



2024-2025

ANNUAL ASSESSMENT REPORT

MASTER OF EDUCATION: READING INSTRUCTION

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2024-2025 Assessment Narrative on Findings

Reading 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:

The William Woods University Master of Education (MEd) in Reading Instruction program is designed especially for current K-12 teachers who desire to develop extensive skills in the area of effective reading instruction. Students enrolled in this innovative online Master of Education program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, curriculum development, assessment and effective intervention. Courses are offered in a flexible 5-week format.

Students earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in grades K-12 as Reading/Literacy Specialists, Coaches and Interventionists.

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:

No changes have been made to the MED in Reading Instruction program mission statement over the course of this cycle.

Alignment to Institution Mission

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

Narrative:

The MED in Reading Instruction program mission statement aligns to the William Woods University mission statement by being student-centered and preparing learners for success in the field of literacy instruction.

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:

The MED in Reading Instruction program outcomes have not changed this year. We did make slight adjustments to the assignments that have been assigned to each outcome to ensure that we have two assignments aligned to each outcome. In the process of making these adjustments, it seems we did not get these perfectly adjusted within the Student Learning and Licensure in order to correctly collect the data. All of the program outcomes that had data showed that they goals were met and exceeded. Additional adjustments will be made during the 2025-2026 cycle to ensure that all data is collected correctly.

Evidence:

- [MED Reading Instruction Annual Assessment 2023 2024](#)
- [Reading Instruction \(MED\) 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:

In the process of revamping all of the MED in Reading Instruction courses as we transitioned to 5-week and 10-week courses our instructor team was able to collaboratively review, align, and adjust as needed to ensure a more cohesive program. Slight change were made to the curriculum map during this work.

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:

Measures were added to ensure that we have two per outcome. These measures are collected across multiple courses throughout the MED in Reading Instruction program in order to provide comprehensive evidence of student achievement.

All of the measures that had data collected showed that results were met or exceeded. Unfortunately we have several measures with missing data. We will ensure adjustments are made for the 2025-2026 cycle to ensure that all data is collected correctly.

Evidence:

- [Reading 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:

The MED in Reading Instruction instructional team meets periodically to discuss course content and assessments to ensure that each course prepares our students for success. Changes are made based on discussions and consensus decisions to ensure a cycle of continual improvement and reflection.

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:

One big adjustment that we made during the course revision process and transition to 5-week and 10-week courses was adding in sample assessment questions for the DESE Special Reading Certification across each of the MED in Reading Instruction courses as they aligned to course content. This provides students with an opportunity to answer multiple choice questions as well as justify their responses in a quiz format. Feedback from the the students as well as the high pass rate our graduates seems to be a positive adjustment that is setting our students up for success beyond our program.

The other adjustment that we made was cohesively weaving in the Active View of Reading as it pertains to the content of each course to show help students connect and deepen their learning with a theoretical model that ties directly to the science of reading. This professional text becomes a touchstone that is revisited across courses.

Evidence:

- [Reading 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:

The MED in Reading Instruction courses do not fulfill general education requirements. We have students occasionally take specific courses needed to fulfill DESE Special Reading Certification requirements.

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:

2B: One huge societal issue currently is literacy proficiency and the low percentage of students reading on grade level which lead to being a literate adult. This program specifically supports teachers in assessing students literacy strengths and growth opportunities to then tailor instruction to specifically meet their needs and help them to grow.

2F: Every discussion board topic provides an opportunity for students to read a professional text tied to literacy learning and then reflect on how that content confirms previous learning and changes their thinking.

9A: There is a high-volume of reading professional texts within each MED in Reading Instruction course. Each week students are asked to synthesize the key information within

their discussion board responses and live Zoom sessions.

6A: The Summary of Assessment Results and Recommendation assignment in EDC 510 as well as the Pre and Post-Tutoring Report assignments in EDC 590 and EDC 591 provide an opportunity for students to analyze quantitative data collected from a variety of assessments.

Since this is a graduate program, NA should be noted. However, I still think our program aligns to each of these objectives.

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:

NA

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:

The MED in Reading Instruction team did not have anything to celebrate in this area during this cycle.

Faculty Awards and Honors

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

Narrative:

NA

Teaching Support and Monitoring Teaching Quality

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

Narrative:

The MED in Reading Instruction team is a collaborative group who meets often to calibrate, problem-solve, and support one another. Our collaborative Zoom sessions and ongoing group text strands help us all to continually reflect and grow to better meet the needs of the students in this program.

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 enrollment in the MED in Reading Instruction is an area of concern. We had 14 students enrolled in the program in the Fall 2024 which is doubled what we had Fall 2023, but half of our peak year when we had 31 during the Fall of 2021. At most we only have six students in a course at a time. Often the courses have 3, 2, or even just one student which does not positively contribute to the environment of learning from each other.

Recruitment efforts do not seem to successful with growing our program. This is a huge area of concern for the program.

Evidence:

- [Education Department Report Full \(1\)](#)

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 majority of students who start the MED in Reading Instruction program stick with the program until completion. We don't seem to have any issues with retaining students once they start, however, getting them enrolled is an area of concern.

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:

Students who enroll in the MED in Reading Instruction program stay in the program until graduation and experience success every step of the way. We just need more students to enroll in the program in order to make a bigger impact.

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:

Six students graduated from the MED in Reading Instruction in 2024-25. With a total enrollment of 14 during the Fall of 2024, the completion rate is in line with the expectation. Students who are starting the MED in Reading Instruction program are completing the program. The goal is to increase enrollment in order to increase completion.

Evidence:

- [Education Department Report Full \(1\)](#)

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:

Overall positive results:

- 96% agreed or strongly agreed: The instructor creates an atmosphere for student learning (2 undecided in EDC 500)
- 96% agreed or strongly agreed: The instructor demonstrates enthusiasm for the subject they are teaching (2 undecided in EDC 500)

- 89% agreed or strongly agreed: The instructor displays skills and competencies in the specific subject area (2 undecided/1 disagree in EDC 500; 1 undecided in EDC 520 & EDC 550)
- 98% agreed or strongly agreed: The instructor uses course materials, such as textbooks and other supplementary materials, that meet the needs of class objectives (1 disagree in EDC 500)
- 80% agreed or strongly agreed: The instructor makes students responsibilities clear and is well organized (3 disagree/1 undecided in EDC 500; 1 undecided in EDC 510; 2 undecided in EDC 520 & EDC 550)
- 89% agreed or strongly agreed: The instructor graded assignments in a timely fashion and provided feedback that was helpful to me (1 undecided in EDC 500, EDC520, EDC 550)
- 89% agreed or strongly agreed: The instructor used evaluation methods that enhanced my learning and allowed me to express my knowledge in different ways (2 disagree/1 undecided in EDC 500; 1 undecided in EDC 520 & EDC 550)
- 93% agreed or strongly agreed: The instructor treats students fairly while setting clear expectations for learning (1 disagree/2 undecided in EDC 500)
- 96% agreed or strongly agreed: The instructor provided opportunities that challenged me intellectually (1 undecided in EDC 500)
- 100% agreed or strongly agreed: The instructor presented critical thinking questions and problems that are real world relatable
- 94% agreed or strongly agreed: Overall I would rate this instructor as effective (1 disagree/2 undecided in EDC 500)
- 91% agreed or strongly agreed: The expectations for the course and my role in it were clear and consistent (1 disagree/1 undecided in EDC 500; 1 undecided in EDC 510 & EDC 550)

Negative Feedback:

- Several comments about being overwhelmed with shifting 8 weeks of content into 5 weeks.
- Several EDC 500 comments about lack of clarity on assignments, disorganized class platform, and poor communication.

Evidence:

- [Course---Report](#)

Student Advising

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

Narrative:

Students communicated directly with their advisor, Roger VanDeZande. Roger reached out to me with any content specific questions and ran alternative scheduling plans by me as needed. This seemed to be a collaborative process that worked well.

Student Awards and Achievements

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

Narrative:

All of our MED in Reading instruction graduates who took the DESE Special Reading MEGA passed the test with above average scores. I am not aware of any other accomplishments to report on. Following up with past students after they complete their program is a growth area for the program.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths:

1. Collaborative effort of our team to revise all of our MED RI courses to 5 week courses while simultaneously updating content with updated texts and special reading MEGA assessment practice questions embedded.
2. Updating curriculum map and assessments in Watermark.
3. 100% pass rate for our MED RI graduates who took Special Reading MEGA for DESE K-12 Special Reading Certification

Weaknesses:

1. Having the measures accurately aligned for data collection in Student Learning & Licensure
2. Ensuring that the program manager stays connected and communicates effectively. Not being a full time WWU employee seems to be having a bigger impact on our program.

Opportunities & Threats:

1. Recruitment is our biggest need. We need to increase our enrollment to have a bigger impact.
2. We are also working on incorporating the active view of reading model throughout all of our courses to be more tightly connected with the science of reading movement.

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:

Not application for MED in Reading Instruction program

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:

I do not have access to the previous annual assessment for this comparison.