



2024-2025

ANNUAL ASSESSMENT REPORT

Education

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2024-2025 Assessment Narrative on Findings

Education (BS)

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:

William Woods University has prepared teachers in Callaway County since 1914. The School of Education offers the required coursework for multiple initial teacher licensure programs along with add-on certifications for early childhood education and special reading. The School of Education maintains a close partnership with several local school districts, including Fulton Public Schools, as evidenced by an articulated Grow Your Own program. Education majors complete a rigorously designed program with several important 'checkpoints' built in throughout. While the focus of our undergraduate education programs has not changed, a robust assessment program developed approximately five years ago has allowed us to more effectively analyze the success of our programs.

Given the critical teacher shortage facing our state, job prospects for our graduating education majors are strong. The Department of Elementary and Secondary Education (DESE) is attempting to remove barriers to certification for prospective teachers. Simplifying the process to teacher certification has both positive and negative effects on our program. For example, removing testing requirements for admittance to teacher education programs helps our students enter and complete our teacher education program. However, the rise of alternative certification routes in the state may start attracting students who would otherwise choose a traditional teacher education program. Overall, our undergraduate education programs have seen growth in recent years that reflects the overall growth at WWU, and we are excited to have more education majors this semester than we have since before this cycle began.

The School of Education at William Woods University aims to create and maintain standards-aligned and student-centered education programs valuing inclusion, creativity, and intellectual inquiry. Anchored to current research, pedagogy and "best practices" from the field, our conceptual framework rests on the assumption that student-centered coursework, application of learning in educational settings, group-based activity and the ability to reflect on one's practice based on current research/theory will produce the high-quality teachers and administrators needed to boost student achievement in all locales-rural, urban and suburban/metropolitan. An analysis of various data points including certification assessment pass rates, cooperating teacher and recent graduating senior surveys, and EOC assessments show the continued success of the students in our education programs.

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:

Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential disciplines for developing future teachers and educational administrators who will in-turn boost student achievement in our state and elsewhere. We believe that all K12 students deserve effective and caring teachers and school leaders who are visionary and purposeful in practice. Last Updated: 08/07/2024

No significant changes have been made to our program mission statement during this cycle. Our mission continues to reflect our approach to teacher education and no revisions are planned.

Alignment to Institution Mission

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

Narrative:

The School of Education mission is closely tied to the mission of William Woods University. The faculty in the undergraduate education programs at WWU take a student-centered approach to teaching, and Inquiry-based learning, group work, reflective practice, and field experience are all key components to the success of our program. The School of Education's commitment to preparing future teachers for impactful careers in K-12 schools aligns with the university's focus on profession's-oriented education and is reflected in the success rate of our recent graduates. Additionally, many of our graduates go on to administrative/leadership roles within local schools or return to WWU to earn a graduate degree.

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:

Our undergraduate education programs utilize the Missouri Teacher Standards as our student learning outcomes. The following description of the Missouri Teacher Standards comes from the Department of Elementary and Secondary Education (DESE):

"The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. Thus, these standards recognize that teachers continuously develop knowledge and skills. Therefore, the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice." (DESE, 2013).

These standards are measured throughout our undergraduate education program in the form of EOC's, Missouri Teacher Standard (MTS) evaluations from cooperating teachers, Missouri Educator Evaluation System (MEES) evaluations, and survey data. In addition to internal assessment of our program, these standards are used to generate our annual APR report from DESE.

Detailed outlines and reports of our assessment processes are included below:

[EOC Procedures \(2\)](#)

[MTS Evaluation](#)

[Portfolio Artifacts](#)

[APR INFORMATION](#)

The following APR Reports highlight our Educator Preparation Program (EPP)'s performance during this assessment cycle. While not all of our undergraduate education programs have sufficient enrollment to receive an APR score, most that do consistently receive a status score between 95-100%.

[Teacher APR 2024](#)

Evidence:

- [APR INFORMATION](#)
- [EOC Procedures \(2\)](#)
- [Education \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Education Annual Assessment 2023-2024](#)
- [MTS Evaluation](#)
- [Portfolio Artifacts](#)
- [Teacher APR 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:

Students in the WWU TEP complete a sequence of courses aligned to important assessment checkpoints which are designed to introduced, reinforce, and eventually support mastery of the program's curriculum. While all education majors will take specific program courses (e.g. EDU 258 for sped and elementary majors), all education majors will complete essential courses such as EDU 250, EDU 231, EDU 291, EDU 395, and EDU 492. Three of these courses (EDU 291, EDU 395, and EDU 492) serve as the critical assessment checkpoints where EOC's, disposition assessments, and cooperating teacher surveys are collected. While some minor changes to the required courses have changed in the previous assessment cycle, the overall sequence remains the same, with these critical checkpoints in place.

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 Undergraduate Education program(s) utilize a combination of external standardized tests (PRAXIS II) and internal performance-based assessments to evaluate candidate readiness and program outcomes.

[Ele Math](#)

[Ele Sci](#)

[Ele Social Stud](#)

[Eleme Reading](#)

Program EOC scores have a higher mean score than the university benchmark.

EDU UG OLC and On ground	4.55
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[Teacher APR 2024](#)

[24_25 Data Analysis](#)

No major changes were made to the assessment instruments during the 2024–25 cycle to ensure consistency for longitudinal analysis.

The results suggest candidates are demonstrating mastery or clear progress in the program learning outcomes. Strong PRAXIS performance and consistent rubric scores indicate that both content knowledge and applied teaching skills are being effectively developed. The small dip in Social Studies outcomes will inform future adjustments in curriculum emphasis, and continued attention will be paid to maintaining consistent rigor across practicum evaluations.

The Table below shows that in the BS undergraduate education there are a total of 108 measures taken each year. The breakdown by major is as follows:

		No. of Measures	No. Measures Not Met Where Data is Present	No. Measures Lacking Data	Percent Objectives Not Met (Low Score or No Data)	Percent All Objectives Met	Percent Objectives Met Where Data is Present
	Elementary	108	5	0	0.0462963	0.9537037	0.953703704
	Middle	108	6	23	0.26851852	0.73148148	0.929411765
	Secondary	108	10	63	0.67592593	0.32407407	0.777777778
	Physical	108	14	0	0.12962963	0.87037037	0.87037037
	Special	108	2	23	0.23148148	0.76851852	0.976470588
	Art	108	0	63	0.58333333	0.41666667	1

Program Standards

Standard #1 Content Knowledge, Including Perspectives Aligned With Appropriate Instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Engaging students in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Meeting the needs of every student
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

- Quality Indicator 1: Implementation of curriculum standards
- Quality Indicator 2: Develop lessons for diverse learners
- Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking
- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning
- Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

- Quality Indicator 1: Classroom management, motivation, and engagement
- Quality Indicator 2: Managing time, space, transitions and activities
- Quality Indicator 3: Classroom, school and community culture

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Quality Indicator 1: Verbal and nonverbal communication
- Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences
- Quality Indicator 3: Learner expression in speaking, writing and other media
- Quality Indicator 4: Technology and media communication tools

Standard #7 Student Assessment Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable student to grow and develop.

- Quality Indicator 1: Effective use of Assessments
- Quality Indicator 2: Assessment data to improve learning
- Quality Indicator 3: Student-led assessment strategies
- Quality Indicator 4: Effect of instruction on individual/class learning
- Quality Indicator 5: Communication of student progress and maintaining records
- Quality Indicator 6: Collaborative data analysis process

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

- Quality Indicator 1: Self-assessment and improvement
- Quality Indicator 2: Professional learning
- Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

- Quality Indicator 1: Induction and collegial activities
- Quality Indicator 2: Collaborating to meet the needs of students
- Quality Indicator 3: Cooperative partnerships in support of student learning

Concern Areas By Major (Standards = Program Objectives)

Elementary

Prac1MST_Q3	Prac1MST_Q7	SUMMEESU S.2	SUMMEESU S.4
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Early in the program deficits in standard 7- assessment

Late in the program deficits - evaluated by university supervisors standards 2 & 4

Middle

Prac1MST_Q3	Prac1MST_Q4	Prac1MST_Q5	Prac1MST_Q7	Prac1MST_Q9	P1_commitment to students development
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Early in the program deficits in standards 3, 4, 5, 7, 9, and disposition around commitment to students' development

Late in the program deficits - None

Secondary

Prac1MST_Q1	Prac1MST_Q3	Prac1MST_Q4	Prac1MST_Q5	Prac1MST_Q6	Prac1MST_Q7	Prac1MST_Q8	Prac1MST_Q9	P1_trust and mutual respect	P1_commitment to students development
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Early in the program deficits in standards 3, 4, 5, 7, 8, 9, and disposition around trust and mutual respect, and commitment to students' development

Late in the program deficits - None

Physical

Prac1MST_Q9	P2_EOC2	Prac2MST_Q7	Prac2MST_Q8	MTMEESUS_2	MTMEESUS_4	MTMEESCT_4	SUMMEESU S.2	SUMMEESU S.4	SUMMEESU S.5	SUMMEESC T.7	SUMMEESC T.9	STMST_Q7	STMST_Q9
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Early in the program deficits in standards 9, and disposition around trust and mutual respect, and commitment to students' development

Mid- program deficits - standards 7 and 8.

Late in the program deficits - Standards 2, 4, 5, 7, 9

Special

STEOC8	STEOC9
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Early in the program deficits - none

Mid- program deficits -none

Late in the program deficits - Did not turn in artifacts for standard 8 and 9.

Art

NA

Evidence:

- [24_25 Data Analysis](#)
- [Clean](#)
- [Education \(BS\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)
- [Ele Math](#)
- [Ele Sci](#)
- [Ele Social Stud](#)
- [Eleme Reading](#)
- [Teacher APR 2024](#)

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:

School of Education faculty are involved in the assessment of our program objectives in a number of ways. First, instructors in our three clinical experiences courses (i.e. EDU 291, EDU 395, EDU 492) collect EOC data for assignments linked to program standards. These EOC assignments are scored and used to show whether our annual assessment goals have been met. These instructors also collect disposition and Missouri Teacher Standard surveys from cooperating teachers for each of our students. Our full-time School of Education faculty are also tasked with serving as university supervisors for our students during their student teaching experiences. Using the MEES evaluation tool, these faculty visit student teacher classrooms to conduct observations/evaluations at least four times. The mid-term and summative MEES data are used as both an internal assessment and the key assessment submitted to DESE when recommending our students for certification. Finally, each of our School of Education faculty help to facilitate an annual student performance review day, during which our students receive vouchers to take a practice content exam (based on the certification exam they must pass before student teaching).

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:

The implementation of our School of Education assessment process allows for continual review and improvement. Every semester we collect surveys from student teachers, cooperating teachers, and recent graduates. These surveys have helped guide curriculum revisions, program activities, and modified teaching strategies. One specific change we made after reviewing survey data from recent graduates: Missouri Teacher Feedback 2022-2024 is the addition of new special education coursework for our majors. In addition to our EDU 231 Exceptional Child course (a course designed as an introduction to special education), WWU

elementary education majors now complete two cross-categorical special education courses (EDU 258 and EDU 358). After implementing this change, we are already seeing increased scores for standard 2 on our recent graduate perception survey data: 2024 Teacher Survey

Student teachers in our program are evaluated using the Missouri Educator Evaluation System (MEES) rubric. This assessment is a vital component of the teacher certification process and data is shared with DESE. Cross Sectional Analysis We also use the results from the MEES assessment to address perceived shortfalls (e.g. classroom management strategies). Identifying these challenges helps us implement new content into our coursework (e.g. Crisis Prevention Institute, or CPI, training for behavior management). We have also closely examined the performance of our students by major By Major (1) an analysis of this report can be found below:

- The Secondary Education Major ACT was significantly higher than all other majors
- There were no statistically significant differences across any of the MOGEA scores by major.
- There were no statistically significant differences across any of the EDU 291 MTS scores by major.
- There was a statistically significant difference across the EDU 395 MTS scores by major.
- K12 Art Education majors in EDU 395 had a statistically significant lower MTS standard 3 score than PE majors.
- K12 Art Education majors in EDU 395 had a statistically significant lower MTS standard 5 score than PE majors.
- Elementary Education majors in EDU 395 had a statistically significant lower MTS standard score than PE majors.
- There were not statistically significant differences in students content assessment scores by major.
- Special education student teachers during their student teaching experience had significantly higher MEES standard 4 scores compared to elementary education student teachers.

A close comparison of MEES scores to MTS scores across majors can also be found here:
Comparison of MTS and MEES

Another unique assessment strategy our program implements is mandatory practice exams on the ETS Praxis assessment. These certification exams are required of all teacher candidates, and our program's intentional use of the practice exams helps ensure students' success. We are also able to use the practice scores to better plan for needed curricular changes: Practice Content Assessment Data

Evidence:

- [Education \(BS\) 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:

In the William Woods University teacher education program, the content that students engage with builds directly upon the foundational knowledge and skills developed in their general education courses. General education courses, which typically include subjects such as mathematics, science, literature, history, and social studies, equip students with a broad understanding of the world and the intellectual tools necessary for critical thinking, problem-solving, and communication. These subjects lay the groundwork for WWU preservice teachers to not only understand content but also to approach complex issues from multiple perspectives. Within the teacher education program, the general education content becomes more focused and specialized, integrating the knowledge gained in general education with the practical and theoretical aspects of teaching. For example, a student who has taken PSY 221 (educational psychology) in their general education coursework will be able to apply theories of cognitive development when designing lessons that cater to diverse learners' needs. A background in history will help them construct culturally relevant and engaging lesson plans that reflect the diversity of the classroom.

The teacher education program builds upon this knowledge by emphasizing the development of pedagogical skills. Our methods courses (e.g. EDU 318 methods of teaching social science, EDU 319 methods of teaching science, EDU 341 teaching mathematics, EDU 393 teaching reading and writing) help students learn how to adapt the content they mastered in their general education courses into engaging, accessible lessons for a diverse student population.

EDU 318 - Methods of Teaching Social Science Sp 2025

EDU 319 Syllabus

EDU 341 Math Methods Sp 2324

EDU 393 Teaching Reading and Writing - Bonderer F24

They are taught how to create inclusive classrooms, assess student progress, implement educational technologies, and employ strategies that support different learning styles and abilities. Essentially, the teacher education program synthesizes the knowledge gained from general education coursework and transforms it into the skills and strategies necessary for effective teaching.

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:

The Bachelor of Science in Education (BSE) program has actively incorporated the selected NSSE learning objectives into our curriculum through both coursework design and field-based experiences:

2B – Connected your learning to societal problems or issues:

Our candidates engage with real-world educational challenges through case studies, community-based projects, and practicum experiences in diverse school settings. Courses such as Foundations of Education prompt students to analyze how broader social issues (e.g., poverty, equity, and policy) intersect with classroom practices.

2F – Learned something that changed the way you understand an issue or concept:

Reflective practice is a core component of our program. Assignments across multiple courses (e.g., lesson planning, peer teaching, and clinical reflections) are designed to challenge preconceived notions and deepen understanding. For example, students frequently report shifts in their perspectives after applying theory to practice during their student teaching placements.

9A – Identified key information from reading assignments:

Faculty emphasize close reading and evidence-based discussion in all coursework. Education methods classes explicitly teach students to extract essential information from scholarly readings, curricular standards, and research articles in order to inform lesson design and instructional decisions.

6A – Reached conclusions based on your own analysis of numerical information:

In our Assessment and Data Literacy course, teacher candidates analyze student performance data to inform instruction. They learn to interpret standardized test results, create formative assessments, and use data to modify teaching approaches. This objective is further reinforced during student teaching, where candidates complete a data-based instructional unit.

Through intentional alignment of coursework and fieldwork with these objectives, the BSE program ensures that our candidates are not only knowledgeable but also prepared to think critically and engage meaningfully in the complex world of education.

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 Early Childhood Education concentration is taken in conjunction with the Elementary Education degree and certifies students in ages birth-3rd grade. This concentration is a popular option for our elementary education majors who plan to teach Kindergarten, or who want to complete a broader certification path. Students will complete four online courses and one practicum experience. These courses are offered every 8 weeks and have been facilitated by several adjunct instructors during this assessment cycle. We currently have 14 elementary education majors enrolled in the early childhood concentration. Efforts to enroll more of our elementary education majors in the concentration have included inviting our ECE instructors to speak to the EDU 250 Foundations of Education class, highlighting the program during regular education major meetings, and discussing the concentration with prospective students.

Core credits:

EDU 261 Assessing Young Children
3

EDU 281 Early Childhood Principles
3

EDU 301 Family and Community Resources
3

EDU 313 Early Childhood Program Management
3

EDU 417 Practicum
1

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 success of our teacher education program is the result of an incredibly hard-working group of faculty. We are very fortunate to have a collaborative and well-rounded team that meets the needs of our students. The core features of our teacher education program focus around each certification area (e.g. elementary education, special education, physical education, etc.) Our undergraduate education team is comprised of instructors who specialize in the teaching and advising of each certification area. While each of the faculty members below specialize in certain areas (e.g. Dr. Bonderer in Literacy Instruction, Mr. Murphy in Physical Education) the size of our program requires each faculty member to serve as 'generalists' at times, stepping in to teach other courses, such as educational technology, classroom management, or multicultural education. Each full-time faculty member currently teaching undergraduate education courses for our School of Education is highlighted below:

Stacey Bonderer: Dr. Bonderer served as a public-school teacher for over 30 years. Her expertise in teaching English language arts and literacy has allowed her to meet the needs of the school of education's preservice teachers. There are many literacy classes (e.g. EDU 392, EDU 393, EDU 441, EDU 317) and Dr. Bonderer has worked hard to integrate the most current literacy research in each. She recently underwent advanced LETRS training and has even become a trainer. Dr. Bonderer has also taken on our EDU 453 Classroom Management course. She recently completed her EdD through WWU with a dissertation titled "Mid-Missouri Teachers' Perceptions of the Science of Reading Approach to Early Literacy".

Bonderer

James Concannon: Dr. Concannon is the Dean of the School of Education. With a background in science education and many years of higher education administration experience, Dr. Concannon brings unique skills to the undergraduate education program at WWU. Dr. Concannon has regularly taught our EDU 319 Methods of Teaching Science course, as well as our EDU 291 beginning clinical class. Dr. Concannon is also able to provide support with academic advising and in the development of critical policies related to our teacher education program. He has published works in science education journals, education research journals, and books. His leadership for the school of education has specifically created a thorough assessment program allowing for deep analysis/reflection of the success of our program. **Concannon**

Blayne Murphy: Mr. Murphy has extensive experience in both K-12 and higher education as a teacher and coach. At WWU, Mr. Murphy serves as professor and academic advisor for all physical education majors. His areas of interest include physical education, instruction and assessment, and non-cognitive indicators for post-secondary readiness. Mr. Murphy has shown great interest in involvement with campus athletic programs and a willingness to teach a variety of courses (including EDU 211 Educational Technology and EDU 201 Multicultural Education). He is currently completing his EdD from WWU. **Murphy**

Frank Giuseffi: Dr. Frank Giuseffi is the chair of the doctoral program at WWU. Dr. Giuseffi's educational experience as a social studies teacher and administrator give him a unique perspective which he shares as an instructor for our EDU 318, methods of teaching social science, course. While Dr. Giuseffi's primary role is within the graduate programs at WWU, he has been a vital part of our school of education campus community, leading campus clubs (e.g. fencing club), hosting events, and advising undergraduate students. Since he began his

career in higher education, he has presented and published on the Socratic method, adult learning, educational technology, and the philosophy of education. [Giuseffi](#)

Joe Davis: Dr. Joe Davis has taught in the WWU School of Education for eight years and currently serves as chair of all undergraduate education programs. Formerly an elementary school teacher and administrator, Dr. Davis has taught a variety of undergraduate and graduate courses for the School of Education, but most typically teaches EDU 250 Foundations of Education, EDU 317 Children's Literature, and EDU 395 Intermediate Clinical Experience. He also serves as clinical director for the teacher education program, securing placements for preservice and student teachers, and facilitating MEES training for cooperating teachers and university supervisors. His research interests include K-12 school governance, teacher education, children's literature, and folk pedagogy. [Davis](#)

Cindy Wibberg: Dr. Wibberg teaches a variety of courses for the undergraduate education majors at WWU. Her 28 years of experience as a public-school special education teacher and administrator give her valuable experience when working with, or teaching about, students with disabilities in self-contained, resource, and general education settings. Dr. Wibberg oversees all special education coursework and special education advising for the school of education. In addition to our EDU 231 Exceptional Child Course and Cross categorical disabilities courses, she teaches courses in elementary mathematics and language development. [Wibberg](#)

Some consideration to expanding our undergraduate school of education has been made. Two online degree programs (an AS in Education Foundations and B.S. non-certification route degree) were recently proposed, and the addition of a K-12 [Music Education](#) degree was also recently developed. Our faculty (both full-time on-ground and adjunct) are currently meeting the needs of our program. The courses we regularly offer are taught by experienced instructors who have been appropriately credentialed. The majority of our undergraduate coursework is staffed by full-time faculty, although the growing number of online courses and two newly developed online programs would benefit from the hiring of an online program manager.

Faculty Awards and Honors

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

Narrative:

The faculty in the WWU School of Education work hard to serve the university and the surrounding educational community. Our faculty prioritize growing professionally and are often recognized for their work both as instructors and researchers. Below are just a few such recognitions which highlight their outstanding performance.

Dr. Stacey Bonderer, once recognized as the Fulton Public Schools Teacher of the Year, earned her EdD in Educational Leadership in 2024. Dr. Bonderer has also been recognized for her completion of both LETRS volumes 1 and 2 training and earned the title of LETRS local certified facilitator. Dr. Joe Davis has shown strong commitment to education both at WWU

and in the surrounding community. He was elected to the Fulton Public Schools Board of Education in 2020 and has served in various roles including president and vice president. He was also elected to the Fulton Public School Foundation and was asked to deliver the FHS commencement speech in 2024. Dr. Davis was also recently selected to serve on the advisory board of the Missouri Public Education Foundation. In addition to serving as the dean of the WWU school of education, Dr. Jim Concannon is a noted researcher and still finds time to conduct original research in the field of science education. He has published numerous articles and book chapters and continues to support our own graduate students by serving as a dissertation chair. In his short time as a faculty at WWU Mr. Blayne Murphy was recognized as an "outstanding faculty" for his work in and around campus athletics. As chair of the WWU doctoral program, Dr. Frank Giuseffi has chaired dozens of dissertation committees and has also published numerous articles and been invited to present at prestigious conferences/events. In 2024 he received the Excellence in Teaching Award in the School Education and that same year was recognized as the Graduate Educator of the Year in the School of Education.

Concannon CV

J Davis CV

Giuseffi CV

Murphy CV

Bonderer CV

Wibberg CV

In addition to faculty recognition, our School of Education has been recognized for its outstanding value and performance:

Recognized in the 2024 Most Popular Education Degree Programs Ranking in America, Research.com.

College Factual, Nationally Ranked Education Programs "Best", School of Education, 2022, 2023, 2024, College Factual.

Top Missouri Undergrad Programs, "Top 5", School of Education, 2020-21, Universities.com.

Grow Your Own Grant, Department of Elementary and Secondary Education, 2021, \$20,000

Teaching Support and Monitoring Teaching Quality

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

Narrative:

The workload for Faculty in the school of education at WWU encompasses the full range of duties and responsibilities faculty are obliged to undertake by virtue of their contractual affiliation with the University. While minimum workload is most typically expressed in terms of teaching assignment (as measured by the credit hour value of courses taught), workload encompasses a variety of duties and responsibilities other than teaching. The teaching

assignment itself is typically twelve contact hours per semester for full-time faculty. Substantial variations in duties and responsibilities may be observed among full-time faculty. The Provost and School Directors are responsible for ensuring that workload expectations for fulltime faculty are uniform throughout the University and that any apparent variations are understandable, appropriate, and reasonable. School Directors have considerable discretion in determining instructional workloads and in adjusting assignments, including multi-semester adjustments, to ensure this standard.

School and Program Directors have reduced teaching loads as determined by the Provost, and in the event a course is canceled by the Provost because of insufficient enrollment, the faculty salary are not affected during that semester; however, the faculty member may be scheduled for an equivalent assignment, frequently to teach another course in the following term. The School Director and the Provost try to limit the number of independent studies or tutorials a faculty member can have each semester, depending on other teaching duties, such as overload. Several of these may be used to constitute a load for a full-time faculty member during a semester in which the faculty member does not have a full load. A regularly scheduled course that requires a time resolution due to a schedule conflict is not classified as a tutorial course even if special teaching arrangements are required. The most effective way we have found to avoid both independent studies/tutorials and overloads is accurate advising. Making sure that students have completed the required coursework in a way that will not disrupt their 4-year plan can help avoid unnecessary conflicts that often lead to tutorial and overload requests. No more than six hours of overload at any one time during the semester can be approved for a faculty member, no matter what delivery program.

All of our on-ground courses are taught by full-time faculty.

On-ground education coursework 100% full-time faculty

Our online education course offerings are taught by both full-time faculty and adjuncts. Certain courses are nearly always taught by adjuncts (e.g. early childhood coursework, art methods course), while others are taught by adjuncts only when full-time faculty are unavailable.

Online education coursework 60% full-time faculty

We strive to avoid faculty overload situations, and while there are certain semesters where a faculty may have to cover a tutorial request or additional section, this is not a regular practice.

Courses requiring faculty overload 0%

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:

Enrollment Trends

Overall, our undergraduate education/teacher education program has seen an increase in enrollment during the assessment cycle. This growth can be attributed to the efforts of our WWU admissions team and the work of our full-time school of education faculty who regularly meet with prospective students and engage in recruitment activities.

Total Undergraduate Education Enrollment

Education Department Report Full

2019: 47

2020: 50

2021: 47

2022: 63

2023: 77

2024: 86

Enrollment Comparison

The increased enrollment in the School of Education aligns with the enrollment growth at the university, which has seen historic increases in the last three years.

In 2023, the university experienced a 20% increase in enrollment, which was the third largest increase among Missouri's independent four-year institutions and welcomed its largest incoming class in its history. The class included 456 new undergraduate students, with 298 on campus and 158 online.

The university's enrollment growth has continued into 2024, with Woods Global seeing a 16% increase in enrollment for the Fall 2024 semester.

Recruitment Efforts and Grow Your Own Program

The School of Education at William Woods University (WWU) has partnered with school districts in Callaway County (LEA's) to recruit prospective *and* current preservice teachers. WWU and these LEA's, which include Fulton Public Schools (FPS), South Callaway (SC), and New Bloomfield (NB), have long-standing collaborative relationships. Many of WWU's preservice teachers benefit from clinical experiences and student teaching within these LEA's, and many of these preservice teachers begin their career as educators within the districts of FPS, SC, or NB. Our collaborative efforts have been focused on both short-term and long-term teacher recruitment and retention efforts. Our program was awarded a \$20,000 grant in 2021, which marked the official start to our GYO initiative. **WWU Grant**

Approval

In order to meet the immediate demand for teachers in the partner LEA's, preservice teachers in the WWU teacher education program have applied for teacher recruitment scholarships which would cover half the cost of a master's degree with a four-year commitment to teach for one of the partner LEAs. Teacher candidates often face financial barriers when pursuing advanced degrees. Offering a free/reduced-price master's degree lowers this barrier, making teaching a more attractive career option, especially for individuals from diverse socioeconomic backgrounds. This unique approach to teacher recruitment and retention efforts not only addresses financial barriers but also creates a pipeline of well-qualified, community-committed educators who are more likely to stay in the profession and contribute positively to student outcomes and teacher retention efforts. The WWU Graduate Bridge program, which serves as a masters-in-5 program, provides undergraduate students with an opportunity to begin taking online master's classes in one of the following areas:

- Curriculum and Instruction
- Reading Instruction
- STEM
- Teaching and Technology
- Athletic Administration

Grant funds have been used to support the partnership between participating LEA’s and WWU by covering scholarship costs of the Graduate Bridge master’s degree (a total cost of \$5,000 per student). WWU and LEA’s have worked together to select eligible students. Strong consideration for underrepresented students (e.g. male students, students of color) were used in the selection process. FPS has agreed to allow grant recipients opportunities to attend district PD days and prioritize summer school teaching. By incentivizing this teacher recruitment scholarship with a free/reduced price master’s degree, our program hopes to develop not only committed community educators, but school leaders who may choose to pursue advanced leadership opportunities or degrees.

Supporting the creation of a diverse teacher pipeline is an important part of our teacher recruitment and retention efforts. We hope to develop a program which can be tailored to recruit candidates from underrepresented groups, improving diversity in the teaching profession.

The table below highlights the need for more diverse representation in one of our partner LEA’s (FPS):

Student Demographics (2023 FPS)	Teacher Demographics (2023 FPS)
White – 74.6%	White – 97.9%
Black or African American – 10.2%	Black or African American – 2.1%

Our teacher recruitment and retention plan also seeks to recruit diverse teacher candidates using several strategies:

1. **Community Partnerships:** We will strengthen existing collaborative relationships with local community organizations, schools, and colleges to identify potential candidates from underrepresented backgrounds. Building strong community partnerships can help identify individuals interested in teaching careers.
2. **Culturally Relevant Curriculum:** We will reexamine curriculum in our program that reflects the cultural and linguistic diversity of the community. Courses such as EDU 201, Multicultural Education, offer opportunities for changes that can make teacher education more appealing to a wider range of candidates.
3. **Scholarships and Financial Support:** We will reduce financial barriers to encourage diverse candidates to pursue teaching. The DEWEY award would allow us to start removing the financial barrier, specifically towards a graduate degree for teacher candidates.
4. **Outreach and Recruitment Events:** We will organize events and workshops aimed at attracting potential candidates. Local LEA’s attend education events on campus, such as the annual Callaway County Teacher’s Appreciation Breakfast and discovery days for prospective students. These events can raise awareness about teaching as a career option and provide

information about the teacher education program.

5. Cultural Competence Training: We will ensure that teacher educators and program staff receive training in cultural competence and diversity awareness to create an inclusive environment. WWU offered this training to all faculty in Fall 2023.

6. Flexible Program Structures: WWU continues to develop flexible program options to accommodate candidates with diverse life circumstances, such as evening or online classes.

7. Data Collection and Analysis: We will collect and analyze data on the diversity of our candidate pool. Using this information can help to refine our recruitment strategies and ensure inclusivity.

Perhaps the best indicator that our recruitment efforts are sustainable is the strong partnership between WWU and the public schools in Callaway County. While these partnerships have always been important, they have become an essential part of our mission since starting our first GYO program in 2021. There is a strong desire from local LEAs to continue this work. While the successful implementation of our plan requires the financial support offered through grants such as the DEWEY award, we are actively working with our university advancement office to find additional sources of funding. One such example is the Fulton Public Schools Foundation, an independent non-profit organization providing financial support to enhance the educational experience in Fulton Public Schools. WWU unit leaders have been working with the Foundation to secure additional funding for our continued GYO programs. There exist many opportunities, and much interest, in helping grow the educator pipeline in mid-Missouri.

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:

Retention for students in the teacher education program at WWU has been acceptable throughout the assessment cycle. The dramatic increase in overall enrollment ([Education Department Report Full](#)) indicates that our recruitment and retention efforts have been working. There are several ways our team works to raise retention rates in the program:

- Personalized Academic Advising and Support

One of the most effective ways to retain students is through personalized, consistent academic advising. Our WWU education majors meet regularly with advisors who help them map out their academic and career paths. These advisors are full-time education faculty, which helps to ensure deep knowledge of the coursework, and builds relationships between students and faculty. Early interventions, such as “Owls Aware” identify students struggling

academically or personally and ensure timely support.

- **First-Year Experience Program (Connections)**

All new WWU students (including education majors) enroll in a one credit hour course called WWU Connections, which focuses on helping incoming students transition from high school to college. This program includes academic skill-building workshops, peer mentoring, social events, and seminars on college life, wellness, and resilience. By creating a strong sense of community and support early on, our students are less likely to feel isolated or overwhelmed.

- **Building a Sense of Community**

Creating a sense of belonging is one of the most significant predictors of student retention. Our undergraduate education programs encourage community-building through student organizations, clubs, and social events that are specifically designed to foster connections among students with similar interests.

- **Flexible Learning Options**

Offering flexible learning opportunities, such as online courses, hybrid models, or evening classes, can help accommodate students with diverse schedules and life circumstances. While the majority of our courses are offered on ground, more of the education coursework is being developed in the online modality, and two new, completely online programs have recently been approved. This flexibility may particularly support non-traditional students or those with jobs and family responsibilities, helping them stay enrolled and successfully progress toward graduation.

Evidence:

- [Education Department Report Full](#)

Curriculum/Course Retention and Success

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

Narrative:

1. Enrollment in our core courses has remained consistent throughout the assessment cycle. Our core courses (i.e. EDU 291, EDU 395, EDU 492) are highlighted because they represent

the major points of data collection and are courses every education major must take. In these courses we collect EOC, MTS, and Disposition assessment scores. We see some trends, such as higher enrollment in EDU 291 in spring semesters and higher enrollment in EDU 395 in Fall semesters, but this aligns to our overall 4-year plans for most degree programs. We anticipate seeing numbers in all of our core courses increase with the overall enrollment increases we have seen this academic year. An overall enrollment report for our education courses can be found here: [Education Course Enrollment](#)

core course enrollment

	Fall 22	Spring 23	Fall 23	Spring 24	Fall 24	Spring 25
EDU 291	8	18	8	17	7	14
EDU 395	10	7	11	3	13	7
EDU 492	5	8	9	9	1	8

2. Overall, our students are very successful in the core courses. Students enrolled in EDU 395 and EDU 492 have been accepted into the Teacher Education Program, a process that helps ensure students are meeting the requirements of the program and are generally well-prepared for success in the coursework. During this assessment cycle for example I can only recall one student who did not successfully complete EDU 492 (student teaching experience). A cross sectional analysis shows these students' performance on the MTS evaluations in all three core courses: [Cross Sectional Analysis](#)

3. These core courses are not offered in the online modality. Each contains substantial clinical experience components which has led us to believe that the in-person modality is preferred to an online offering.

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:

Below are the completion numbers for our undergraduate education programs. The rates are consistent with program enrollment numbers and accurately reflect the number of students completing their student teaching experience and graduating from the university.

- 2019: 19
- 2020: 16
- 2021: 14
- 2022: 22
- 2023: 13
- 2024: 18

Our program collects detailed surveys from our student teachers (in their final semester as a student) and as a first-year teacher after graduating. These surveys provide unique insights

for our program as we reflect on success or plan changes to better meet the needs of our students. Overall, our graduates report feeling well-prepared as they begin their teaching career. Our student teachers

This survey data is listed below:

[First Year Reporter 2021-2023](#)

[First Year Reporter State Average](#)

[Student Teaching Satisfaction Survey Surveys](#)

[William Woods Teacher Feedback 2022-2024](#)

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 WWU teacher education program is committed to using student feedback to guide and improve courses, ensuring that our offerings meet the evolving needs of our students. Each semester students evaluate their course/faculty on a number of criteria using a 5.0 scale. The average faculty score across all of our education courses is over 4.5. The comments left by students is very often positive, highlighting the strong focus on student-centered teaching in our program. Faculty also use negative feedback/constructive criticism as a way to improve our offerings. One course that highlights this approach is EDU 201: Multicultural Education. In recent years, this course has undergone several revisions and adaptations, driven by both formal student evaluations and informal feedback. The course has lacked a consistent instructor, with a range of part-time, adjunct, or non-education faculty. Course evaluation data reflected the challenges in the course but since shifting towards having one of our full-time education professors taking over the course, evaluations have been overwhelmingly positive: [EDU201 2025](#) The EDU 201 Multicultural Education course serves as a prime example of how our teacher education program uses student feedback to inform and refine both its facilitation and its curriculum. Through an ongoing process of evaluation, adaptation, and instructor collaboration, the course has evolved into a great learning experience that consistently receives high marks from students, ultimately contributing to the development of more thoughtful and culturally competent educators.

A report highlighting all results from the teacher education program evaluations from Fall 24 can be found here: [Fall2425TraditionalSurvey](#) This report makes clear the high marks and positive comments our courses and instructors regularly receive.

A report of course evaluation score averages for our methods courses, foundation of education course, and all three clinical experience courses from 2019-2024 is attached:

[Course Evaluation Reports](#)

Student Advising

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

Narrative:

William Woods utilizes a faculty-led, student-centered approach to advising. This advising model prioritizes the unique needs and goals of each student, ensuring that they receive individualized attention and guidance from faculty members who are deeply invested in their academic and professional growth. In this approach, faculty members act as advisors who are not only experts in their fields but also dedicated mentors. They take the time to understand each student's goals, strengths, and challenges, offering personalized advice that extends beyond course selection to include career planning, extracurricular involvement, and life skills development. Faculty advisors are committed to creating a supportive environment where students feel comfortable sharing their ambitions, concerns, and experiences. This open line of communication fosters a sense of trust and collaboration that is essential for guiding students toward academic and personal success.

The process begins with an initial meeting during the student's first semester, where the advisor and student discuss academic goals, program requirements, potential career paths, and any other relevant interests or concerns. Throughout the student's time in the program, the advisor and student will have regular check-ins to review progress, plan upcoming courses, and adjust academic goals as needed. The advising process is not just about course selection; it also includes discussions on the process for application to the teacher education program, internships, job opportunities, and professional development activities. Advisors work closely with students to ensure that their academic and career interests are aligned and that they are on track to meet their long-term goals. The program also emphasizes a proactive approach, with advisors reaching out to students who may be struggling or in need of additional support. This partnership between faculty and students promotes a sense of ownership over one's educational path and ensures that students feel empowered to make informed decisions about their future.

Several strategies and structures are in place to ensure that advising periods are effective and productive:

Advising Calendar: The program follows a structured advising calendar, ensuring that advising sessions take place well before course registration deadlines. This provides ample time for students to discuss their plans, ask questions, and make adjustments to their schedules as necessary.

Regular Check-ins: Advisors have regular check-ins with students, especially those in critical stages of their program (such as during the final year). These meetings ensure that students are not only completing the necessary courses but are also prepared for post-graduation plans.

Advising Surveys: Every semester students complete feedback surveys which helps faculty make adjustments and better meet the needs of their advisees.

The optimal advisor-to-advisee ratio for our program is less than 20 students per faculty advisor. This allows advisors to provide meaningful and individualized support to each student while ensuring they can maintain a manageable workload. A lower ratio fosters a

more personal relationship between advisor and student, promoting trust and open communication. It also allows the advisor to have a deep understanding of each student's academic journey, ensuring that the advice provided is relevant and well-tailored to the student's needs.

Student Awards and Achievements

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

Narrative:

Our students in the WWU Teacher Education Program are often recognized for their outstanding performance. The following are some examples of these student accomplishments during this assessment cycle:

Teacher Education Program Distinguished Scholars

Adrianna Koty 2020

Roberto Duro Sanchez 2020

Grace Meinhardt 2020

Makayla Schafer 2020

Abigail Bennett 2021

Rosemary Lenz 2021

Breanna Aldridge 2021

Sarah Kasubke 2022

Abigail Wilson 2022

Katie French 2022

Nicole Mann 2023

Lillian Mann 2023

Seth Montana-Edwards 2023

Fulton Public Schools/WWU Grow Your Own Recipients

Mikayla Burton, 2022

Bryce Warmrodt, 2023

Hayden Ebersole, 2023

Lexi Henley, 2024

Jaden Swift, 2024

Missouri Association of Colleges for Teacher Education (MACTE) Outstanding Beginning Teacher Awards

Seth Montana-Edwards 2025

Hayden Ebersole 2025

Jaden Swift; elected student delegate at November 2023 MSTA Convention

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

The WWU School of Education completed a collaborative SWOT analysis during our September 2024 School Meeting. The following themes emerged:

STRENGTHS

- Nimble, ability to pivot
- Committed adjuncts and instructors
- Little turnover
- Willingness of faculty
- Student relationships, do what's best for our students
- Good intentions
- Strong working relationships with professionals and administrators in surrounding school districts
- Small size, get to know students better and advise academically. Stay connected to students through advising.
- Solid teaching team
- Scholarship, presentations
- Flexibility
- Education faculty well represented on Curriculum, Personnel and FEC committees.

WEAKNESSES

- WWU website
- Institutional technology issues, services and support
- Lenovo laptops
- Marketing of programs
- Website, stories, forms, educational journal
- Mentor program for new faculty – does this still exist?
- Personnel turnover, staffing issues
- Work culture, remote workers
- Leave for a better opportunity
- Feel valued or not?
- Fluid participation, who to reach out to?
- Undergrad challenge – 1 class vs multiple sections
- Undergrad – align concepts, curriculum-lesson plan template and specific concepts
- Culligan water

OPPORTUNITIES

- Community engagement
- Grants, fundraising opportunities through Tiffany and Advancement office.

- Observe teaching happening in a lab school – classroom management through established relationship with local district
- Opportunity to talk and collaborate with other faculty in monthly Faculty Assembly meetings
- Learning opportunity through the 5-week course compression process.

THREATS

- Political environment
- Staffing shortage
- 5-week enrollment period shortened and drop period change for students – communication – who?
- Give students ownership of course enrollment
- 5-week course compression outcome
- Support mechanism for faculty – mentor
- Program relevancy to clientele

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:

The WWU School of Education collects several surveys from our graduating seniors. Perception data is collected during, and at the conclusion of, the student teaching experience to determine how well-prepared our students feel for their role as classroom teachers. Additional data is collected at the conclusion of their first year of teaching. A core analysis, along with various survey results reports highlighted below, show that overall, our graduating seniors strongly agree that they are being well-prepared in our programs. One trend we noticed several years ago were lower scores related to preparedness in teaching special education students (specifically supporting students who have an IEP). This trend led to our team to make changes to the coursework required of our elementary education majors (who now take two cross categorical disability classes). In the last two years we have seen this item in the surveys increase markedly.

CORE ANALYSIS - MID TERM STUDENT TEACHING SATISFACTION

2024 Teacher Survey

Graduate Perception Data

Student Teaching Satisfaction Survey

William Woods Teacher Feedback 2022-2024

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:

Our prior program review (completed in 2020) resulted in several key recommendations. Some of these recommendations were in line with trends and goals developed by DESE and the growing recruitment and retention efforts in the state. A list of recommendations is below:

- Increase Student Enrollment & Diversity (Recruit more male and racially diverse students).
- Strengthen partnerships with local schools to attract future teachers.
- Enhance Advising & Retention Efforts
- Provide faculty with structured four-year advising plans.
- Improve communication about program requirements to prevent dropouts.
- Host mandatory school meetings to inform students about certification processes.
- Strengthen Clinical & Field Experience
- Expand practicum hours to ensure students gain real-world teaching experience early.
- Improve collaboration with school districts for high-quality student teaching placements.
- Align coursework with Missouri Teaching Standards.
- Introduce action research projects in practicum courses.
- Add Google Educator Certification training to technology courses.
- Improve Data Collection & Assessment
- Track student progress through pre- and post-assessments of teaching competencies.
- Use surveys from principals and alumni to evaluate program effectiveness.

Implementation of Recommendations (2020-2024)

- Increased Enrollment & Diversity Efforts
- Created “Education Day” to attract high school students with scholarships.
- Partnered with Fulton Public Schools to implement WWU's first Grow Your Own program and Educators Rising program for high school students interested in teaching.
- Strengthened marketing efforts by meeting regularly with WWU marketing team
- Improved Advising & Retention Strategies
- Developed structured four-year plans for faculty advisors.
- Implemented mandatory education major meetings to share important programmatic updates.
- Hosted Required School Meetings to provide key program information.
- Expanded clinical experience components in the Measurement & Assessment course (EDU 422) and EDU 358 Teaching Cross Categorical Disabilities
- Developed stronger Memorandums of Understanding (MOUs) with school districts for clinical placements.
- Implemented action research projects to help students analyze their teaching impact.

- Introduced Google Educator Certification training in EDU 211
- Added new assessment methods in EDU 422, requiring students to use real-world student data.
- Better data Tracking & assessment records
- Instituted EOC assessments for Missouri Teaching Standards in EDU 291, EDU 395, and student teaching.
- Collected alumni & principal feedback surveys to measure graduate effectiveness.
- Required students to complete practice Missouri Content Assessments to better prepare for licensure exams.

Impact of Changes

- Higher engagement with local schools has improved student recruitment.
- Advising improvements have helped students navigate program requirements more effectively.
- More practical, hands-on experiences have strengthened teacher preparation.
- Data-driven decision-making has improved program effectiveness and accountability.