



WILLIAM WOODS
UNIVERSITY

Education Specialist in C & I Annual Assessment 2019-2020

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Graduate Annual Assessment 2019-2020

Education Specialist in Curriculum Leadership

Program Profile

Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

Objective 1: Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

Objective 2: Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

Objective 3: Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Objective 4: Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Objective 5: Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

Objective 6: Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

Program Demographics

Total Enrollment 2018-2019

32

Total Enrollment 2019-2020

36

Graduating Students

Total Graduated 2018-2019

12

Total Graduated 2019-2020

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Curriculum_Leadership.pdf

Program_Assessment_Data_Graduate18_19_6_.xlsx

Program_Assessment_Data_Graduate_19_20.xlsx

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Enrollment is as expected. The enrollment is increasing. The five-year graduation rate for this program is 76.5%. The EDS Curriculum Leadership program transitioned to fully online effective Summer 1 2020. To facilitate this change, several courses were redesigned to meet specific curriculum leadership expectations, EDU 610, EDU674, EDU681, EDU691 and EDU696.

Program Delivery

Cohort
 Online
 Hybrid
 Cohort and Online (selected)

External Accreditation

Does the program hold external accreditation?

Yes
 No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

https://www.williamwoods.edu/academics/graduate/education_graduate/education_specialist_degree_in_curriculum_leadership.html

https://www.williamwoods.edu/catalog/graduate/degree_programs.aspx

Internal websites are used to advertize this program.

Marketing Attachments

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

See attachment

Faculty Load Attachment

If you want to attach the load document you can do that here.

Adjunct_faculty__2_.csv

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

Alignment with Institutional Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

The Education Specialist in Curriculum Leadership program provides the experienced educator a high- quality curriculum leadership program designed to develop the professional skills essential to leading quality curriculum development and instructional leadership in the K-12 school environment. The EDS in Curriculum Leadership program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610	EDU 635	EDU 645	EDU 655	EDU 673	EDU 680	EDU 690	EDU 696
EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	A, M	R	A, M	I	R	R	R			R
EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R		I	R	A, M	R		A, M	R
EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R		I	A, M	R	A, M	R	R	R
EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R	I	R	A, M	R		R	R
EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R	A, M, I	R	R	R	R	R	R
EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R	I	R	R	A, M	R	R	R

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?

The EDS in Curriculum Leadership curriculum map for the 19-20 academic year is consistent with prior years.

Assessment Findings

Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

Assessment Measures

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet?	DATA LOCATED HERE	VIA_EDS_C_I_VIA_6_.pdf Via_2019_2020_Curr_Leadership_Rubric_Report_05_05_2020_203215_67637_.pdf	

EDU 610				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Board of Education Report; Analysis of a School Improvement Issue: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (59 students) met assessment requirements, scoring proficient (1) or exemplary (58).		

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

Assessment Measures

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% (11 students) met assessment requirements		

EDU 690				
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Cohort Study Group Major Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (37 students) met assessment requirements		

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Assessment Measures

EDU 645				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100%% (4 students) met assessment requirements		

EDU 673				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Urban Reform Model Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (20 students) met assessment requirements		

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	No data collected for the 19-20 academic year, issue resolved moving forward.		

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet? Met	100% (11 students) met assessment requirements		

EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

Assessment Measures

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	No data collected for the 19-20 academic year, issue resolved moving forward.		

EDU 635				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet? Met	100% (10 students) met assessment requirements		

EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

Assessment Measures

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% (5 students) met assessment requirements		

EDU 673				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Report PD Plan: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (29 students) met assessment requirements		

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The curriculum and assessment process for the EDS in Curriculum Leadership is consistent with recent years. The assessment exercises are intended to mirror authentic practices of curricular leadership.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

All adjunct faculty are required to attend annual University created/provided professional development. For the 19-20 academic year, the primary focus of the adjunct instructor professional development centered around improved engagement and instruction, as well as program and DESE updates.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

Annual Assessment Rubric 2018

15.000 pts 55.56%

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	the program objective are not the mission statement.			
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the assessment is briefly discussed.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				