William Woods University

**Education Specialist in Elem or Secondary SPE Annual Assessment
2016-2017**

ANNUAL ASSESSMENT 16-17

Graduate Annual Assessment

Education Specialist in Elem or Secondary Principalship or SPED

Program Profile
Program Mission

Program Demographics

Total Enrollment 2015-2016

Total Enrollment 2016-2017

Incoming Students 2015-2016

Incoming Students 2016-2017

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.

Curriculum Map

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

Education Specialist in Elem or Secondary Principalship or SPED

	EDU 600	EDU 610	EDU 620
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.			
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	EDU 640	EDU 650	EDU 653
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	EDU 657	EDU 673	EDU 680
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	EDU 690	EDU 697
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Assessment Findings

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

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

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

Additional Comments: