surveys, students expressed concerns about the effectiveness of online learning compared to in-person instruction. However, by the end of the cycle, satisfaction with online course delivery had improved significantly, reflecting enhancements in instructional design and faculty training .
- Increasing Demand for More Specialized Content
  - Students have become more vocal about the need for coursework focused on AI-driven instruction, data literacy, and digital equity.
  - The STEM and Educational Technology concentrations were highly rated, indicating a growing interest in technology-enhanced teaching methods .

#### Recurring Challenges:

- Course scheduling remained a challenge, with students requesting more predictable course rotations to ensure timely graduation.
- A need for expanded professional networking opportunities, particularly for online students, was highlighted in multiple surveys.

### **3. Recommendations for Future Improvements**

- Optimize Course Scheduling and Rotation
  - Adjust the rotation of required courses to ensure that students can complete the program within their intended timeline.
- Enhance LMS Training and Digital Learning Support
  - Offer pre-course LMS orientation sessions to help new students navigate the online learning environment efficiently.
- Expand Virtual Networking Opportunities
  - Develop online professional communities, faculty-led discussion groups, and alumni mentorship programs to strengthen student engagement.
- Integrate More Emerging Trends into the Curriculum
  - Incorporate AI-driven instruction, adaptive learning, and digital assessment tools into the existing coursework.

- Continue Collecting Student Feedback and Making Data-Driven Adjustments
- Maintain regular student surveys and program reviews to ensure ongoing curriculum relevance and instructional effectiveness.

## **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:**

The following summarizes these recommendations and the actions taken during the current review cycle:

#### **1. Curriculum Revisions**

*Recommendation:* Update and revise key courses to align with program expectations and current educational standards.

*Implementation:* Significant revisions were made to courses such as EDU 510: Advanced Learning Theories, EDU 500: Current Issues in Education, EDU 585: School Law, and EDU 590: Appraisal of Student Learning. These updates aimed to enhance course content relevance and rigor.

#### **2. Advising and Enrollment Strategies**

*Recommendation:* Address challenges related to advising, course rotations, and overall enrollment to improve student retention and program growth.

*Implementation:* Collaborative efforts were initiated with the new graduate advisor to streamline advising processes. Course rotations were reviewed to better accommodate student needs, and discussions with the admissions department were pursued to develop strategies for increasing program enrollment.

#### **3. Assessment and Data Utilization**

*Recommendation:* Enhance the assessment process to ensure the collection of detailed and usable data that provides insights into student performance and program effectiveness.

*Implementation:* The program made positive progress in assessment practices, focusing on longitudinal analysis of student learning outcomes and utilizing data to inform curriculum improvements.

#### **4. Faculty Development**

*Recommendation:* Consider hiring a full-time faculty member to support both undergraduate and graduate programs, ensuring consistency and alignment with the university's mission.

*Implementation:* The program recognized the need for additional faculty support and explored opportunities to recruit qualified educators to enhance program delivery and student support.

#### **5. Strategic Marketing**

*Recommendation:* Develop a strategic marketing plan to expand the program's reach beyond Missouri, leveraging its non-certification-based structure to attract a broader audience.

*Implementation:* Efforts were made to explore marketing strategies aimed at promoting the program to a wider demographic, highlighting its flexibility and relevance to educators nationwide.

These actions reflect the program's commitment to continuous improvement and alignment with both academic standards and student needs. Ongoing evaluation and adaptation remain central to maintaining the program's excellence and relevance in the field of education.