

MED ATHLETICS/ACTIVITIES

Program Review, July 2026



WILLIAM WOODS
UNIVERSITY

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2025 Program Review

Education - Athletics/Activities Admin (MED)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).
2. Discuss any changes in the focus of the program over the cycle of this review.

Narrative:

Prepare to lead an athletics program~

Leading a high-profile school athletics or activities program requires skills in facilities management, recruiting and retaining high-quality staff, budgeting, promoting programs, staff, students online and in the community, relevant laws and policies, public relations, and more. Classes are offered in a flexible 5-week format.

The William Woods program is one of a handful of graduate degrees in the nation that trains you in these skills at all levels. Coursework helps prepare you to formulate effective practice, philosophy, and planning to lead a comprehensive athletics and activities program.

The Master of Education in Athletics/Activities Administration is housed within the School of Education. The program went through a complete "overhaul", as we changed from an 8-week cycle of courses to a 5-week cycle of courses. At that time, we (there were five adjuncts that helped rewrite the courses) also updated all curriculum that we use through the National Interscholastic Athletic Administrators Association.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle?
2. Why were these changes made?
3. Are any revisions planned?

Narrative:

The Master of Education - Athletics/Activities Administration continues to support the William Woods mission of promoting student-centered learning, engaging them in the process of academic discovery within the program. The practical assignments throughout the program provides students with real-world experiences and allows them to create documents that supports the work of an Athletic/Activities Administrator. These experiences help prepare the students for leadership roles in athletics and activities.

There have been no changes made to the program mission statement, as the athletic/activities administration degree continues to support William Woods students

through self-development of documents that they can use when they become an Athletic Administrator. At this point, we are not looking at making any changes as the program continues to support the William Woods Mission.

Alignment to Institution Mission

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

Narrative:

The Athletic/Activities Administration program degree aligns with William Woods' mission statement, as the importance of student-centered learning is a key component for the success of WWU students. This adds value to students being prepared for roles that they obtain after graduation, whether it been in an athletic administrator role or continuing in the role of a coach, youth director, parks/rec director, etc.

Service to the University (Contribution to Campus Climate)

1. What programming and organizational support are offered by the program that benefits the greater student population?
2. Does the program support on ground/OLC General Education Courses?
3. Highlight any cross listed courses with other programs
4. Highlight any interdisciplinary programming or activities
5. Identify student enrichment programming that could include volunteer opportunities, field trips, workshops... (does not have to be specific to the program, but is beneficial to students on campus)

Narrative:

This program does not have any on-ground courses and as a master's program, does not teach any general education courses.

The MEA program does support the University when students complete their 90 hours of field experience and the do it with WWU. This benefits the university through additional administrative support but also, provides advertising for WWU into the program as others see our students doing their field work.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes and Results

1. Describe how these Outcomes (Objectives) 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. Include a 5-year picture of the student outcomes with corresponding data that reflect the success or struggles in assessment.

Narrative:

We have the [Education AA Admin 2024-2025 Curriculum and Assessment](#) to review.

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

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

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

2024-2025, Objective 1. As a whole program we had 66 out of 69, 95.6% that met our Benchmark, which is 90% will meet the Benchmark of proficient or advanced. However, in EDU526, students were at 18 out of 21 that met the Benchmark, which is 85.7%. The assignment is the Mission Statement Development. We were going to continue to work with students to help develop at a higher level, as all three students received a "Developing" performance.

Evidence:

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

Assessment Measures

1. Discuss the measures (rubric evaluation - tool used to gather information) you've selected or developed to measure for each Outcome (Objective).
2. Why were these measures chosen?
3. Were any measures or assessment instruments changed over the course of this cycle? Why or why not?
4. Note any action items related to assessment measures that will be changed moving forward due to the review of assessment data.

Narrative:

The [MEA Rubric](#) includes the six program objectives which we reference as Leader Standards. The objectives are measured at five different levels: N/A, Insufficient, Developing, Proficient, and Exemplary. AN assignment will meet the Benchmark requirement at Proficient

or Exemplary. Our goal is to have 90% of our students yearly, meet this goal.

These measures were at one time part of the Department of Elementary and Secondary Education, known as the Missouri Leader Standards. We have continued to use these standards to assess student work as the belief is that these standards support the development of a well-rounded individual and their leadership growth. The leader's standards include Vision, Teaching & Learning, Management, Community, Ethics, and Professional Growth Development for themselves.

These leader standards have been used this entire five-year cycle. Since these leader standards support the "whole leader", we have not looked at any changes that would need to be made.

Four of our five years we have met all Benchmarks. However, as seen in the [data for the 24-25](#) school year, we had one assignment that did not met, which was the student Mission statement work. 18 out of 21, 86%, did not met Standard 1 for the Mission Statement Development in EDU526. The Benchmark is set at 90% to meet the objective. Overall, in the program though, we met the Benchmark of 90% proficient or advanced. We had 66 out of 69, 95.6% successfully meet our Benchmark.

The Mission Statement Development assignment will be reviewed more for students as they submit their work. Providing feedback and having them improve upon and submit their work again, if they have not met the Benchmark goal.

Evidence:

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

Curriculum Map

1. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? (Upload Program Checklist)
2. Why or why not?
3. Explain how the program sequence of courses is designed and why it is laid out in that way? (scaffolding)

Narrative:

The curriculum map has experienced minimal changes over the 5-year period of this report. The university determined that all master's programs would be 10 courses – 30 credits – so the program had to adjust curriculum to meet the new requirement.

For the sequencing of the program:

EDU521 is the first course that students should take. This is the Introduction to A/A course that lays the groundwork for other courses. It also supports students learning how to use Brightspace.

EDU526 must be taken in the middle of the program. This course has an assignment that focuses on the mid-program review with students Onsite Supervisor and the field experiences that they have been completing since taking EDU521.

EDU509 must be taken at the end of the program, as this is their Capstone Course putting all of their final documentation together of field experience hours.

The other courses are organized to support students getting into the program initially as beginner courses, up to the more detailed and time-consuming assignments.

The course rotation list is the 24-25 rotation but is also current; no changes were made.

Evidence:

- [MEA Course Rotations 2024-25](#)

Concentrations

1. If the program has concentrations, please upload the concentration data.
2. Speak to the enrollment distribution of students within the concentrations and any impact on course rotation.
3. Include strategies or processes for retention and recruitment within the concentration.
4. Explain the value of each concentration and how they enhance the skills students need to be successful in the field.

Narrative:

This program does not have a concentration.

Course Descriptions

1. Highlight any changes to course descriptions that have occurred over the identified timeframe. (upload a pdf of the course descriptions)

Narrative:

Since our last five-year program review, we have changed one course description.

EDU544 Digital Tools in Athletic/Activities Environment changed, due to revamping the course itself. The course was very behind times, so to speak, and we needed to update to keep up with the current work an Athletic/Activities Administrator performs. This course is now very practical and involves user-friendly technology for our students.

This [link](#) has all course descriptions included.

Evidence:

- [Program Course Descriptions](#)

Curriculum Delivery

1. Does online enrollment impact enrollment in the campus enrollment?
2. If the program has an online component, explain how the program coordinates schedules and curriculum between the two modalities.

Narrative:

The MEA program does have a small number of undergraduate students that are enrolled in up to five of the ten courses. They are in the “Bridge Program” that allows senior students to take up to 15 credit hours of dual credit courses.

The students are required to complete paperwork for a multi-level approval process to attempt to be approved to enter the Bridge Program. One of these layers of approval does go to the MEA Program Manager for approval. The online graduate advisor helps and supports their enrollment for courses.

[Here](#) is a sample of the Bridge Program requirements and the courses they make take.

Evidence:

- [Bridge Program](#)

Participation in Assessment

1. Discuss faculty participation in program assessment
2. How involved are faculty and what is their responsibility for the assessment of the program.

Narrative:

The adjunct faculty for the program is involved with the program assessment, if they teach a course that includes a program assessment. We discuss how assessments are going and any adjustments that need to occur, if any. We continue to have ongoing discussions about assessments.

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

We have made changes throughout the past five-year cycle. Most of these changes have come from reducing the number of overall assessments that we actually need for the program. When I became the program manager for the MEA, it was stressed to me that I should reduce the number of assessment assignments, as we did have too many.

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

Listed is what we currently assess:

MEA Program Assessments in Watermark (SLL), 24-25 (Online MEA Program Objective Rubric)

EDU 523	Program Assessment	Number 3, 4	Week 3
EDU 503	Title IX Self Audit	Number 1, 2, 3, 4, 5, 6	Week 5
EDU 527	Social Media Plan	Number 4, 5	Week 2
EDU 526	Program Mission Statement	Number 1	Week 3
NFHS	Developing Youth Through Sport Course	Number 6	Week 5
EDU 508	BOE End of Year Report	Number 2, 6	Week 5
EDU 509	AA/Administrative Philosophy Paper	Number 1, 2, 3, 4, 5,6	Week 4

Total in Each:

#1 = 3

#2 = 3

#3 = 3

#4 = 4

#5 = 3

#6 = 3

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results.
2. How have the results driven improvement over the course of this cycle?

Narrative:

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

We made the change because the NAIA required a membership to view the Champions of Character course. Through discussion with adjuncts, we decided to move forward with the NFHS course as this membership is free to all.

We also have improved upon our assessment of students' development of their Mission statement, Standard 1, Vision objective. The outcome for this assignment in the [24-25 Assessment Findings](#), did not meet the 90% or better benchmark of proficient or advanced. However, the overall benchmark was met for the overall program. We are working with students more deliberately, even after they have submitted an assignment, to improve upon their work and thought process about Mission statements. When we feel as though they are only at developing, we work with them and then have them submit their work. This was the first year that the "Mission Statement Development" did not meet the benchmark.

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

Evidence:

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

General Education

1. How does program coursework expand on the skills learned in General Education curriculum?

Narrative:

The Master of Athletic Administration does not have any carry over from the general education courses to this MEA program.

Faculty Qualifications, Activities and Scholarship**Faculty Specialization**

1. Discuss the scholarship and research content of the faculty in the program, being sure what their specialization brings to the program.
2. Explain the core features of the program based on the current faculty.
3. How could the program be expanded (new courses, areas of specialization, etc.)?
4. How might additional instructional members allow the program to expand and/or change the focus of the program curriculum?

Narrative:

All of the current adjunct faculty have earned certification through the NIAAA, at a minimum of their Certified Athletic Administrator (CAA). Several have also reached the Certified Master Athletic Administrator (CMAA), which is the highest level of certification through the NIAAA (in which we use this curriculum).

These certifications are proof that the adjunct faculty have continued their commitment to professional growth and life-long learning. These certifications requirement a commitment to professional development opportunities throughout the year, to enhance knowledge about the ever-changing role of an athletic administrator. Two links have been provided about the certification process and the courses that can be taken. The [NIAAA Certification Types](#) and the [NIAAA Professional Development Academy Handbook](#).

The adjunct faculty have their specialty courses that they are an expert in the field at. I have adjuncts that teach the same course most of the time, as this does enhance the course, as they are always looking at ways to improve upon the delivery to their students. While we do have more than one adjunct that can teach a course, my belief is that a more constant approach adds depth to the course and discussions.

While I believe there is always room for improvement, adding more courses would take away from the consistent number of courses that WWU has in all online graduate programs. In

fact, we had to eliminate one course, dropping from 11 to 10 requires course, to meet this requirement just a couple of years ago.

The MEA program has enough adjuncts at this time and does not need an expansion, at this point. As adjuncts have been added, it was based on need of expertise for particular courses. This is always something that is evaluated to provide the best opportunities for our students, as possible.

Evidence:

- [NIAAA Certification Types](#)
- [NIAAA Professional Development Academy Handbook](#)

Faculty Awards and Honors

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

Narrative:

2020-2021

Dixie Wescott, Program Manager, obtained her Certified Master Athletic Administrator (CMAA) certification through the NIAAA.

Keith Chapman will become the President of the MIAAA

Dr. Kaleb Stoppel was recently named the "Coach and A.D." Magazine - January "Sports Under 40" Award Honoree. He also presented a workshop about obtaining your CMAA distinction at the recent NIAAA Conference. Kaleb Also serves on the KSHSAA Board of Directors and is the KS Mentor Program Director.

Matt Chance was recognized in his MO district as the 2020, District AD of the Year.

2021-2022

Dr. Kaleb Stoppel was elected to serve on the NIAAA Certification Committee. He also moved from the building AD at Olathe East to the District AD for Wichita Public Schools.

Josh Scott serves on the MIAAA Board of Directors, as Assistant Executive Director.

Dr. Doug Kuhlmann is on the MIAAA Board of Directors.

2022-2023

Kevin received the 2022 NFHS Citation award. NFHS Citations are presented annually to outstanding athletic directors in recognition of contributions to interscholastic athletics at the local, state, and national levels. State association nominate athletic directors for NFHS Citations, and the NFHS Board of Directors approves recipients. You can read about the

[NFHS Award.](#)

Josh received the Bruce D. Whitehead Distinguished Service National Award. Presented annually to NIAAA members, in recognition of their length of service, special accomplishments and contributions to interscholastic athletics at the local, state, and national levels. Nominations are submitted by state athletic directors' associations, screened by the Awards Committee, and selected by the Board of Directors.

Josh Scott serves on the MIAAA Board of Directors, as the Assistant Executive Director.

Dr. Doug Kuhlmann is on the MIAAA Board of Directors, as the LTC Co-Coordinator.

Dr. Kaleb Stoppel is now on the NIAAA Certification Committee.

2023-2024

Josh Scott was named the Executive Director for the MIAAA, at the AD Conference in April 2024.

Dr. Doug Kuhlmann is on the MIAAA Board of Directors, as the LTC Co-Coordinator.

David Garrison received the 2024 Kansas City District AD of the Year Award at the April 2024 AD conference.

2024-2025

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

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

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

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

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

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

We have three MEA Adjuncts and one Alumnus that also serve on the [MIAAA Leadership Team](#). Josh Scott, Keith Chapman, Jen Brooks, and Doug Kuhlmann.

Evidence:

- [Border States Summit](#)
- [Doug Kuhlmann](#)
- [Keith Chapman](#)
- [MIAAA Leadership - 3 Adjuncts & 1 Alumnus](#)
- [NFHS Award](#)

Faculty Workload

1. Summarize the workload and responsibilities of faculty.
2. What actions are you taking to avoid faculty overload?
3. % of course load is taught by program faculty vs adjunct
4. % of courses covered by full-time faculty
5. % of courses covered through faculty overload

Narrative:

During the timeframe when we had 8-week courses, the MEA adjunct team would teach anywhere from 2 to 5 courses each, per school calendar year, typically. We are now in our second school year of teaching 5-week courses, in which adjuncts are teaching 2 to 6 courses each per school calendar year.

I personally keep a google sheet with that has all of the courses, each session, and who is teaching. This allows me to keep track of the number of course each adjunct is teaching. Dr. Concannon too, reminds us about numbers that adjunct must stay under, so that we do not have any overloads.

The MEA program does not include any full-time faculty teaching in the program. This program is 100% adjunct staff only.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle?
2. How does this compare to institutional trends or similar programs on campus?
3. Describe recruitment efforts or goals such as increased enrollment.
4. Have these initiatives been successful?

Narrative:

The Master of Education in Athletic/Activities Administration has had a decline in the overall five-year cycle but has maintained fairly steady enrollment over the past three years at 33-42 students. The 2020-21 school year was maintaining approximately 70 students, which this was the last year for the on-ground courses too. The 2021-2022 school year was maintaining approximately 60 students.

While I do not have specific data to support my claim about the decrease, I do believe this is part of the decline in the program. As we (I, adjunct in the program, and the WWU recruiting team) are at events working on recruiting, we make sure students understand that this degree will not provide them with building level certification. I know I personally have guided people away from the MEA program and to enroll in the program that provides building level certification.

I do not have specific data about other programs. However, I do know though, that the programs that work toward building level certification in (masters', specialist's, doctorate) are all larger than the MEA program. The MEA then usually then has the largest enrollment than the other Online Programs.

Recruitment is done at the [MIAAA Conference](#) every school year, which is for athletic administrators. I always speak at the new A/A Admin meetings helping to support not only those attending but also talking to them about recruitment of their coaches. Too, the WWU recruitment team are at many school functions/events supporting the overall school recruitment process in the State of Missouri.

In 2023-2024 [WWU partnered](#) with the MIAAA becoming the only University to be part of the association. We are the [Presenting Partner](#) for the MIAAA Professional Development Academy. This has been a [continual partnership](#) since we began.

This will allow us to reach over 600 Athletic Directors in the state in many ways. I am excited about this opportunity and what it can do to support not only the MEA program, but in hopes of all programs.

Here are some of the benefits we will also receive:

- Speaking opportunities to membership – Spring conference & summer workshop.
- Section V hospitality recognition – NIAAA annual section V room, December.
- WWU information available at all LTI teaching functions, signage displayed if provided.
- Free Double Booth at the Spring Conference, one free conference registration.
- A custom link to your website on the MIAAA website
- Company will be identified as the corporate partner for the Professional Development Academy in bi-annual newsletter
- Company materials will be placed in registration packet for conference if provided.
- Corporate logo will be displayed at conference LTI courses taught, banquet and luncheon.

- Company may use the MIAAA logo for approved business functions.
- Receive 2 banquet and luncheon tickets and will be introduced at those events.
- If provided, advertisement is provided to the MIAAA it will be placed in 2 conference newsletters and the conference program.
- Optional quarterly email and social media post to membership – must provide to MIAAA and meet within the business model of education-based athletics.
- Bi-annual opportunity to meet with MIAAA membership to discuss your company via Zoom (membership participation is voluntary).
- The MIAAA will not solicit other higher institutions of learning for partnerships during the term of this partnership.

I have listed below many recruitment visuals from the MIAAA conference that is also part of our partnership with the MIAAA.

[LTC course taught at MIAAA; current adjunct and alumnus teaching the course](#)

[MIAAA Advertisement](#)

[MIAAA President speaking WWU advertisement sign](#)

[WWIU Partnership with MIAAA](#)

[WWU Partnership with MIAAA, course offerings](#)

[2025 MIAAA SPRING CONFERENCE PROGRAM](#)

Evidence:

- [2025 MIAAA SPRING CONFERENCE PROGRAM](#)
- [Conf Booth Pic](#)
- [LTC course taught at MIAAA; current adjunct and alumnus teaching the course](#)
- [MIAAA Advertisement](#)
- [MIAAA Newsletter 2024 Conference Ongoing Partnership](#)
- [MIAAA Partnership](#)
- [MIAAA President speaking WWU advertisement sign](#)
- [WWIU Partnership with MIAAA](#)
- [WWU Partnership with MIAAA, course offerings](#)
- [William Woods & MIAAA Partner Flyer](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. What strategies are program faculty using to raise retention rates within the program?

Narrative:

The [Program Activity Report](#) does show a decline in our program numbers over the past 5 years of this cycle (also shows 2019 and 2025 which is not part of this review cycle). 2020 enrollment was 82 (7 are on ground, which was our last on ground course) while 2024 enrollment was 48, which is a 41% decrease. Our student population has increased with full-time students, in which our numbers have increased due to on campus Graduate Assistants going through the program. Five years ago, we were at 9, which has now increased to 19,

which is a 53% increase.

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

As far as an acceptable range, I would personally like to have a higher population in the program. I have not specifically been told where numbers should be, but I would believe that raising our enrollment population would support having 8+ students in each course, which is what is considered a full course. Less than 8 students than the course is ran as a tutorial, in which this occurs far too often in the MEA program.

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

[Discounts for MIAAA members](#)
[MIAAA stop at WWU booth announcement](#)

Evidence:

- [2019-2025 Program Activity report](#)
- [Discounts for MIAAA members](#)
- [MIAAA Program Cover & Back](#)
- [MIAAA stop at WWU booth announcement](#)

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program. (upload course enrollment spreadsheet)
2. Reflect on the success of the students within the courses over the designated time frame. Highlight some completion or withdrawal and failure rates in the core courses. Were these in line with expectations? (we will need to provide this data)
3. For programs with dual modalities, reflect on the success of students within the courses over the designated time frame. Highlight some completion or withdrawal and failure rates in the core courses. Were these in line with expectations? (we will need to provide this data)

Narrative:

1). Please reference the two attachments with enrollment trends from the past 5 years; starting with 2020-21 school year. I personally keep while a document for myself along with who is teaching the courses and the enrollment. A [document](#) from the Williams Woods Associate Dean of Academic Assessment. shows the 5-year activity of the MEA program.

2). The grades for the [5-year cycle](#) were successful, as far as students passing courses. The grading scale used does not have grades of Ds. If a student receives a course percentage of 69% and below, they fail the course. Throughout the 5-year cycle we had 1%, 3%, 3%, 5%, and 3% fail a course in the program. Some of the F grades were because students did not withdraw from their course before the deadline, while some were simply not completing assignments to receive a passing grade.

The withdraw rate could be for more reasons than I am aware of. However, what I do know is that we had students withdraw because they were not ready to start, they became overwhelmed with school and working a fulltime job, or they took a few courses and found out this was not their route for a master's degree.

However, the majority of students in the program did pass their courses. We had an exceptional rate of students receiving passing grades during this 5-year cycle at 97%, 96%, 96%, 90%, 94%.

The overall grades for the program tend to fall within the A range. Adjuncts do work with student to support them with their work requirements. As a whole adjunct team, we believe it is imperative to work with students to help them understand the assignments throughout the program, as these replicate the work that an Athletic Administrator would actually do in their role. We help them understand, even having them repeat assignment work to that there is a deep understanding of what they are doing. Their idea is to help them learn, not to punish them with "poor scores".

While this has not had an impact yet with this cycle, starting this 25-26 school year, academic requirements have changed to the following [academic requirements](#).

Evidence:

- [2019-2025 Program Activity report](#)
- [25-26 New, Academic Policies](#)
- [Enrollment Trends](#)
- [Grades for 5-year cycle](#)

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. (programs will need to do annual exit surveys to capture this data)

Narrative:

The MEA student graduation has dropped overall, as seen in the [MEA ECO and Grad Data](#) report. The completion rate, however, is fairly steady over the cycle, just the overall numbers have dropped.

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

Evidence:

- [MEA EOC and Grad Data](#)

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses?
2. Highlight any trends or insights that came from course evaluations over the course of the cycle. (data will have to be available)

Narrative:

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

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

Course evaluation specific data shows that the MEA program has maintained a 4 or better (out of 5) in all areas of evaluations. The MEA program is very much in line with WWU overall evaluations. You can see the EOC graph on tab one and the EOC questions and score on tab two of the [MEA EOC and Grad Data](#) report.

Evidence:

- [MEA EOC and Grad Data](#)

Student Advising

1. Describe the advising process for your program?
2. What strategies and structures are in place to facilitate a successful advising period?
3. What is the optimal ratio of advisees to adviser for the program?
4. Explain any other processes to increase the effectiveness of the current advising procedure.

Narrative:

During this 5-year timeframe, we have had two academic advisors that develop degree plans for WWU students. Roger Van De Zande worked with us until about 5 months ago. Melissa St Germain now has taken over this role.

They use a google sheet to develop a plan for all students, that is visible for Melissa and myself. This is not shared with students, as they receive their individualized plan directly from

Melissa through email. Melissa and I have ongoing conversations about the degree plan and what is best for each student.

Melissa is available to students that have questions or concerns about their plan. She and I too, have worked together to develop some plans, where the "normal" plan may not work.

Student Awards and Achievements

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

Narrative:

2020- 2021

Alumnus Greg Linhart is now in his first year as an Activities Administrator in the Grandview C4 School District.

Alumnus Daniel Bieser received certification through the NIAAA for his CAA (Certified Activities Administrator) in the Fall of 2020.

2021 - 2022

Alumnus Mat Vleisides received certification through the NIAAA for his CAA (Certified Activities Administrator) in December of 2021. Mat also serves on the MIAAA Board of Directors, as the Central District AD Representative.

Alumnus Gabe Middleton is in his first year as an AD at Platte County High School. He was named the AD Of The Year for the Kansas City Region

2022 - 2023

Alumnus Eric Forsman recently earned his Certified Athletic Administrator (CAA) from the NIAAA.

Alumnus Chad Valadez recently earned his Certified Athletic Administrator (CAA) from the NIAAA.

Alumnus Jen Brooks was nominated for the NFHS Citation Award by the MIAAA.

Alumnus Joe Griem received the MSHSAA Distinguished Service Award for his outstanding service to Missouri students and athletes.

Alumnus Tyson Moyers was named the 2023 Athletic Director of the Year.

Ryan Richardson was named the Northeast District Newcomer AD of the Year.

2023 - 2024

Alumnus Jen Brooks received the 2023 NFHS Citation award. NFHS Citations are presented annually to outstanding athletic directors in recognition of contributions to interscholastic athletics at the local, state, and national levels. State association nominate athletic directors for NFHS Citations, and the NFHS Board of Directors approves recipients. You can read about it [here](#).

Alumnus Jen Brooks is in the Mentoring Coordinator for the MIAAA.

Alumnus Brad Angel was named the 2024 Middle School Athletic Director of the Year, for the SW District. He earned his MEA Degree in 2015 from WWU. He is currently the AD at Carver Middle School.

Alumnus Kevin Steinmetz was named the 2024 Thaddeus Hamilton Middle School Athletic Director of the Year. He earned his MED in Secondary Education from WWU. He is currently the AD at Thomas Jefferson Middle School.

Alumnus Kirsten Ewigman was named the 2024 Northeast District Newcomer AD of the Year. He earned her MED from WWU. She is currently the AD at Marceline.

Alumnus Tyler Trover was named the 2024 Southeast District Newcomer AD of the Year. He earned his MED in School Administration from WWU. He is currently the AD at Portageville.

Alumnus Brad Young was named the 2024 Central District Newcomer of the Year. He earned his MED in Secondary Education from WWU. He is currently the AD at Lexington.

Alumnus Brad Blakemore was named the 2024 Northeast District AD of the Year. He earned his MED in Secondary Administration from WWU. He is currently the AD at Hallsville High School.

Alumnus Chris Kendrick was named the 2024 Northwest District AD of the Year. He earned his SpEd in Administration from WWU. He is currently the AD at Mid-Buchanan High School.

Alumnus Robert Ndessokia was named the 2024 Central District AS of the Year. He earned his MEA Degree from WWU. He is currently the AD at Capital City High School.

Alumnus Bill Deckleman was named the 2024 Athletic Director of the Year. from WWU. He is currently the AD at Washington High School.

2024 - 2025

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

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

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

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

All of the following are William Woods University Alumnus

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

Evidence:

- [Alumnus Award Example Picture](#)
- [Clayton NIAAA Certification](#)
- [Clayton P Certification](#)
- [Jen Brooks 2023 NFHS Citation Award](#)
- [MIAAA Leadership - 3 Adjuncts & 1 Alumnus](#)

Clubs and Co-Curricular

1. Does your program support any clubs and co-curricular activities that contribute to positive student experiences?
2. How does this contribute to the program?
3. To the campus experience of students?

Narrative:

The Master of Athletic Administration degree does not directly support any clubs or co-curricular activities, that I am aware of. With that being said though, we have several Graduate Students in the program. When students complete their field experience hours throughout their course work, they may help their Onsite Supervisor with some of this work, if their Onsite supervisors oversee a club or co-curricular activity, Of course, this would be the case if their onsite Supervisor is also a WWU employee. As long as the work replicates what an Athletic Administrator would do, they could use the hours.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

During this 5-year cycle we had a SWOT analysis one time, which was in 24-25. Below is what was listed:

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

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

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

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

Campus Facility and Resources

1. Provide an analysis on how adequate the spaces that are most used by the program on campus (laboratories, office space, classrooms/LMS, etc.).
2. Please discuss any updates or modifications to the facility or resources available to the program that have impacted student learning.
3. Recommendations to Improve Facilities and Resources

Narrative:

The MEA program is 100% online. We use the Brightspace platform for all of our courses, Brightspace was a welcomed change from prior platforms, as Brightspace is much more user friendly for the adjuncts and the students to navigate. Dr. Matt Dube oversees the learning platform to make changes, support any issues, and is always readily available for support.

We have updated all 10 courses within the program when we transitioned from 8-week courses, 5-week courses. We also, update as necessary when our curriculum is updated by the NIAAA. We use the NIAAA Leadership Training Courses (LTCs) as our curriculum in 9 of our 10 courses. As they update their LTCs, which is usually every five years, we too make updates.

Overall, student learning is not impacted with changes in Brightspace. With that being stated, the LTC updates can at times have a little impact on students. As an example, if a student bought an LTC with the copyright of 2020 and we now use the new version of 2025, there could be some changes that the 2025 LTC has that the 2020 LTC may not have. However, the entire adjunct group is always willing to support students in situations, as described in the example.

The William Woods University Help Desk is always available for students and adjuncts. They are always very supportive to help with technology concerns/issues. They provide timely feedback and support to all.

Library Report

* Upload the Library report provided by the University Library

1. Please describe the usage of library resources.
2. How do faculty and students feel the library meets the program's needs?

Narrative:

As far as I know, students do not use the library resources. The MEA program does not list library resources in any of the syllabi for students to use.

The MEA program uses resources that are purchased and provided by the NIAAA. Students purchase all but one of their required books directly from the NIAAA, leaving William Woods out of this process. The one book that they purchase beyond the NIAAA is a Case Book for EDU503 Sports Law.

Here is the [Library Collection Analysis](#) for the program.

Evidence:

- [Library Collection Analysis -- MED Athletics & Activities Administration 2026](#)

Cost Analysis

1. What was the annual budget for the program for the past 5 years?
2. How was the budget spent? (breakdown of budget expenses)

Narrative:

The MEA program itself does not have a budget. If something is needed, I reach out to the Executive Dean & Professor for the School of Education, Dr. James Concannon.

We do have an "Annual Course Rights Fee" that we pay to the NIAAA to use their LTC curriculum. The user fee is \$100 per LTC, per year. We use eight LTCs annually, we therefore have an \$800 annual fee. This fee has been paid annually for the entire five-year cycle. The [NIAAA Invoice](#) is sent to us annually, typically in August.

Students purchase their LTC manuals directly from the NIAAA. The NIAAA does provide our WWU students as discounted rate for their purchase.

Evidence:

- [NIAAA Invoice](#)

Specialty Accreditation

Does the program hold specialty accreditation?

If yes, please include the name of the accrediting body and upload the most recent accreditation letter. (description of the data points – describe the accreditation cycle– identify any points of concern noted on the most recent accreditation)

Narrative:

N/A.

Industry and Program Trends

Analysis of the Discipline

1. Provide context for the status of the discipline today.
2. What are some emerging trends in this discipline across the country?
3. What is happening in the industries related to this discipline?

Narrative:

We continue to see growth in athletics and activities positions, in many different forms. While there is not a specific job title that says, "Athletic and Activities Administrators", you can see we did find some position titles in the same type of field. The annual openings are 87% above the national average, which shows the need to continue supporting those interested in the field. Regional job trends continue to grow, as there has been an upward trend in data provided; 2025 over 52,000 regional jobs. Please review the link.

<https://planning.watermarkinsights.com/institution/9d66bb57-c9f3-40c5-8a41-3a4ad834913d/program-review/immersive/863897d6-ddfa-4247-ab25-404233ccb627/org/c24575bd-f5fc-4328-8ac7-3100bac1d4b4/view-insights/6738bc28-91f0-4d66-a2fa-4bda5121fe99>

Comparison to Similar Programs at Peer Institutions

1. Identify and discuss how similar programs compare to your program in terms of size, curriculum and any relevant attributes.

Narrative:

There are several universities that have a program similar to WWU but not the exact same. While all universities are different there are some similarities. The [NIAAA has comments](#) on their website about university partnership alignment with their curriculum, as well. Many, but not all, of the university's do use the National Interscholastic Athletic Administrators Association (NIAAA) curriculum. There are 12 university programs that have a partnership with the NIAAA [as seen on their website](#).

Ohio University is the largest in size, as they are typically over 100 students. OU has a large presence at the national conference every year, which allows them to discuss their program in a larger group of people.

As far as costs, all programs that I am aware of are very similar in cost. WWU would be on the higher side of the road, so to speak. With the addition of three NIAAA LTC's (501, 502, 503) being able to transfer as coursework for students in our program, this does support bringing down the overall cost to a student. This opportunity for students started during this five-year cycle.

Evidence:

- [Degree Completion Other Universities](#)
- [NIAAA Comments about University Partnerships](#)
- [University Association with NIAAA](#)

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees?
2. Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

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

Graduate/Alumni Feedback on the Program

1. What were some positive and negative feedback received from alumni?
2. Highlight any trends or insights that came from alumni feedback over the course of the cycle.

Narrative:

The feedback that I have received is through the Capstone course, EDU509, and through reading evaluations, when I have access. Alumni have been very pleased with the program, stating that they have learned many responsibilities of the Athletic Administrator and that the assignments are very practical.

There are a couple of areas that alumni have stated was that the philosophy paper requirement of five-pages seemed a little lengthy. Also, that some of the course layouts did not seem sequential, which made it a little confusing to follow. Both areas have been reviewed and adjusted, as necessary to support feedback received.

The MEA program received a report for the first time this past year. This [MEA Graduate Alumni Feedback Report](#) covers a variety of areas from academic advisor support, WWU resources, Instruction, Registration and overall program satisfaction. Overall, you can see that students were satisfied or very satisfied. There are some outliers but overall, this report was very positive.

Evidence:

- [MEA Graduate and Alumni Feedback Report](#)

Recommendations from Previous Program Reviews

1. Summarize recommendations from previous PRs, describe how those recommendations were applied throughout this cycle.

Narrative:

The last 5-year review recommendations were:

- Continue to increase marketing presence via social media.
- Attend State Athletic Administrator and Coaching Conferences and NIAAA Conference.
- Increase connections with high school Coaches and Athletic Administrators to help promote the program.

WWU has definitely increased marketing presence when we partnered with the MIAAA in 2022-23. We are the Presenting Partner for the association. We have continued this sponsorship every year since our initial year. WWU also, provides a discount to members of the MIAAA and their immediate family.

The Program Manager (PM) does attend the state conference and national conference, every year since 2020. William Woods does see the value in sending the PM attending these functions. While at the state conference the PM does speak in one, sometimes two, sessions about WWU and the programs.

The Program Manager makes connections with Athletic Administrators and HS coaches, through their role as a MSHSAA official. While at schools the PM, at times, has conversations with coaches, the score tables, and the AAs about programs at WWU. The PM attends the Greater Kansas City Athletic Association meetings and has individual conversations too (not a group presentation).

Also, changes have occurred based on what current MEA adjuncts have stated, what the PM has come across, or some suggestions from students.

Industry Relevance and Employment

1. How do your student learning outcomes align with industry needs?

Narrative:

The MEA students have learning outcomes that tie into the role of leadership, referenced as the [Leader Standards](#). The six outcomes/objectives are: Vision, Teaching & Learning, Management, Community Collaboration, Ethics, and personnel Professional Development.

As clearly stated in the document, these standards "emphasize the leader as a competent manager and instructional leader who continuously seeks out to improve upon their own knowledge". The outcomes do align with our ever-changing industry , as the leader standards focus on continuous development of knowledge and skills within an Athletic Administrator role. These standards will support and strengthen an Athletic Administrators knowledge and skills throughout their career by improving upon their own practice (part of being an educational leader).

Evidence:

- [Leader Standards](#)

Employment Outlook

1. Describe employment outlook for the degree.
2. What types of employment would constitute working "in the field?"
3. Are there changes to program offerings and activities that would improve the employment outlook for graduates?

Narrative:

The [Competitive Landscape and Labor Market Insights](#) illustrates many areas that supports the employment outlook for our graduates. While there is not a specific Athletic Administrator title listed in occupations, it still shows a wealth for jobs needed in the "athletic world".

There will always be a need for coaches, administrators, and sports officials, in which all would be considered working in the field for the MEA degree program. The program always has a diverse group of students in the program, not all wanting to be athletic administrators. Many that have gone through the program are coaches wanting to learn more about the world of athletics, several have been directors at YMCA's and Recreation Centers, and many, of course, do eventually want to become an athletic administrator.

When looking at the document (attached above) "Labor Market Overview" you will find that there are over 50,000 jobs nationally that could be included "in the field". Coaches, Scouts, Administrator sat all levels, and several sports officials. Of these 50,000+ jobs nationally, there is 5,190 annual openings.

When viewing the "Regional Job Trends" you will see that the demand for occupations "in the field" over the last two decades had grown just about every 5-year increment. From 2005 to 2025 there has been a growth of regional jobs at 19,382, which is a 59% increase over the 20-year span.

Changes to the program to improve the outlook for our graduates would be to keep up with the times, so to speak. Staying current on curriculum so that our students are getting the most relevant course of studies that we can provide them. The MEA program does stay current with updating all course syllabi, as the NIAAA does change their LTC curriculum every 5 years, on a rotating basis.

We use the LTC curriculum from the NIAAA, in all courses except EDU544. The NIAAA has many LTC's and we use 8 of those in our program. LTC's are on a rotation to be updated. The NIAAA is making improvements to some LTCs every year. However, each LTC is guaranteed to be updated within a 5-year timeframe. Not all 8 of our LTCs are updated on the same 5-year plan, but when they are the NIAAA sends us the updated version.

EDU544, Digital Tools, does not use the LTC curriculum. However, we have a partnership with [Gipper](#), and that drives a lot of the curriculum used in EDU544. We are in our fourth year using Gipper as a resource to keep up with current ways for students to market their programs.

Evidence:

- [Competitive Landscape and Labor Market Insights](#)
- [Gipper Website](#)

External Review

Executive Summary

General observations and comments are provided as to how the program aligns with and supports the University mission and curriculum, the quality of student learning and the achievement of student learning outcomes, the qualifications and achievements of faculty, the student experience, the state of facilities, the value of online resources and supports (if relevant), on-campus resources, financial resources, and how the program is responding to trends within the larger perspective of the program field.

Narrative:

As the external reviewer, I conducted Zoom interviews with current students and faculty to gather feedback regarding the program curriculum, course structure, content delivery, faculty accessibility, student accountability, overall satisfaction, and potential areas for improvement.

In addition, I reviewed William Woods University's 2024-25 Curriculum and Assessment Findings from the MEA 5 Year Program Review Document to further evaluate program effectiveness and alignment with stated objectives.

Findings

Student satisfaction was exceptionally high, with all students reporting positive experiences with both faculty and curriculum. Participants consistently praised the quality of educational materials and their direct application to real-world athletic administration experiences. Faculty members received high marks for their accessibility, timely feedback, engaging course presentations, and flexibility in accommodating students who were balancing graduate studies with teaching, coaching, administrative responsibilities, and family commitments.

Both students and faculty spoke highly of the 5-Week Course Structure, noting that the concentrated delivery format was an effective method for presenting and reinforcing course content. Students repeatedly highlighted the practical value of coursework related to branding, communication, legal aspects of athletics, organizational leadership, and professional networking. Many indicated that the knowledge and skills gained through the program could be immediately applied to their current positions and future career opportunities.

Commentary

Reviewers provide comments about the program strengths and challenges.

Narrative:

Strengths

Beyond the outstanding satisfaction ratings reported by students and faculty, the results from the MEA's 5-year Program Review demonstrate remarkable success in meeting and often exceeding program objectives. In many assessment areas, achievement levels reached the 100% mark, reflecting a strong commitment to academic excellence and student outcomes.

Nationally, there are more than 300 graduate programs in Athletic Administration and/or Sport Management. However, only approximately 50 institutions offer a dedicated master's degree in athletic administration. William Woods University stands among an elite group of only 13 institutions whose programs are affiliated with and endorsed by the National Interscholastic Athletic Administrators Association (NIAAA).

This distinction, combined with the University's partnership with the Missouri Interscholastic Athletic Administrators Association and its strong presence at the state athletic directors conference, creates a unique and highly valuable educational experience. These relationships provide students with meaningful networking opportunities and direct connections to leaders in the profession.

Suggestions for Improvement

Both students and faculty expressed concerns regarding the current "Woods Wednesday" format. Because many participants are actively coaching contests or supervising athletic events during the scheduled time, attendance opportunities can be limited. Offering alternative sessions on a Sunday afternoon or evening may significantly increase participation and engagement.

The program should continue to regularly review and update curriculum content to ensure students are exposed to the latest developments in technology, branding, communication, leadership, and athletic administration best practices. One student recommended the addition of mock interview experiences to help candidates better prepare for advancement opportunities.

Consider expanding the technology component to include the Hudl Production Truck platform could provide valuable hands-on learning experiences for graduate students. Such an initiative would not only enhance student learning but could also create opportunities for students to produce and broadcast multiple William Woods athletic events. This concept presents potential benefits for institutional visibility, community engagement, and possible revenue generation through game-day partnerships and advertising opportunities.

Students should also be encouraged to pursue a wider variety of professional experiences, including coaching, leadership, administration, supervision, event management, and entrepreneurial opportunities. Expanding collaborative projects and experiential learning opportunities may further enhance student development and professional readiness.

Continued promotion of the program throughout Missouri and neighboring states (the Border States Summit) and nationally through NIAAA channels is strongly recommended. A key differentiator that should be emphasized is that William Woods University is one of the few institutions that allows candidates to earn their master's degree while simultaneously completing the NIAAA-required coursework for the Registered Athletic Administrator (RAA) certificate at no extra cost for coursework.

Additionally, the university should continue highlighting the significant contributions of its faculty members at both the state and national levels. Faculty service as conference speakers, national instructors, committee members, and committee chairs demonstrates the program's influence and credibility within the profession. For aspiring athletic administrators, access to this network of accomplished professionals is one of the most valuable benefits the program provides.

Recommendations

Comments provide future direction for the faculty to use to improve student learning. Evaluative feedback is offered, as well as suggestions to improve any aspect of the program. Recommendations that require no new resource as well as those that do are welcome, alongside identifying areas for program development based on market/industry demands not yet identified by the university or program faculty. The report may include recommendations that have been shown to be effective elsewhere.

Narrative:

Best Practices to Continue or Consider Developing

- Develop a formal alumni network and mentoring program that connects current students with graduates working in athletic administration positions across the country.
- Create periodic virtual networking events featuring successful alumni, state athletic association leaders, and nationally recognized athletic administrators.
- Expand career preparation resources by incorporating resume reviews, portfolio development, mock interviews, and job search strategies.
- Consider establishing specialty certificates or micro-credentials in areas such as leadership, facilities management, fundraising, sports communication, and technology integration.
- Increase student exposure to emerging topics including artificial intelligence, social media management, NIL developments, event security, risk management, and crisis communication.
- Continue leveraging faculty expertise by hosting webinars, podcasts, and professional development sessions that further enhance the visibility and reputation of the program nationwide.

Conclusion

Based on interviews, assessment data, and program review materials, William Woods University's Online master's degree in athletic administration is an outstanding program that provides a high-quality educational experience for current and aspiring athletic leaders. The combination of exceptional faculty support, practical and relevant curriculum, strong professional partnerships, and alignment with NIAAA standards puts the William Woods program among the premier athletic administration graduate programs in the nation.

Student satisfaction is consistently high, learning outcomes are clearly being achieved, and graduates are gaining valuable skills that directly impact their effectiveness as educational leaders. With continued attention to innovation, technology integration, and program visibility, William Woods University is well positioned to continue its growth and leadership

within the field of athletic administration.

**Submitted by Jacob von Scherrer, CMAA
External Reviewer**

Program Response to External Review

Program Response

After the External Report is submitted, the Program faculty will respond to any comments where the reviewer has noted need of improvement or where additional explanation is needed. The faculty response will also include a response to the recommendations of the reviewer and their action plan to move forward with recommendations, or what is needed for the program to move forward with a recommendation. This response is added to the report and submitted to Academic Council for final review.

Narrative:

I have responded to each of the areas that Dr. Jake von Scherrer has listed. as suggestions for improvement.

Suggestions for Improvement

Both students and faculty expressed concerns regarding the current "Woods Wednesday" format. Because many participants are actively coaching contests or supervising athletic events during the scheduled time, attendance opportunities can be limited. Offering alternative sessions on a Sunday afternoon or evening may significantly increase participation and engagement.

- This has actually been discussed, stating that we have had very little success with students showing up to the MEA "WWs". Most of this is due to students being busy still coaching, as that is a large population in our program.
- It was stated that the Wednesday night meeting at 5:30, allows our admissions office to have a consistent message to potential students. All of the education degrees meet at the same time; therefore, they would not have to look up what programs meet on what days and times.
- Support from WWU would be needed to proceed with this change.

The program should continue to regularly review and update curriculum content to ensure students are exposed to the latest developments in technology, branding, communication, leadership, and athletic administration best practices. One student recommended the addition of mock interview experiences to help candidates better prepare for advancement opportunities.

- The MEA curriculum is updated regularly; however, our curriculum is based on the NIAAA curriculum. (LTC's) I do know that some of the articles the NIAAA use outdated.
- Based on updates that the NIAAA make to their curriculum, we update a course (or more) every year, to keep up with the NIAAA updates.

- In fact, this calendar year, the NIAAA updated 5 of their LTC.s that we use in our courses. These updated LTCs impacted 6 of our 10 courses. These 6 courses have been updated as of early-2026.
- Continued encouragement with the MEA team to provide articles that are current and have students read something more current.
- Ongoing support from WWU to be able to pay for the yearly fees, to use the NIAAA curriculum.

Consider expanding the technology component to include the Hudl Production Truck platform could provide valuable hands-on learning experiences for graduate students. Such an initiative would not only enhance student learning but could also create opportunities for students to produce and broadcast multiple William Woods athletic events. This concept presents potential benefits for institutional visibility, community engagement, and possible revenue generation through game-day partnerships and advertising opportunities.

- [HUDL](#) is a **video and data analysis platform** built for coaches to break down game film, track player stats, and scout opponents.
- Discussion with Hudl can take place to see how we might be able to use this platform in our course work. I can look into this and also talk to the MEA Adjuncts about Hudl contacts they use.
- I, and some adjuncts, can also discuss how we might be able to add assignments that students could complete that involve the use of HUDL. Two approaches:
 - Have students review their own schools' use of HUDL and break down a video of a sport. Which again, is more coach related, not A/A Admin.
 - While most schools do use HUDL, we would possibly need to create an alternative assignment for those that do not use HUDL already.
- Support from WWU would be needed, if there is a cost for access.
- Collaborative work with the MEA adjuncts that facilitate the EDU 544 course. We can look at how this can possibly be included in this course, or possibly another.
- My hesitation though is that this is more for coaches to "scout" virtually, not really for an athletic administrator. I believe this is not a very good route to take personally.

Students should also be encouraged to pursue a wider variety of professional experiences, including coaching, leadership, administration, supervision, event management, and entrepreneurial opportunities. Expanding collaborative projects and experiential learning opportunities may further enhance student development and professional readiness.

- The overarching idea of "event management / entrepreneurial opportunities" can be looked at in many of the courses and possibly adding assignments that could support this suggestion.
 - Students do perform 90 Field Experience Hours throughout the program timeframe. Standard 3 is Management, in which they do get some of these opportunities with their Onsite Supervisor.
- Once the program moved to all online partner/group projects/assignments were eliminated. With that said, we can look at the option of implementation of partner group projects to be included again, which would allow for the collaborative approach for students to perform.

- Collaborative work with the MEA team to look at current course work and how we might be able to add such assignment types.

Continued promotion of the program throughout Missouri and neighboring states (the Border States Summit) and nationally through NIAAA channels is strongly recommended. A key differentiator that should be emphasized is that William Woods University is one of the few institutions that allows candidates to earn their master's degree while simultaneously completing the NIAAA-required coursework for the Registered Athletic Administrator (RAA) certificate at no extra cost for coursework.

- Our use of the NIAAA curriculum allows students to earn 6 LTC course credits from the NIAAA. If the students choose to complete the paperwork with the NIAAA they can earn the entry level certification, Registered Athletic Administrator (RAA), because of the credit they earn completing the MEA program degree.
- The program manager attends the NIAAA conference, with financial support from WWU.
- The program manager attended the NIAAA conference last December through their own funds.
- The program manager will be attending the Border States Summit in July, using their own funds.
- While WWU has paid for the NIAAA conference in the past, this past year they were unable to.
- WWU financial support to attend conferences, when possible.
- Attending these conferences allows for the continued promotion of WWU and the program.
- Would WWU be interested in paying for a conference booth at the NIAAA conference? There are other universities that do so.

Additionally, the university should continue highlighting the significant contributions of its faculty members at both the state and national levels. Faculty service as conference speakers, national instructors, committee members, and committee chairs demonstrates the program's influence and credibility within the profession. For aspiring athletic administrators, access to this network of accomplished professionals is one of the most valuable benefits the program provides.

- I have always stated that we have a wonderful group of adjuncts within the MEA program. Many speak and present at local, state, and national levels.
- There have been some adjuncts that have received state and national recognition.
- These presentations and recognitions have been mentioned within this 5-year review.
- Our students have access to outstanding professors for their courses. This access allows students to start their resource connections within the athletic arena.

Evidence:

- [HUDL](#)

Academic Council Review

Academic Council Response

Academic Council will review the report in its entirety and come together to discuss any remaining questions or concerns. The council will highlight noted areas of improvement for program focus. Issues of resources are discussed if additional resources are needed to implement improvements noted by the Reviewer, the faculty or Academic Council.

Narrative:

Academic Council read and reviewed the report for the July 28, 2026, meeting. The list below notes the strengths, challenges and ideas for future action to be taken by the program.

Strengths:

- The program overview was strong and well-developed with detailed data on instructor qualifications and alumni student activities and honors.
- The organization of the response to the external reviewer's report was well organized and easy to follow
- The program manager clearly knows the program deeply and writes with candor, providing a genuine feel to the report. Areas of weakness are noted with transparency, and the report included changes to curriculum based on assessment results.
- The faculty section is very strong with CAA/CMAA credentials across the board, adjuncts holding leadership roles in MIAAA and NIAAA, the WWU/MIAAA Presenting Partner relationship, and a detailed listing of faculty and alumni awards.
- Nicely documented assessment data and enrollment data. The report draws good conclusions from these data.

Weaknesses:

- The discussion on the 8-week to 5-week transition was light considering the impact of the decision. It was expected that there would be more discussion on how the curriculum was overhauled and the concerns with the decision. There is also a disconnect when students told the external reviewer that they liked the 5-weeks, but the SWOT suggests the 5-week term is a negative. Some discussion on the opinions of students or the review of student work in 5-weeks would have been helpful for the report.
- The report fell short in explaining the impact of curriculum modification when the university transitioned from a 33-credit program to 30-credit master's programs. It is not clear how losing a course impacted the program. Was that material swallowed into another course, or did it just disappear?
- The program knows where their alumni are and what they are doing, but the alumni survey was missing. This is not a new piece to the program review, but it has been confusing for programs to distinguish the alumni survey from the graduating student survey. The alumni survey is program specific data that programs want to know about their completers, courses, and outcomes.

- There are gaps in the data presentation and how it relates to the outcomes, or action plans of the program moving forward.
- The discussion of the data changes from numbers to percentages, and it is not always clear as to the implication of the number in question. A clearer explanation of the data would benefit the report. Also – the data could be displayed in chart form to make it easier to follow in many instances.

Action plans:

- The program could look into the idea of micro credentials or additional beneficial skills to add to the program that would increase their marketability since the program does not lead to a building level certification.
- The program director and faculty should discuss the idea of HUDL or a similar platform and determine if it is a missing piece to the curriculum.
- The program director should work with marketing and online admissions to focus on the benefit of national certification when completing the program. With the cost reset in Education, this might help the program grow back into the 75-90 student number.
- Prioritize building exit or alumni survey data in place. This is the single biggest gap in evidence; even a simple annual survey would strengthen the next review substantially and give the program manager real data (rather than anecdote) to support claims about program value.
- Investigate the use of library resources to supplement outdated resources that are provided through NIAAA to highlight the available resources in the library and ensure that students are exposed to current materials.