



WILLIAM WOODS
UNIVERSITY

**Education Specialist in Elem or Sec Princ. Annual Assessment
2017-2018**

ANNUAL ASSESSMENT 17-18

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Graduate Annual Assessment 17-18

Education Specialist in Elem or Secondary Principalship or SPED

Program Profile

Program Mission

Program Demographics

Total Enrollment 2016-2017

Total Enrollment 2017-2018

8

Incoming Students 2016-2017

Incoming Students 2017-2018

8

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Program Delivery

Cohort

Online

Hybrid

Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes

No

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.

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 ADM.1	Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
EDS ADM.2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
EDS ADM.3	Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.
EDS ADM.4	Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
EDS ADM.5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.
EDS ADM.6	Student will demonstrate the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.
EDS ADM.7	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

EDS ADM.7 Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.											
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Assessment Findings

Assessment Findings for the Assessment Measure level for Education Specialist in Elem or Secondary Principalship or SPED(Imported)

Improvement Narrative List

Assessment List

Program Activities

Student Accomplishments

Faculty Accomplishments

Alumni Accomplishments

Recent graduates only

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input checked="" type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input checked="" type="checkbox"/> Assessment measures are not clear. <input checked="" type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input checked="" type="checkbox"/> Learning outcomes are not routinely assessed. <input checked="" type="checkbox"/> Routine data is not collected. <input checked="" type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>

Additional Comments: